

- 1 Look at Marie's plans for tomorrow. Then complete the sentences below with the future perfect or future continuous form of the verbs in brackets.

9.00	Get up and have breakfast	17.30	Meet Rachel at the British Museum
9.45	Leave home	18.45	Cinema with Rachel
11.00-11.45	Tennis with Phil	21.00	Catch train to Guildford
12.30	Lunch with my cousin	22.15	Train arrives at Guildford
13.50	Bus to station	22.30	Bus home
14.30	Catch train to London	23.00	Arrive at home!
15.45	Train arrives at King's Cross		

- By 10.00, she _____ breakfast. (eat)
 - At 11.30, she _____ tennis with Phil. (play)
 - At 12.00, she _____ her game. (finish)
 - At 13.00, she _____ lunch with her cousin. (have)
 - At 14.00, she _____ the restaurant. (leave)
 - At 15.15, she _____ to London. (travel)
 - At 16.00, she _____ at King's Cross Station. (arrive)
 - At 17.45, she _____ Rachel at the British Museum. (meet)
 - At 19.00, she and Rachel _____ a film. (watch)
 - At 23.15, she _____ home. (return)
- 2 Use the future continuous or future perfect form of the verbs in brackets to complete the article.

This week, we ask two readers ... what do you think life will be like in 50 years' time?

Rosa says ...



I think that 50 years from now, we
1 _____ (live) in houses under
the sea. We 2 _____ (destroy)
the Earth's surface through
pollution and global warming.

I hope that we 3 _____ (try) to find a solution to
the problem, but perhaps we 4 _____ (treat) our
natural resources so badly that they won't recover.

Andy says ...



I think we 5 _____ (explore) space.
We 6 _____ (make) contact with
other species on other planets within
the next 20 years and they 7 _____
(visit) us several times. I think people

8 _____ (discover) how to reduce global warming and
by the next century we 9 _____ (live) in a much more
eco-friendly way.

- 3 **SPEAKING** Work in pairs.

Student A Think of a job. Imagine that this will be your job in the future. Tell your partner what you will be doing on this day in ten years' time.

Student B Listen to Student A's sentences. Can you guess the job?

On this day, in ten years' time, I'll be wearing shorts and a T-shirt. I'll be sitting on a chair on the beach. I'll be watching people.

I think you're going to be a lifeguard!

3D Future continuous and future perfect

Aims: To review and practise the future continuous and future perfect tenses.

Time: 10–15 minutes

Materials: One handout for each student

Exercise 1

- Give each student a handout and ask them to look at Marie's plans for tomorrow. Remind them, if necessary, that we use the future perfect to talk about actions which will be completed in the future and the future continuous to describe actions which will be ongoing in the future. Go through the first two questions with the class. Point out that Marie will definitely have finished her breakfast by 10.00 a.m. and so therefore the future perfect is the correct tense. However, at 11.30 she will be in the middle of her tennis game with Phil, and so the future continuous is the correct tense. Students then continue to work individually.

KEY

- 1 will have eaten
- 2 will be playing
- 3 will have finished
- 4 will be having
- 5 will have left
- 6 will be travelling
- 7 will have arrived
- 8 will have met
- 9 will be watching
- 10 will have returned

Exercise 2

- Students complete two teenagers' predictions about life in 50 years' time. Students can work individually or in pairs. You could then ask the class to vote on whose vision of the future they agree with.

KEY

- 1 will be living
- 2 will have destroyed
- 3 will be trying
- 4 will have treated
- 5 will be exploring
- 6 will have made
- 7 will have visited
- 8 will have discovered
- 9 will be living

Exercise 3

- Working in pairs, students describe their future jobs to each other and try to guess their partner's job. Tell them to think about what they will be doing / wearing, who they will be speaking to, where they will be working, etc.