

The palm reader by Dimitra Eleftheriou-Ernst

Age: Teenagers / Adults
Level: Pre-intermediate
Time: 60 minutes
Objectives: To present / revise the future with *will* for predictions (in affirmative, question and negative forms); to practise *wh-* questions
Key skills: Speaking, reading
Materials: One copy of the incomplete comic strip and speech bubble sheet (cut up) per group of four or five students; one copy of the full version of the comic strip per student; one copy of the dice sheet (cut into four); dice

Procedure

Stage one (approx. 10 min)

1. Write the word *palm* on the board and elicit what it means. To confirm the meanings, show students the palm of your hand.
2. Check the pronunciation: /pɑ:m/ (the / is not pronounced).
3. Now, write next to the word *palm* the word *reader* and elicit what *palm reader* means. (Answer: *someone who can predict the future by studying / reading somebody's palm*)

Have a short discussion

4. Ask students:

If you had the opportunity, would you want to know your future?

Why? Why not?

Do you know someone who has been to a palm reader or fortune teller?

Did what the palm reader or fortune teller tell them come true?

5. Next, ask students:

What are the usual questions people ask palm readers?

Write their questions on the board. To make sure they use the future with *will*, you may need to give an example, such as *How many children will I have?*

6. Afterwards, invite students to tell you if they would ask the same questions. If not, what questions would they ask?

7. Ask students:

Do you believe that there are people who can predict the future?

Stage two (approx. 30 min)

8. Now, tell students that they are going to read a comic strip about a woman who goes to a palm reader to find out about her future.
9. Invite students to form groups of four or five. Inform them that you are going to give them the comic strip without the words and they will have to predict the story as they go. Tell them that they will have about 3 minutes to work with each panel.
10. Give them panel 1 (the beginning of the story) first. Tell them to discuss in their groups what the woman could be saying. They shouldn't write anything down.
11. Give them the completed speech bubble for panel 1.
12. Now, ask students to predict what will happen next, using *will*. For example, *I think the woman will go into the tent*. They should share predictions in their groups.
13. Walk around, monitor and help if necessary.
14. Give them the next panel. Repeat the process: tell the groups to discuss what Madame Fortunata is saying; then, give them the completed speech bubble for that panel; then, students predict what will happen next and you give them the next panel.
15. Continue like this until you have given them all the panels.
16. Next, hand out the full version of the comic strip, one for each student. Let students read through the strip.
17. In order to check understanding, ask some comprehension questions, such as:
What happens in the story?
Who is Madame Fortunata?
Why do you think this woman wants to find out so many things about her life?
Why does Madame Fortunata want to give up her job?

(Answer: because she's fed up answering questions and 'predicting' people's futures)

18. Now, draw students' attention to the key language.
Which word do we use here to talk about the future?

(Answer: *will*)

What is *will* used for?

(Answer: to make predictions)

Are we certain that those predictions are going to come true in the future?

(Answer: no)

How do we form the future with *will*?

(Answer: *will* + bare infinitive)

19. If there's time, invite students to find an excuse for Madame Fortunata to make this woman go away (for example, she might say she has another appointment or that she needs to eat something). They could finish the story by creating a short dialogue (one or two lines), using this excuse to finish the story. For example:

Madame Fortunata: I'm sorry, I have another appointment now.

Woman: Oh, OK. Thank you for your help.

Stage 3 (approx. 15 min)

20. Assign four students to be fortune tellers and have them sit in different corners of the classroom. The rest of the students will be their clients.

Hand out two dice and the dice sheet to each fortune teller and explain the activity to the class. (Alternatively, you could not hand out the dice sheet and have the fortune tellers decide what each number means. You could also use one dice instead of two.)

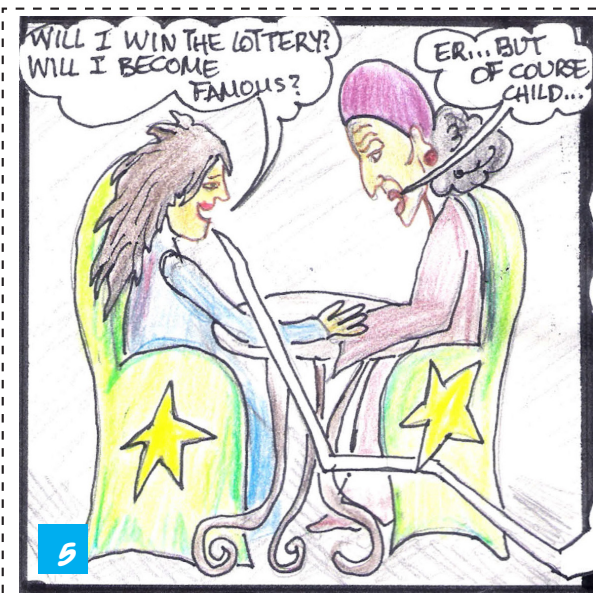
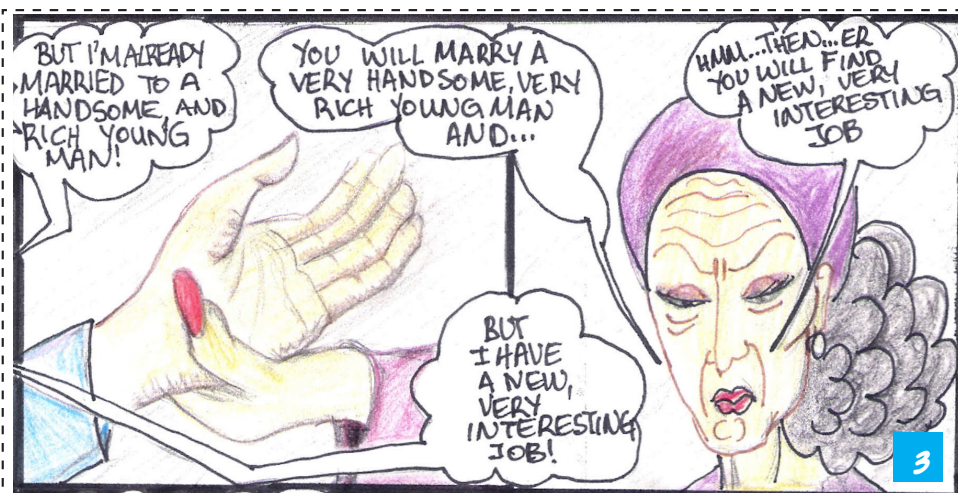
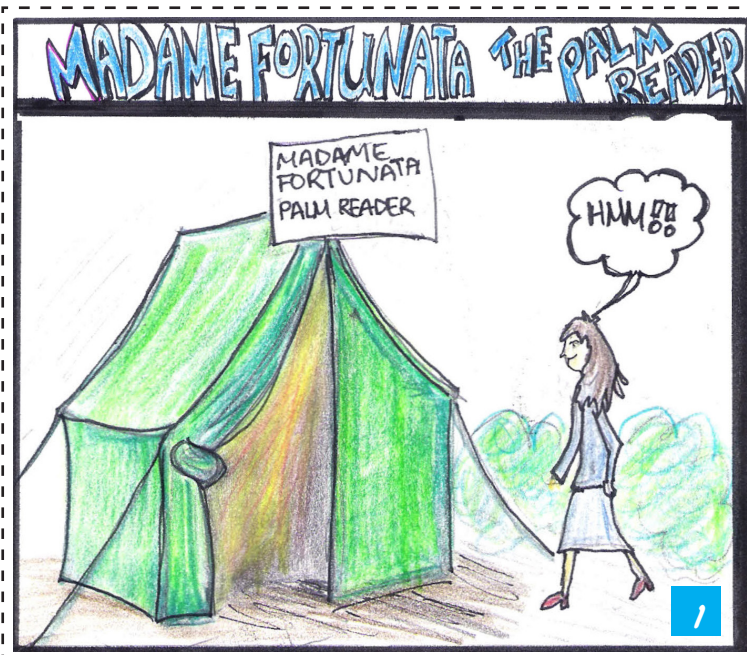
21. The clients should visit each fortune teller and ask them yes / no questions to find out about their future (questions using *will* like the ones in the story and any others they come up with).
22. The fortune tellers cast the dice and refer to the dice sheet to give the appropriate answer, according to the sum of the numbers on the dice. Ask fortune tellers to substantiate their answers and be creative. For example:

Client: Will I ...?

Fortune teller: Not today, because ...

23. Students form new groups to discuss if any of the answers they have received might come true.





Lesson Share SPEECH BUBBLES



- 1 = yes
- 2 = no
- 3 = not sure
- 4 = maybe
- 5 = yes, but not soon
- 6 = no, never
- 7 = maybe in ten years
- 8 = yes, tomorrow
- 9 = not today
- 10 = I think so
- 11 = not in the next two months
- 12 = yes, maybe in the next seven days

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