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| **Grammar Lesson Plan** | | | |
| *Will or Be going to* | | | |
| Instructor:  Ilhye Jeong | Level: Intermediate | Students:  7 | Length:  30minutes |
| **Aims**  Main Aim: Ss will understand the meaning of future forms by practicing a dialogue.  Secondary Aim:  Ss will learned the differences between will and be going to by teacher’s explanation and completing the worksheet.  Ss will practice the future forms by answering questions and completing the worksheet.  Ss will practice speaking, listening, and writing by sharing the to do lists. | | | |
| **Materials:**   * White board and markers * Worksheet (7 copies) * Answer sheet (1 copy) * PPT * Projector | | | |
| **Language Skills**   * Reading: reading ppt and worksheet * Listening: sharing ideas, drill, asking questions. * Speaking: sharing ideas, drill, asking questions * Writing: writing the to do list | | | |
| **Language Systems:**   * Lexis: business/work diary * Grammar: future tense (will and be going to) * Functional: by giving examples, know the differences between will and going to in terms of true meaning. * Phonology: drilling | | | |
| **Assumptions:**   * Ss know the what is the to do list. * Ss know the form of the future tense. | | | |
| **Anticipated Errors and Solutions:**   * Ss may have difficulty in understanding the meaning * Provies more examples. * if the lesson finishes earlier than expected time, * review * Ss may not approximate the target grammar sentence, * Keep asking Qs or eliciting until they get it. | | | |
| **References:**  http://www.onestopenglish.com/methodology/teaching-tips/ask-the-experts/grammar-questions/grammar-contrasts-3-will-vs-going-to/146346.article  https://en.islcollective.com/resources/.../will\_vs\_be\_going...will/8754 | | | |

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| **Lead-in** | | |
| Materials: board, Work dairy(realia) | | |
| Timing | Set-up | Teacher Procedure Instruction |
| 3min | T-WC | Good morning!!  How are you today??  *(Ss freely talk)*  Let’s guess what it is. I will give you two sentences. Anyone who knows the answer raise your hand. The first person gets it right will have this. *(show a pack of snack!)* Ready?   1. It has a chart or series of pages showing the day, weeks, and months of a particular year. 2. Some people use this as a reminder or self-reflection.   (if students doesn’t get the answer, give them one more sentence)   1. It looks like a notebook. 2. You wrote this every night before you go to bed When you were young. It was a part of you hw assignment, especially during school breaks.   *(after S said a “diary” or “work/business diary” or “planner”, show the diary)*  So, is this a diary??? *(yes)*  *(Elicit the word “to do list”)*  What do we write on diary?  *(Mark important days like bday, or meeting, payment due…)*  What else do we write?? It helps you remember things you need to do.  You write the lists of ….. *(after s says “to do list”, write on a board)*  Yes, so, what does to do list do??  (it tells you what to do)  When we think about the to do list, are they things we’ve already done?? (No) yes, it is not about the past. Then, what are they about? *(about the Future)*  How do we talk about the future in English?? when we talk about the future how do you make sentences?? What is the form of the future tense?  *(will or be going to)* |
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| **Presentation** | | |
| Materials: ppt. | | |
| Timing | Set-up | Teacher Procedure Instruction |
| 2min  3min  3min | T-WC  S-S  T-WC | Let’s look at this dialogue. (show the ppt)  A: I’m going to make to do list for tomorrow.  B: what are you going to do?  A: I’m going to clean the house.  Then, I’m going to go grocery shopping.  B: I need to go, too. Let’s go together.  A: ok, I will pick you up.  B: will you give me a call when you leave your house?  A: sure, I will call you.  Susan, can you read the part A, for part B, Jun??  Good, do you see the situation here? what is the situation?  (they are planning things to do for tomorrow)  Are they talking about now? (no tomorrow) so, is it past, present or future??(future)  Do they have same meaning?? (yes)  **Instruction**  Now, practice A and B with your partner. after that, discuss about when the decisions were made for the underlined words. And draw the timeline.  **Demonstration**  For example, “I’m going to make to do list for tomorrow”, person A already planned to make it before she/he has this conversation. (draw the timeline on the board)  You have 3 mins.  **ICQ**  What do you do first? (practice with partner)  Next? (Discuss about when the decisions were made.) then?? (draw the timeline)  How long do you have? (3mins)  1min left.  Ok, can you come up and draw the timeline?  (each group has one sentence, if one group finish earlier than the others, let them draw the timeline on the board as they finish.)  Do your timelines look like this?  Can you see the difference here??  If you pre-planned or a decision was already made before you speak what do you use? (be going to)  If your decision made quickly on the spot, at that moment as you speak, you use? (will)  (show the ppt)  If im sitting at my house with my family, and the home phone rings, I will yell as I reach to the phone… (pause, wait for s says I will get it),  We are playing volley ball, the ball is coming at you, you will say…(my ball, I will get it)  There are some exceptions.  Look at these examples.  Promise: you can also use will when you promise something.  Ex) I’ll get back to you asap.  When you call someone, and the person is not answering, you hear the person saying, “I cant reach the phone right now, please leave the msg after the beep, I will get back to you asap” the person didn’t say she/he promises but the idea is that she/he is promising.  Fact: ex) the winter Olympic in 2018 will held in 평창.  Request: will you help me? (it means I need your help, please help me)  But when you say are you going to help me?? (it’s just asking your opinion. It means Have you planned to help me?)  With words like, probably or possibly. Ex) I will probably be in Europe in June |

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| **Practice** | | |
| Materials: worksheet, ppt | | |
| Timing | Set-up | Teacher Procedure Instruction |
| 5min  4min | Ss | Let’s practice more.  **Instruction**  There are 8 questions on this worksheet. Before you do the questions, write down the differences and the exceptions in the blank areas, then solve the problems. Do it individually. you have 5 mins.  **ICQ**  What do you do first? (write down the difference….)  Do you do the all 8 questions?? (yes)  Is it a pair work? (no)  How long do you have? (5mins)  Did you finish?? Ok, let’s check the answers. Can you read the first question? |

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| **Production** | | |
| Materials: None | | |
| Timing | Set-up | Teacher Procedure Instruction |
| 8min  2min | T-WC  Ss  T-S  T-WC | **Instruction**  Let’s make a to do list for tomorrow.  You have to use a full sentence with a future form.  First, write down at least 3 sentences. Do it alone.  After done writing, ask your partner’s plans for tomorrow.  3 mins for writing and 5 mins for talking.  **ICQ**  Do you talk to the partner before you write down? (no)  How many sentences do you write down? (at least 3)  How long do you have for writing? (3mins) and for speaking? (5 mins)  Can you tell us what your partner is going to do tomorrow?  Excellent job, guys!  Before finish the class, let’s review what we have learn today.  what are the future forms?? (will and be going to)  can you use them in the same sentence?? (yes)  for example, I will read a book. Vs I’m going to read a book.  do they have same meaning??? (yes.)  then, what is the differences? (will is on spot decision and going to is pre planned)  when you talk about the future fact, what do you use? (will)  When you talk about the promise, what do you use?(will)  Great!!!  use at least one sentence with future form with your classmates before you go home. What could it be?? You have class tomorrow too. “I will see you tomorrow.”  No homework for today!! |