#### 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:** |
| 3min3min2min2min | Whole classWhole classIn pairsWhole 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 min2 min2 min | individualIn pairsWhole 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:** |
| 2min3min | IndividualWhole 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?* |