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| Grammar Lesson Plan |
| **Topic: will & going to** |

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| Instructor:  **Saekyung BAE(Emma)** | Level:  **Intermediate** | Students:  **14** | Length:  **20 minutes** |

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| **Materials:**   * Mp3 files to play the dialogue, laptop, speaker * Board, marker |

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| **Aims:**  **Main Aims**   * Students can distinguish the usage of ‘will / going to’ by listening to examples from the audio file or by explanation from the teacher.   **Secondary Aims**   * Students can practice speaking by asking & answering a series of questions using ‘will’ / ‘going to’. * Students can practice to write a future plan with grammatically-corrected sentences.   **Personal Aims**   * I want to encourage students to speak the target grammar; ‘will’ / ‘going to’ correctly by showing various examples and checking their talks. * I want to make the class atmosphere lively by giving students mingling activity with partners. * I want students learn grammar easily by demonstrating the usage of it. |

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| **Language Skills:**  - Speaking : Making conversations with partners using the future plan verbs; ‘will’ / ‘going to’.  - Listening : Listening to the usages of ‘will’ & ‘going to’ with the native speakers tones  - Reading : Reading the sentences on the board  - Writing : Planning for next 7days |

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| **Language Systems:**  - Phonology : None to discuss  - Lexis : None to discuss  - Grammar : Distinguish the uses between ‘will’ & ‘going to’  - Function : Expression for showing a future plan  - Discourse : Conversation with a partner(S-S interaction), Presentation(S-S, T-S interaction) |

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| **Assumptions:**  - All students are above the intermediate level, they have no problem to talk each other.  - All media tools are ready to work on and well-prepared.  - 6 examples sentences with blanks are to be written before starting the lesson by the teacher. |

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| **Anticipated Problems** | **Solutions** |
| If students feel difficulty to listen to the dialogue,  If students repeatedly have an error to use ‘will’ & ‘going to’,  If time is running out, | * Repeat it until the majority got it. * Give them more examples to show the differences * Make them practice more with partner ,giving a few minutes more. * Shorten the post activity(shorten the time to ask questions) |

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| **References:**  http://www.bbc.co.uk/worldservice/learningenglish/language/ |

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| **Lead-In** | | | |
| Materials: file to play the dialogue, laptop, speaker | | | |
| Time | Set Up | Objective | Procedure |
| 3 min | Whole class | To make a guess of differences between the usage of ‘will’ & ‘going to’ | **Greeting:**  *Hello, everyone. How’s your weekend? Was it good? I’ve spent a pretty hectic week. Challenging and tough. But this week, I think I am going to (speak slowly & loudly) have some rest fortunately. Or, I will (speak slowly & loudly) do something excited, unexpectedly.*  **Eliciting today’s challenge**  *Well, before going to the activity, I want you to listen to the short conversation, first. You hear a man and a woman. Is that a man going to bed now or later?*  (play the dialogue)  *Okay, is that a man going to bed ‘now’ or ‘later’?*  (student answer)  *Exactly, he is going to bed ‘now’.*  *I want you to listen to a small part of conversation again, and this time can you tell me how many different ways do the people use to talk about that future plan?*  (play one part of the dialogue)  *So, how many different ways do people talk about the future?*  (student answer)  *Yes, it was two ways;*  *I will go up to bed now / I am just going to finish reading this chapter.*  *Good, it was ‘will’ and ‘going to”.* |

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| **Pre-Activity:** | | | |
| Materials: board, market | | | |
| Time | Set Up | Objective | Procedure |
| 5min | Whole Class | To distinguish the uses of ‘will’ & ‘going to’ | **Instruction**  *Today, we’re looking at and contrasting two ways to talk about future plans, using ‘will’ and ‘going to’.*  *Did you notice the slight differences between these when listening to the dialogue?*  *They both denote the future things that soon to be happened. But, they are normally used in a different way. Please loot at the example sentences.*  (6 sentences are already written on board with the blanks and divided into two sides: left/ right)  Left side:   * I ( ) study medicine at university. * I ( ) visit my mom at the weekend. * I ( ) get a new car on Saturday.   Right side:   * I ( ) go to bed now. * I ( ) go to the shops, if you like. * I ( ) brink the door.   *All of them are likely to indicate future things. If so, where can we put ‘am going to’? How about ‘will’?*  *Here’s the tip,*  *‘going to’ can be used to talk about your intention or decision for the future. ‘will’ on the other hands, can used to talk about future decision made at the moment of speaking for things that aren’t planned.*  *Then, can you guess?*  *Right, those sentences should be…*  (have students to speak of each sentences in a turn)  *e.g. I am going to study ~/ I will go to bed now*  *In the dialogue, the man said, “I’ll go up to bed now.”*  *He hasn’t planned to go to bed early but because he suddenly feels tired, so he decides to go to bed. Mary, on the other hand, has planned to finish reading part of her book, so says.* ***“****I’m just going to finish reading this chapter.”* |
| **Main Activity** | | | |
| Materials: | | | |
| Time | Set Up | Objective | Procedure |
| 2min  2min  3min  2min | Individually  Whole class  Whole class  Role-play | To make a future plan to do for next one week.  To ask partners’ plans & answer questions using ‘going to’ or ‘will’ | **Instruction**  *Ok, guys. We are going to spend a couple of minutes thinking about your plans for the next seven days. Make a list of things you plan to do.*  **ICQ**  *How many minutes do you have?*  **Instruction**  *Good job, then, we are going to find a partner and interview him or her about their plans for the next seven days.*  *When you’re answering questions, remember to use ‘going to’ if the answer concerns the plan that you have already made. However, your partner asks you something you haven’t thought about, try to make a plan on the spot. And, what modal is supposed to be used? (pause)*  *Yes, You will need to use ‘will’ in this situation.*  **Demonstration**  *Ok, let me give you an example first.*  Pick up one student to make the dialogue as a teacher’s partner.  *Hey, (student name), what’s your plan for Saturday night?*  (a student gives an answer)  *That sounds good, now, let it be my turn.*  (a student asks my plan)  *Oh, I haven’t really thought about that. I will (stress) probably stay at home and do my TESOL homework.*  **Mingling activity**  Good. Now, it’s your turn. You can get up and move around the classroom to interview others as many as possible a series of questions. You get 3minutes. Let’s get it started.  Give time warning – 1minute left  **Error correction**  *Time’s up. Please back to the seat.*  *Is there anyone who wears same colored t-shirt?*  *Yes, (student names), you two guys, could you be a partner to ask & answer the questions using the grammar we’ve been taught?*  If, students get it all right, end it up with a clap.  If, students did something wrong during the speech, make the error corrected after they finish it.    *Good, how about (two students that don’t seem to get attention to the class) trying it?*  (Repeat)  *Great, you did it well.* |

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| **Post Activity** | | | |
| Materials: n/a | | | |
| Time | Set Up | Objective | Procedure |
| 3min | Whole class | To practice to use ‘will’ & ‘going to’ | **Instruction:**  *Now, we come to have challenge. You and I are going to have short conversation. I will start by telling you something and you have to react. Maybe by telling me a plan or maybe something spontaneous, which means, ‘not planned, no arranged’.*  *We will start with example. I might say to you,*  Practice 1  *T: I’d love a coffee, but I haven’t got any money.*  S: (If students answer with ‘going to’)  *T: Oh, you’re going to pay for me, did you already plan to pay for me?*  S: (Students answer)  e.g. “I *will* pay for you”  *T: Yes, it wasn’t a plan, so you should use ‘will’.*  Practice 2  *T: Oh, this bag is really heavy.*  S: (Students answer)  e.g. *I will carry it for you.*  *T: Right, you’ve just made the decision.*  Practice 3  *T: Oh, gosh, this kitchen is real mass. I don’t want to tidy it at all.*  *S: Don’t worry, I am* *going to clean soon.*  Very good, everyone. Let’s call it a day.  See you next time. |

Transcription (dialogue)

Man: Aw, I am tired, Mary. I think I’ll go up to bed now.

Woman: okay, dear. I’m just going to finish reading this chapter. I’ll come right up.

Man: okay. See you on later.