

**Topic: Your Prophecy About the Year 2035**

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| <b>Instructor:</b><br>Jimi Kang | <b>Level:</b><br>Intermediate | <b>Age:</b><br>30s (Adults) | <b>Number of Students:</b> 6 | <b>Length:</b><br>50 minutes |
|---------------------------------|-------------------------------|-----------------------------|------------------------------|------------------------------|

**Materials:**

- White board and marker
- Eliciting image – A fortune teller
- MP3 file of ' Fame", Speaker
- Text completion worksheet #1: Song lyric, " Fame" (6 copies)
- 3 pieces of blank paper to make wallcharts
- Filler – Worksheet (6 copies)

**Aims:**

- SWBAT talk about their Christmas plan and experience of seeing a fortune teller.
- SWBAT identify the different verb tense to talk about the future– Will/be going to/Simple present.
- SWBAT use correct verb tense to describe the future that they are predicting.
- SWBAT write about the New Year resolution.

**Language Skills:**

- **Reading:** Do text completion worksheets
- **Listening:** Listen to the song and catch the verbs in proper tense
- **Speaking:** Discuss and present about the future that they predict
- **Writing:** Write about New Year resolution as post-activity

**Language Systems:**

- **Phonology:** Recognize the words in the song. The students say their answers on the worksheet and the teacher monitors their pronunciation.
- **Lexis:** No new vocabulary is learned.
- **Grammar:** Learn future verb tense and identify the difference between 'will' and 'be going to'.
- **Function:** Make sentences in a given situation.
- **Discourse:** Discuss with the partner about the future and do the presentation.

**Assumptions:**

Students already know:

- How the class is set up and run
- The teacher's style of teaching and the pace of the course
- All students are adults at the age of 30s
- All students have learned the form of future verb tenses

**Anticipated Errors and Solutions:**

Students may be confused in using proper form of verb tense.

- ➔ When Jane arrives, I will tell her to come and see you. (O) / When Jane will arrive, I will tell her to come and see you. (X)
- ➔ We'll talk about it as soon as I return from Canada. (O) / We'll talk about it as soon as I will return from Canada. (X)
- ➔ My plane leaves (is leaving) at 1.20pm. (O) / My plane will leave at 1.20pm. (X)
- ➔ I have a meeting tomorrow at 4pm. (O) / I will have a meeting tomorrow at 4pm. (X)

The free production activity is finished earlier than expectation.

- ➔ Do a filler to find out the peers' plan on specific topic and talk about Ss' New Year resolution for next year.

If time is short,

- ➔ Cut the number of the students sharing their opinion on the presentation and reduce the number of CCQs.

If the students finish their tasks earlier than expected,

- ➔ Ask as many students as possible about their view on other Ss' presentation

**References:**

- MP3 "Fame" (25 Aug, 2009), In Melon, Retrieved on 8 December, 2015, <http://www.melon.com/album/detail.htm?albumId=642798>
- 2012 (25 Jun, 2009), In HD-Trailers.net, Retrieved on 8 December, 2015, <http://www.hd-trailers.net/movie/2012/>
- I Am Legend (6 Nov, 2007), In HD-Trailers.net, Retrieved on 8 December, 2015, <http://www.hd-trailers.net/movie/i-am-legend/>
- Future tenses (n.d.), Retrieved on 8 December, 2015, <http://esl.fis.edu/grammar/rules/future.htm>

**Notes:** None.

| <b>Presentation:</b>   |               |  |   |
|--|---------------|--|---|
| <b>Aims:</b><br>SWBAT talk about their Christmas plan and their experience of seeing a fortune teller.<br>SWBAT record the correct verb tense in the song which they hear. |               | <b>Materials:</b><br>White board and marker<br>MP3 file of 'Fame'<br>Speaker<br>6 copies of text completion worksheet #1 |   |
| <b>Time</b>  | <b>Set Up</b> | <b>Student</b>   | <b>Teacher</b>  |
| 2 min  | Whole Class   | Talking about their Christmas plan.  | <b>&lt;Greeting&gt;</b><br>Hello, guys! How are you? We are already in the last month of the year. Does anybody have an interesting plan for Christmas?<br>(Give 1-2 minutes and listen what they answer or if no one talks, T shares her plan and ask some questions to Ss.)   |
| 3 min  | Whole Class   | Answering questions.   | <b>&lt;Eliciting and Prediction&gt;</b><br>(Showing Ss an image of a fortune teller.)<br>Take look at the image. (T puts it on the board.)<br>Do you know her job? What comes to your mind?<br><br><b>&lt;Guiding Questions&gt;</b><br>Have you ever been to a fortune teller?<br>What did you ask about?   |
| 5 min  | Whole Class   | Listening to the dialog.   | <b>&lt;Instruction&gt;</b><br>(T distributes the worksheet #1.)<br>Okay, we are going to listen to a soundtrack titled "Fame".<br>While you listen to the song, you need to fill in the blank in the worksheet that I just gave you.<br>After the song, compare your answers with your partner.<br><br><b>&lt;ICQ&gt;</b><br>What is the title of the song?<br>How do you check your answers after the song is finished?<br><br>(T plays the music.)<br>Now, compare your answers with your partner.<br>(T asks Ss to read it in turn.) |
| <b>Notes:</b> None.  |               |  |   |
|  |               |  |   |

| Practice:   |             |  |   |
|---|-------------|--|---|
| <b>Aims:</b><br>SWBAT identify the difference between 'will' and 'be going to'. |             | <b>Materials:</b><br>White board and marker                  |   |
| Time  | Set Up      | Student  | Teacher   |
| 5 min   | Whole class | Listen to the teacher's explanation.<br>Answering questions. | <p>(T explains how 2 different forms of the verb tenses are used differently.)</p> <ol style="list-style-type: none"> <li>Will + infinitive<br/>: Spontaneous decisions and thoughts<br/>: A promise / Offering to help<br/>Ex) I will make you forget the rest.</li> <li>Be going to + infinitive<br/>: Predictions based on present evidence<br/>: Intentions<br/>Ex) I'm going to learn how to fly.</li> </ol> <p>Decisions – instant or already made?<br/>Ex) "Great idea! I'll do it first thing tomorrow."<br/>(instant) / "Yes, I know. I'm going to do it tomorrow."<br/>(intention or plan)</p> <p>Predictions – general beliefs about the future or with present evidence?<br/>Ex) "I'm sure you'll love the movie."<br/>(general belief or opinion) / "This year we're going to make a profit for the first time in five years."<br/>(I have the figures in front of me – present evidence)</p> <p><b>&lt;Error Correction&gt;</b></p> <ul style="list-style-type: none"> <li>We use the present simple tense (not WILL) to refer to the future in the following situations. We use the present simple for future after these words:<br/><b><i>when, after, before, unless, in case, as soon as, until, by the time, the next time</i></b><br/>Ex1) <b><i>When</i></b> Jane <u>arrives</u>, I will tell her to come and see you. (O) / <b><i>When</i></b> Jane <u>will arrive</u>, I will tell her to come and see you. (X)<br/>Ex2) We'll talk about it <b><i>as soon as</i></b> I <u>return</u> from Canada. (O) / We'll talk about it <b><i>as soon as</i></b> I <u>will return</u> from Canada. (X)</li> <li>Fixed Timetables and schedules: We use present simple/continuous to talk about events in the future based on a timetable or calendar.<br/>Ex 1) My plane <u>leaves</u> (is leaving) at 1.20pm.</li> </ul> |

|                     |       |                            |   |
|---------------------|-------|----------------------------|---|
|                     |       |                            | <p>(O) / My plane <u>will leave</u> at 1.20pm. (X)</p> <ul style="list-style-type: none"> <li>Ex 2) I have a meeting tomorrow at 4pm.<br/>(O) / I will have a meeting tomorrow at 4pm.<br/>(X)</li> </ul> <p><b>&lt;CCQ&gt;</b></p> <p>T: When we make a promise, which auxiliary verb do we use?</p> <p>Ss: Will.</p> <p>When we talk about timetable or schedule, which verb tense do we use?</p> <p>Ss: present tense or present progressive</p>   |
| 5 min               | Pairs | Making a sentence in turn. | <p><b>&lt;Instruction&gt;</b></p> <p>Repeat after I read the sentence.<br/>(T reads first and Ss follow.)</p> <p><i>I'll make you forget the rest.</i></p> <p><i>I'm going to learn how to fly.</i></p> <p><i>When Jane arrives, I will tell her to come and see you.</i></p> <p><i>We'll talk about it as soon as I return from Canada.</i></p> <p><i>My plane leaves (is leaving) at 1.20pm.</i></p> <p><i>I have a meeting tomorrow at 4pm.</i></p> <p>(Substitution drill with the substitution table.)</p> <p>S1, make a sentence with a correct verb tense.<br/>S2, S3...</p> |
| <b>Notes:</b> None. |       |                            |   |
|                     |       |                            |   |

| <b>Production:</b>   |               |   |  |
|--|---------------|---|--|
| <b>Aims:</b><br>SWBAT discuss with the partner about how the future will look like in 20 years from now and present their imagination. |               | <b>Materials:</b><br>White board and marker<br>3 pieces of blank paper to make wallcharts |  |
| <b>Time</b>  | <b>Set Up</b> | <b>Student</b>  | <b>Teacher</b>   |
| 5 min  | Whole class   | Listening to T and answering questions.   | <b><u>Free Production</u></b><br><b>&lt;Instruction&gt;</b><br>You will see two movie trailers, the first one is "2012" and the other one is "I Am Legend".<br>(2 trailers take about 5 minutes.)<br>(T gives a blank wallchart paper to each group.)<br>Now, work in pairs and discuss with your partner about the future, how it will look like in 20 years from now.<br>Make a wallchart about what is good and what is bad in the year 2035. Then, you will present it with your partner.<br>You will make your presentation 5 minute long.<br>I will give you 10 minutes to prepare.<br><br><b>&lt;ICQ&gt;</b><br>What do you need to present about?<br>What year will it be?<br>Are you presenting it alone? |
| 10 min   | Whole class   | Working in pairs.<br>Discussing about the future and making a wallchart for presentation. | (Ss discuss about the future with their partners.)<br>(T monitors Ss.)   |
| 10 min   | Pairs         | Presenting in turns.<br>Answering questions.  | (T notes of the errors that Ss make in the verb tense and correct them after the presentation.)<br>What did you find the most interesting from other groups' presentation?   |
| <b>Notes:</b> None.  |               |   |  |
|  |               |   |  |

| <b>Post Production:</b>  |               |   |   |
|--|---------------|---|---|
| <b>Aims:</b><br>SWBAT write about their future.<br>SWBAT find out about their peer's plan. |               | <b>Materials:</b><br>White board and marker<br>Worksheet #2 (Filler)  |   |
| <b>Time</b>  | <b>Set Up</b> | <b>Student</b>  | <b>Teacher</b>  |
| 5 min  | Whole class   | Answering the questions.<br>Discussing about the topics on the paper. | <p><b><u>Conclude lesson</u></b></p> <p>For homework, write 300 words about your future – what you will be like in 20 years.</p> <p><b>&lt;Filler&gt;</b></p> <p>(T let one S draw one piece from a bunch of folded paper with conversation topics about the future. T asks Ss' opinion in turns.)</p> <p><b>&lt;CCQ&gt;</b></p> <p>T: Did you enjoy the lesson today? What is the auxiliary verb that you use for future tense?</p> <p>Ss: "Will" and "Be going to".</p> <p>T: Which one do you use when you make a promise?</p> <p>Ss: Will</p> <p>T: And what about the prediction based on present?</p> <p>Ss: be going to.</p> <p><b>&lt;ICQ&gt;</b></p> <p>T: For homework, how many words do you need to write?</p> <p>Ss: 200 words.</p> <p>T: Are you writing about your partner?</p> <p>Ss: No, myself.</p> <p><b>&lt;Closing&gt;</b></p> <p>(Dismiss the class if there's no question.)</p> <p>Good job, guys!</p> <p>See you tomorrow. Have a nice day.</p> |
| <b>Notes:</b> None.  |               |   |   |

Eliciting Image





## Worksheet #1

**Fame**

(Original Soundtrack)

Baby, look at me and tell me what do you see  
You ain't seen the best of me yet  
Give me time, ( ) you forget the rest  
I've got more in me, and you can set it free  
I can catch the moon in my hand  
Don't you know who I am?  
Remember my name

( ) forever, ( ) how to fly  
I feel it coming together  
People will see me and cry  
( ) it to heaven, Light up the sky like a flame  
( ) forever, Baby, remember my name

Baby hold me tight, 'cause you can make it right  
You can shoot me straight to the top  
Give me love and take all I got to give  
Baby ( ), too much is not enough  
I can ride your heart 'til it breaks  
I got what it takes  
Remember my name

( ) forever, ( ) how to fly  
I feel it coming together  
People will see me and cry  
( ) it to heaven, Light up the sky like a flame  
( ) live forever, Baby, remember my name

Filler



# talk about *the FUTURE*



## Conversation cards

What do you think the weather *will be* tomorrow?  
Give your prediction.

What are you *going to do* tomorrow? Describe your plans to the class.

What *are you doing* tonight?  
What fixed appointments do you have?

Where do you see yourself ten years from now?  
Explain.

Do you think doctors will clone people in the future?  
If so, do you agree? Explain.

Will pollution make the Earth uninhabitable?  
Discuss.

Do you think scientists will find a cure for AIDS and cancer?

Do you think people will live longer? What is positive or negative about it?

Will robots ever replace humans?  
If so, in what way?

Do you think the world will be better or worse for future generations? Explain.

How do you think your country will change in the future?

If you're single, when are you going to get married?

How will transportation and travel change in the future?  
Give your views.

Do you think aliens will ever visit the Earth? When? What will happen?

What kind of job would you like to do in the future?  
How much will you earn?

Do you believe in fortune tellers or horoscopes?  
Why or why not?

What new inventions would you like to see in the future? Give reasons.

Do you think you will ever travel, live or work abroad?  
Talk about it.