



ASIGNATURA	Inglés	PERIODO	2 (semanas 5 y 6)
GRADO	Once (11°)	DOCENTE	Karen Présiga Cuartas
FECHAS	Del 3 al 14 de mayo del 2021		
OBJETIVO	Comprender las diferentes formas del futuro en inglés y sus criterios de uso a través de la identificación de metas y objetivos personales a corto, mediano y largo plazo		
OBSERVACIONES	Los trabajos deberán ser enviados vía Classroom.		

FUTURE FORMS

will

predictions (we think something will happen)

- ➔ He **will be** a good doctor.
- ➔ I believe they **will win** this match.

instant decisions (taken while speaking)

- ➔ A: "We don't have sugar"
- B: "I'll **buy** some then."

promises and refusals

- ➔ I **will help** you but I **won't lend** you any money.

offers

- ➔ I'll carry your bag. / **Shall I carry** your bag?

suggestions

- ➔ **Shall we eat out** today?

requests

- ➔ **Will you open** the door please?

be going to

predictions (we see - present evidence)

- ➔ Slow down! **We're going to have** an accident!
- ➔ Look at the clouds. It's **going to rain**.

decisions (taken before now - intentions/plans)

- ➔ **Are you going to watch** the game tonight?

present continuous

plans (arrangements have been made)

- ➔ I'm **flying** to New York tomorrow morning.
- ➔ I'm **seeing** the dentist at 6.
- ➔ We **are getting** married next week.

present simple

timetabled events

- ➔ The train **leaves** at 4 o'clock.
- ➔ The exams **start** next week.

future time clauses (when/ as soon as/until, etc.)

- ➔ I'll retire when I **am** 70. (NOT **when I'll be 70**).
- ➔ Call me as soon as you **arrive**.



may / might

Use **may** or **might** to talk about future possibility

- ➔ I **might go** to the party tomorrow; I'm not sure.
- ➔ Temperatures **might go up** next week

1. Read a teenager's blog post. Do you ever feel the same?

My future



A few years ago when I was in 8th grade, I worried a lot about my future. Every day, I thought 'What am I going to do when I leave school?'. I didn't feel excited about the future - I just

felt very scared. One reason was that at that time I found school difficult. I usually studied hard and listened in class (well, I thought so), but my teachers never seemed to be very happy with my work - or with me. When I think back to those times now, I remember that sometimes I didn't concentrate very well and I also handed in work too late. This went on for most of the year, but then near the end

of the year something happened. I suddenly knew what my dream job was. I love animals and I decided that I wanted to become a vet! To do that I had to go to a good university. And to go to a good university, I had to get good marks and do well in my exams.

From 9th grade onwards, I worked very hard every day in class. I studied for hours at home and my parents even told me to work less! At the end of that year, I won a prize for my good marks. My family were so proud of me and I felt great. But then, I started to worry again. I thought 'What will happen if I don't get good results next year?' and 'If I didn't go to university, what would I do?'. Everyone told me that I just had to do my best and to stop worrying. So that's exactly what I did!

I often think back to 8th grade when I was so scared. Now I feel much more confident and I'm looking forward to the future!

by Anna

🕒 20 minutes ago

💬 10 COMMENTS

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2. Match phrases a-d with the underlined phrases in the text.

- a. do things as well as I could
- b. feeling happy about something in the future
- c. gave my homework to teachers
- d. continued

3. Read the text again. Write T (true) or F (false).

- a. Anna never worried about the future. _____
- b. She didn't always work hard in 8th grade. _____
- c. She won a prize for her school work in 8th grade. _____
- d. She studied harder in 9th grade than 8th grade. _____
- e. Her family felt happy for her in 9th grade. _____
- f. She isn't very confident now. _____

4. Look at these two pairs of sentences. Which ones are in the text?

A1. 'What will happen if I don't get good results next year?'

A2. 'What would happen if I didn't get good results next year?'

B1. 'If I don't go to university, what will I do?'

B2. 'If I didn't go to university, what would I do?'

5. Read the sentences in exercise 4 again. Answer these questions.

a. Are all the sentences about the future?

b. Which sentences show possible future situations?

c. Which sentences show imaginary future situations?

6. Think about your short-term (ST), medium-term (MT) and long-term (LT) goals. Copy the table in your notebook and put a mark (X) in the columns.

Goal	ST	MT	LT
graduate from high school			
get married			
go to university			
buy a house			
get a good job			
travel around the world			
apply for a scholarship			
get a good mark in the end-of-school exam (Pruebas Saber)			
study in a different city or country			
... other			

Write 

7. Choose one of your goals. Make your plan.

