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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Design My Life****(Language Target : Future Tense)** |
| Instructor:Ella | **Students Competency Level : Intermediate** | **Number of Students: 13** | **Lesson Length:****50 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**WILL / BE GOING TOGraphic Life Map Planning SheetWhite Board and MarkerDrilling Future Event Instruction |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)*** Ss will gain information about future tense by listening and talking about future.
* Ss will be able to use expressions, “will” and “be going to” by writing sheet
* Ss will be able to exercise using the expressions, “will” and “be going to” by drilling
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| Language Skills:* Reading:

Reading future sentences in the material “WILL / BE GOING TO”* Listening:

Listening to what teacher says (T talk, instructions, feedback, etc.) and students’ talk* Speaking:

Speaking to the class about students’ own designed life using future tense* Writing:

Answering of the “WILL / BE GOING TO” sheet |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology:

Pronounce of what teacher says and other Ss with classroom participation.* Function:**(situation)**

Think about what Ss design for their life in the future.* Lexis: **(meaning)**

Learning vocabulary related to life plan.* Grammar:**(language structure)**

Grammar how to distinguish “Will” and “Be going to”.* Discourse: **(communication)**

Talking to the class and answering for teacher’s questions. |
| Assumptions:* Ss need to think and plan for their future life
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| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)*** Some Ss might not know some words in the materials

: Explain with some example of sentence and encourage Ss guess the meaning.* Some Ss have difficulties to answer some question of question sheet.

: Help Ss answer question by eliciting thinking related with the question |
| References: |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)** |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3min2min | WT-SS | Ss listens T says a storySs answer the question. | T talks teacher’s own story about planning for futureAsk question to Ss what plan do Ss have. |

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| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**WILL / BE GOING TOWhite Board and Marker |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2min8min5min3min | T-SSS-WW-ST-S | Ss get the material and listen what they would doSs listen what T says and fill in the blank with T and read the sentences follow to TSs fill in the blankSs one by one read one sentence and check the answer of the blanks | T gives the material and explain that we will fill in the blank togetherT writes down first 3 sentences in the sheet “WILL / BE GOING TO” on white board and helps Ss fill in the blank for 3 sentences and reads the sentences and drillsAsk Ss to fill in the remained blankT asks Ss one by one to read each sentences for checking answer of the blanks together |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**Graphic Life Map Planning Sheet |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3min3min1min15min | T-SsT-SsW4groups | Ss are given the sheet and instruction from teacherSs understand and think more in detail and easily to do the worksheetSs set the groupSs write down about their life event on the sheet as many as possible | T hands out the Graphic Life Map Planning Sheet and gives instruction that we are going to set some life plan except “Image” on the materialT gives an example of life event using the materialT divides Ss by 4 groupsT lets each groups do the Graphic Life Map Planning Sheet for 10min and look around with helping Ss who need any help |

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| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  Graphic Life Map Planning Sheet Drilling Future Event Instruction |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2min 3min10min | 4groups4groups4groups | Each groups get the instruction for “Drilling Future Event” gameEach groups prepare the game following the instructionSs play the game | T gives instruction for playing game “Drilling Future Event”T gives 2min to Ss to prepare the game following the instructionT helps Ss play game smoothly if any Ss need helps |





Drilling Future Event Instruction

1. Divide to 4 groups
2. Fill the blank on “Graphic Life Map Planning Sheet”
3. With the contents on the “Graphic Life Map Planning Sheet”, make sentences using future tense “will” or “be going to” as many as possible within set time (The time is flexible depends on situation of player)
4. Decide an playing order in each group. The person who plays first is Player1 and next is player2.
5. Player1s in each group stand up.
6. The Player1 in Group1 says one sentence that Group1 made
7. The Player1 in Group2 has to repeat the sentence previously said in Group1 and says one sentence that Group2 made
8. The Player1 in Group3 has to repeat the sentence previously said in Group2 and says one sentence that Group3 made
9. The Player1 in Group4 has to repeat the sentence previously said in Group3 and says one sentence that Group4 made
10. Player2s in each group stand up.
11. The Player2 in Group1 has to repeat the sentence previously said in Group4 and says one another sentence that Group1 made
12. Repeat 5~11 until all players finished to say the sentences they made

[advices]

* If any player cannot remember previous sentence get 1 penalty
* If any player cannot repeat previous sentence then the next player has to repeat the sentence
* If any player cannot say a sentence they made or there is no more sentence to say get 2 penalty
* If any group has no more sentence to say again they lose and cannot play the game anymore

(Hint : one member who is far from the order to play can make more sentences during the game if sentences are few)

[Winner]

* The winner is the group which gets less penalty