Will, May, and Might for Future Possibility
Future Possibilities and Predictions

Activity type: Categories
Level: High-Beginning / Low-Intermediate
Purpose: Students practice reading and listening to a short story that uses modals of future possibility (will, may, and might) to express predictions. Students must listen for key phrases in the story and write them in the corresponding category of a chart.

Set-up: Pairs or small groups
Time: 5 minutes to prepare / 20 minutes to do the activity
Materials Preparation:
1. Make one copy of the Student’s Page for each student.
2. Be sure each student has a pen or pencil.

Procedure
1. As a warm-up, ask students to think about what life might be like in the future. Ask What things will happen? What things may, or might, happen? Discuss why some things are certain and others are not.
2. Pass out one Student’s Page to each student, then put the students in pairs or small groups. Ask each student to choose the role of either Reader or Writer. (There must be one Reader and at least one Writer per pair or group.)
3. Tell students to fold the paper in half so they see only their part. Allow a few minutes for Readers to read the paragraph silently and for Writers to look over the phrases in the word box.
4. Tell students that Readers will read the paragraph aloud. Writers listen to the Reader carefully for the phrases in the word box, notice the modal that is used (will, may, or might), and write the phrase in the correct column.
5. To model the activity, read the first two sentences in the paragraph, and have students look at the word box. Ask them to find the phrase they heard and say whether in used will, may, or might. Point out the example in the “Will” column.
6. Have students complete the activity in their pairs or groups. Walk around and offer help if necessary.
7. To check answers, copy the chart on the board. Have a volunteer Reader read the passage to the class as volunteer Writers complete the chart.

Answers:
will:
play a large role
probably prepare food and clean the house
be important to feel comfortable around robots

may:
have a robot in their homes
take care of sick people
be very important someday

might:
care for young children
behave more like humans
appear to show emotions

Follow-up
In small groups, have students express their opinions about technology in the future using will, may, and might. Have them give reasons for their opinions. For example, I won’t have a robot in my home. I’m sure they’ll be too expensive. / Touch screen TVs might be useful. People might be able to throw away their remote controls.
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Work in pairs or in groups. One student is the Reader. Other students are Writers. Fold the paper in half so only your part is showing.

For the Reader:
Read the paragraph aloud. When you finish, read it aloud again. Be sure to speak slowly and clearly so other students can take notes.

How will technology affect our lives in the future? Some people predict that robots will play a larger role. For example, some families of the future may have a robot in their homes. These robots will probably prepare food and clean the house. They might care for young children, too. Robots may also take care of sick people in hospitals. Therefore, it will be important to feel comfortable around robots. In fact, researchers are already teaching robots to speak and to move like humans. As a result, robots might behave more like humans in the future. They might also appear to show emotions, such as joy or anger. For all of these reasons, it is possible that human-like robots may be very important someday.

For the Writer(s):
Listen to the Reader. Look at the phrases in the word bank. When you hear the Reader talk about each thing, write it next to the correct word in the chart.

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