#### Grammar Lesson Plan

**Future tense (be going to)**

Length:

**25minutes**

Students:

**19**

Level:

**Intermediate**

Instructor:

**Emily**

(Hyo sun, Kim)

**Materials:**

* Board, markers and [sticky tape](http://endic.naver.com/search.nhn?query=sticky+tape)
* 2 different picture
* Pre-activity worksheet (19 copies)
* main-activity worksheet (19 copies)
* post-activity worksheet (19 copies)
* S.O.S worksheets (19 copies)

**Aims:**

* Main Aim :
* Students will improve their grammar skills by making future tense sentences.
* Second Aim :
* Ss will improve their language skills by working on worksheets, writing and presenting their own sentences, and by listening to other classmates’ presentations.
* Personal Aim
  + I want to deliver more ICQs and eliciting.

**Language Skills:**

* Speaking: Ss will speak by sharing ideas in pairs and presentations.
* Writing: Ss will write the answer questions and own sentences.
* Listening: Ss will listen to other opinion.
* Reading: Ss will read the topic and worksheet.

**Language Systems:**

* Lexis : words or expressions used to make the future tense.
* Function : make decisions or persuade others by making future tense.
* Discourse : none to discuss
* Grammar : making future tense sentences.
* Phonology : none to discuss

**Assumptions:**

* Ss already have learned the simple past, present tense in a previous class.
* The teacher’s style of teaching and pace of the course.
* Ss are used to working individually and in pairs.

**Anticipated Errors and Solutions:**

* When eliciting, Ss probable cannot understand easily   
  -> I’ll help them understand by body language.
* Students may not be able to pick up details from the

-> Give demonstration and modeling one more time slowly.

* Students may finish their tasks earlier than anticipated.

-> I’ll Apply S.O.S activity.

* If time is short.

-> Cut the running time of post activity and give homework.

**References:**

* Photo by google ([www.google.com](http://www.google.com))
* unscramble puzzle (<http://printables.kaboose.com/spring-unscramble.pdf>)
* Grammar in use intermediate unit 22
* http://en.islcollective.com/worksheets/worksheet\_page?id=12021

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| **Lead-In** | | |
| **Materials: board** | | |
| **Time** | **Set Up** | **Procedure:** |
| 2min | Whole class | *Hi everyone? How are you today?*  (Listen to Ss’s answer)  *After class, I’m going to pay a charge of gas and electric*  *Because, It’s due date is today.*  *What are you going to do tonight?*  (Listen to Ss’s answer) |

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| **Pre-Activity** | | |
| **Materials: board and marker, sticky tape, 2 pictures,**  **pre activity worksheets(19copies), wall chart** | | |
| **Time** | **Set Up** | **Procedure:** |
| 3min  3min  2min  2min | Whole class  Whole class  In pairs  Whole class | **I. Eliciting**  *Show two pictures and attach on the board (one by one)*  *What is this? What’s going to happen in these situation?*  *There are a lot of black clouds in the sky.*  *And then ‘it’s …………………’*  *A girl looks like very sick. And then what’s going to happen? ‘She’s ………………’*   * *It’s going to rain.* * *She’s going to bathroom or she’s going to hospital*   *Right, good job.*  *Today, We’re going to learn about ‘be going to’*  Write ‘be going to’ on the board.  **Ⅱ. Meaning**  T draw a timeline and explain - ‘be going to’.  *Let’s talk about the ‘be going to’*  **Past**  **Now**  **Future**  **Decision before**  *This is timeline.*  *This point are past, future and now.*  *You can use ‘be going to’…*   1. *something is going to happen in the future.* 2. *you have already decided to do something.*   *In this timeline, when you decided to do something?*  *Yes, decision before.*  *(Example)If I don’t need the book anymore. So I decided to sell the book. In this situation, I can say “I’m going to sell the book.”*  **CCQ**  *Is ‘going to’ future tense?*  *Can we use ‘going to’ decided to do something?*  **Ⅲ.Drilling with substitution table.**  **Instruction**  *Now you can make the substitution table of ‘going to’.*  *I’m going to give you worksheet with ‘going to’.*  **Demonstration**  *Let’s fill in the table. You can make 4 ‘going to’ sentences with your partner. You’ll working in pairs.*  *I’ll give you 2 minutes.*  *After 2 minutes, 2~3 students will come out and fill in the blanks on the board.*  *For example, I can make sentence.*  *I’m going to take a nap.*  **ICQ**  *What are you going to do?*  *Are you work in pairs?*  *How much time do you have?*  *Okay, Go!*  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  *Times up!*  **Feed back and Check the answers**  After activity, 2~3 Ss come out and write on the board.  *Who is a volunteer? Would you come out and write one sentence on the board?*  *Thank you and let’s read it together.*  *(read the substitution table)* |

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| **Main Activity** | | |
| **Materials: board, marker, Main activity worksheets (19 copies),** | | |
| **Time** | **Set Up** | **Procedure** |
| 3 min  2 min  2 min | individual  In pairs  Whole class | **I. *Match the pictures with the sentences.***  **Instruction**  *Now, I’m going to give you worksheet.*  You can match the pictures with the sentences.  It’s individual work.  *I’ll give you 3 minutes.*  **Demonstration**  Show worksheet and explain how to match the pictures with the sentences.  *He is hold a microphone. He’s going to sing a song.*  *You can find the sentence and write number in circles.*  .  **ICQ**  *What are you going to do?*  *How much time do you have?*  *Are you working in individual?*  Hand out the paper.  *When I give you the worksheet, you can start!*  *OK, Go!*  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  (After 3minutes)  **Ⅱ.Presentation**  *Now, let’s share the answer with your partner.*  *I’ll give you 2 minutes. After 2 minutes, let’s share in whole class.*  **ICQ**  *What are you going to do?*  *Are you working in groups?*  *Okay, GO!*  Give time warning: 30 seconds left.  Be flexible with time. Give 1 more minute if they need it.  ***Feed back***  Share the answers. T write answers on the board.  *Let’s check the answer together. (ask S and S will answer the question.)*  *Good job.* |

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| **Post-Activity** | | |
| **Materials: board, marker, post-activity worksheets(19 copies)** | | |
| **Time** | **Set Up** | **Procedure:** |
| 2min  3min | Individual  Whole class | **I. What are you going to do?**  **Instruction**  Sharing the opinion about ‘After Tesol Class, What are you going to do?’  **Demonstration**  *This Friday is last day of the Tesol Class. I’ll miss Nick and you guys. And I’m going to take a trip before I have a baby.*  Divide 3 groups. (#1,#2, #3)  *(Show worksheet)*  *I think, everyone has plan of after Tesol class.*  *You can write your plan in worksheet.*  *Use ‘going to’ , when you make the sentences.*  *And ask to your group member “what are you going to do?”*  *You will write your group members plan.*  *I’ll give you 3 minutes.*  **ICQ**  *What are you going to do?*  *How much time do you have?*  *Is it individual work?*  Hand out post-activity worksheet.  *Okay, Go!*  Give time warning: 30 seconds left.  Be flexible with time. Give 30 seconds if they need it.  *Times up.*  **Presentation**  *Okay, let’s share your plan. Does anyone volunteer?*  *Present about you and your group members plans.*  *You did a good job. So any questions?*  **Ⅱ.Conclude**  *Did you have fun today? We’re going to finish the Tesol, this Friday.*  *I’m going to pray for you. I wish you are always happy. Everyone did good job today. Have a nice day.* |

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| **S.O.S Activity** | | |
| **Materials: S.O.S worksheets about ‘spring unscramble’ (19copies)** | | |
| **Time** | **Set Up** | **Procedure:** |
| 5 min | individual | **Instruction**  Give S.O.S activity paper  *Unscramble the words below and then use the letters to fill in the message!*  *Words about ‘spring’.*  *I’ll give you 5 minutes.*  ***ICQ***  *What are you going to do?*  *Are you working individually?*  *How much time do you have?* |