SB: 93

Grammar Lesson Plan

Will…

Length:

50 minutes

es

Students:

5

Level:

Upper intermediate

Instructor:

Sue Kim

**Materials:**

* Grammar worksheets (5 copies each)
* Bag with Candy, lip gross, credit card, Watch, Pen
* White Board
* Markers

**Aims:**

-Primary Aims: to enable students to improve grammar: “will or going to” clause by watching video clips, Mariah Carry’s “I will be there” and worksheet activities

-Secondary Aims: student will know the form of “will” clause by teacher’s explanation and substitution table. Students will practice “will” clause sentences by answering concept check questions and completing the worksheet (time line),

-Personal Aims: Completing time management, Having students’ full participation, and Making active group activities

**Language Skills:**

* Reading: Student will read questions, lyrics, worksheet sentences
* Listening: Students will be listening to speakers and video clip
* Speaking: Student will discuss each other and do presentation in class
* Writing: Student will fill out the worksheets

**Language Systems:**

* Lexis : Drilling
* Function: Describing unreal situation
* Phonology: elicited grammatical meaning of “will ”
* Discourse: None to discuss
* Grammar: Use “Will ” Clauses

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 2 or 3 student groups at each table)
* students might know grammatical meaning of “will”
* students might have previous lessons difference between will and going to clause

**Anticipated Problems and Solutions:**

* Students may not be able to understand the difference between will and going to in some situation

🡪 Explain them with applicable example and use time line

* Students may not be able to complete post activity on time

🡪Give reasonable tasks to complete during post activity

* If some team finish the main task earlier than another

🡪 Ask team to help out another to complete the task

**References:**

* *http://www.youtube.com/watch?v=W43B-jqz6mk*
* [**http://www.youtube.com/watch?v=H9nPf7w7pDI**](http://www.youtube.com/watch?v=H9nPf7w7pDI)
* **http://www.teach-this.com/resources/future-tense**

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| **Lead-In**  |
| Materials: **Board, Computer, Bean projector, Marker, Play a song “ I will be there”**  |
| Time5 min | Set UpWhole Class | **Procedure:***Hello everyone, how was your week? (student greet back)**I have a question for you. Do you know what bucket list is?**Have you watched the movie, “bucket list”?**(students answer)**Do you have your bucket lists? I have my own bucket list. For example, I will do skydiving.**Ask each student their list by using ‘Will’ clause* *OK, today’s topic is to learn “Will” clause. We will watch a video clip and discuss its findings through group presentation.* *Contextualization**Can you name one of top female singer in U.S. among Caucasian. (try to elicit Mariah Carry and write her name on the board)**Can you name one of their song titles related to “will” clause? (if student can’t find the answer, tell them the songs)**Would you like to listen the song with lyrics? Let’s watch* Do (Guided Warmer Activity)Please listen and read lyrics, and write down “Will” clause sentences.ICQs:-what are we going to do?-are you working alone? |

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| **Presentation** |
| Materials: **board, substitution table, time line, markers,**  |
| Time5 min1 min4min5 min5 min | Set UpWhole ClassWhole ClassGroup Observation | **Procedure:****1. Recall**How were the songs? Were them really romantic?Let’s discuss in your group and compare the sentences what you have. And each team will write all sentences on the board. I will give you 2 minICQ*Are you working alone?**How much time do you have?* Encourage students share their idea. Answer students if they ask questions. Give time warning: 30 seconds left.Be flexible with time. Give 1 more minute if they need it.Write team A and team B; Split and write their answers to compare on the board. **2. Reflect**Well done. Was it romantic song? Is she promising something? What does she promise? Is she doing her promises now? Do you think she wants to keep loving her love? (students will answer all above questions by using “will” sentence)What do you use the future tense when people promise something to do (students will talk by using “will” clause sentence)**3. Conclude**Great job. We have learned the future tense, “will” clause.Let’s see these sentences to think of “will” clause sentence.Will clause is future tense sentence. It indicates future action plan. It indicates **Offer, Opinion,Prediction, Unplanned Decision, Promise meaning sentences.** e.g. I will be seeing you (Promise)TimelinePast\_\_\_\_\_\_\_\_\_\_Now\_\_\_\_\_\_\_\_\_\_\_FutureIt indicates that I will see you in future continuously but do not know the exact, but it means promise to see you in the future.Now let’s see this table:Drills

|  |  |  |  |
| --- | --- | --- | --- |
| I  | Will (not) | study hard | soon |
| She | see him | Probably |
| Ken | Marry with Sally | If it is necessary |
| We | Will be | meeting | For sure |
| You  | Fired | Later |

Transformation DrillDemonstration:Now let’s try to learn how we can transform the structure.For example:T: I will study hard tomorrow (Question form)S: Will you study hard tomorrow?Point each student with sentence transformation mission1. Changing statements into question

She will see him soon🡪Will she see him soon? (Younghoon) (Promise)Ken will not marry with Sally probably🡪 Won’t Ken probably marry with Sally? (Dana)( Unplanned)1. Change affirmative into negative

I will study hard later🡪 I will not study hard later (Christine) (Prediction/Opinion) 1. Changing active to passive

She will not fire him if it is necessary🡪 He won’t be fired if it is necessary (Peter) (Prediction/Opinion)1. Change future present into future continuous

we will meet tomorrow🡪 we will be meeting tomorrow (Peter) (Promise)CCQ1. What do you learn for making future tense? Will
2. Does verb come before will? No
3. Where does will come in question sentence? Front
4. What about negative sentence? Right after will
5. To make passive sentence, what is formation changes? (will+be+pp)
6. What is formation change for future continuous?

(will+be+ing) |
| **Practice** |
| Materials: worksheet 1&2, board, markers |
| Time5 min5 min | Set UpWhole ClassGroup Observation | **Procedure:**Controlled activities:1. Future tense worksheet fill-up

Now, I will give you this worksheet. Do with your pair.And then each team will come up to the board for answers. You have 3minutesICQ: Are you working alone?How much time do you have?Remind student when 30 sec remainingTime is up. Please come each team up to the board and write the answers.1. Thinking about the future

Now please fill out this worksheet. You are working alone. After finish, you will present your future. I will give you 3 minutes for this.ICQ: How long do you have?What are you going to do?Remind: 1 min leftEach team will come to the board and make the substitution table and ask student repeat after me.CCQHow would you start when you ask someone’s plan for tomorrow?Give me one example of negative future tense sentence by using “will”I will ask Sally for some question: how does this change to passive? |

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| **Production** |
| Materials: markers, board, worksheet 3 |
| Time8 min | Set upWhole ClassGroup Observation | Procedure:InstructionNow, I want you to make your own bucket list by using “Will” clause. If you add specific time, it will be perfect. For example, one of my bucket list is I will travel Europe in 2018. Or I will be employed by UN in 2020. Think about what we learn today. I will give you 3 min. After done, you will do presentation with your list. You are working alone. ICQ: What are we doing?Are you working in pairs?How long do we have?Remind:3 min and 1 minLet each one do their presentation.CCQ:Dana, What was Peter’s one of bucket list?Peter🡪 what was Christine’sYounghoon🡪what was Dana’sClosing:Feedback:Great job guys. We learn today the “will” future tense sentence. Will come before the verb and come at the front of sentence in question. In passive sentence, we learn will+be+pp formation.Did you enjoy today’s lesson? Thank you! |

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| **SOS Activity**  |
| Materials: Bag with Candy, lip gross, credit card, Watch, Pen |
| Time7 min | Set UpWhole Class | **Procedure:**InstructionTell the class that they have to pass a bag around from student to student. The student who receives the bag has to look in it and invent something that could be in the bag. The student who has just passed the bag asks the person with the bag. “Why have you got a ... in your bag?” This student then has to think of an appropriate reply with I will... For example: Student 1: passes the bag to Student 2 Student 2: looks in the bag "Why have you got a monkey in your bag?" Student 1: "I will take it to the zoo." Student 2: then he/she passes the bag to Student 3, and so on, around the class. ICQAre you working alone? How much time for each team? |

Worksheet 1

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Please fill in the blank. Make it complete sentence. Indicate each sentence’s purpose (Promise, Prediction, Offer, Unplanned decision, Opinion)

1. A: I’ve had a terrible day today.

B: Sit down, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you a cup of tea. (make)

1. A: Who do you think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the World Cup? (win)

B: I don’t know, but England \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it. (not win)

A: I think Germany \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it again. (win)

1. A: Please remember to turn off the lights before you leave.

B: Don’t worry, I promise I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (not forget)

4. A: Which bus are you going to catch?

B: The 5.30 bus. If it arrives on time, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ home at 7.00. (be)

5. A: Would you like a cup of tea or coffee?

B: I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a cup of coffee please. (have)

6.What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if he doesn’t phone? (do)

B: I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him. I haven’t got his phone number. (email)

7. A: How much is this shirt?

B: $14.99.

A: Fine. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it. (take)

8. A: What are you going to do tonight?

B: Well, if I finish work early I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ probably \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the pub. (go)

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Thinking about the Future

Fill in the blanks about the future you:

This time next year I'll…

be living in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be planning to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be wearing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be thinking about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be worrying about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be feeling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

look \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be practicing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be preparing for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Your Bucket List

**What would you like to do…?**

**I'll make** you a cup of tea. (offer)

3. A: Who do you think **will win** the World Cup?

B: I don’t know, but England **won't win** it.

A: I think Germany **will win** it again. (predictions/ opinions)

1. I **won’t forget** (promise)
2. 5. A: Which bus **are you going to catch**? (plan)
3. B: The 5.30 bus. If it arrives on time, **I'll be** home at 7.00. (promise)
4. 6. **I’ll have** a cup of coffee please. (unplanned decision)

8. A: What **will you do** if he doesn’t phone? (first conditional)

B: **I'll email** him. (unplanned decision)

9. A: Fine. **I’ll take** it. (unplanned decision)

10. A: What **are you going to do** tonight? (plans)

1. B: **I’ll probably go** to the pub. (first conditional)

**Offer, Opinion, Unplanned Decision, Promise**