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| Grammar Lesson Plan | | | |
| Do you have time? ( Future continuous and Future perfect) | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Julie | High-Intermediate | 13 adults | 50 mins |
| Materials: ○ Board and markers  ○ computer and projector, PPT file (USB> G:\TESOL\TIMES TESOL\ Do you have time?)  ○ Handout 1 - 13 copies (for task preparation) (USB> G:\TESOL\TIMES TESOL\ worksheet- Do you have time?)  ○ Worksheet 1 - 13 copies (for task preparation) (USB> G:\TESOL\TIMES TESOL\ worksheet- Do you have time?)  ○ Worksheet 2 - 13 copies (for task realization) (USB> G:\TESOL\TIMES TESOL\ worksheet- Do you have time?)  ○ Worksheet 3 - 13 copies (for post task) (USB> G:\TESOL\TIMES TESOL\ worksheet- Do you have time?) | | | |
| Aims:○ At the end of the class, the students… - can make an arrangement referring to the schedule they organized.  - get used to using future tense than before. And know exactly the difference between Future continuous and Future perfect.  - can describe their daily routine using the vocabulary they learned. | | | |
| Language Skills: ○ Reading: The students read the worksheet and understand the meaning.  ○ Speaking: They have a conversation with each other in pair working and express their opinion.  ○ Listening: They listen to the teacher’s instruction and have a conversation with each other.  ○ Writing: The students write down the right answer carrying out the task. | | | |
| Language Systems: ○ Grammar: The students exactly know the difference between Future continuous and Future perfect.  ○ Phonology: They learn to pronounce new vocabularies through conversation.  ○ Lexis: They learn the vocabularies and expressions describing “daily routine”  ○ Discourse: They make an arrangement with asking and answering using the future tense.  ○ Functions: Asking and answering about the schedule. Accept or reject the suggestion according to the schedule. | | | |
| Assumptions: ○ As the students are at high-intermediate level, they speak with ease on most matters using complex sentence forms.  ○ As they are adult students, they have experience in making arrangement.  ○ They already know each other well. So, group working or pair working might work well. | | | |
| Anticipated Errors and Solutions: ○ There are many group activities. Some of the students cannot be active.  → Encourage the student by asking for his opinion of what others are saying.  ○ The students can take long time to carry out the tasks.  → Monitoring them. If there’s a trouble, give them a hint to solve the problem indirectly.  ○ They can not understand well the difference between Future continuous and Future perfect  →Give them more specific examples. | | | |
| References: ○ Grammar in use intermediate –unit 23  ○ http://www.google.co.kr (images) | | | |
| Notes: ○ Check the markers and electronic devices you are to use whether it works.  ○ SOS activity : Bingo game, hangman (vocabulary teaching) | | | |

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| Pre Task | | | |
| Title: Introduction topic | | Aims: ○ The students get interested in the topic. | Materials: Board and markers, PPT file, Computer, Projector |
| Time | Set Up | Students | Teacher |
| 7 mins | Whole class | ○ Greetings  ○ They try to guess the answer and think about today’s topic.  ○ Think about two future tense and compare these within the context. As they already know present continuous and present perfect, the concept is not new for them. | ○ Greetings.  Greet the students with smile ^^ and let them know about today’s topic- daily routine. Explain the relevance between topic and today’s activity.  ○ Introduction  Show them PPT slide 3 and explain this time table. Ask them if someone asks you whether you have time tomorrow at 4 P.M, What your answer is. (Introduce the concept of future continuous and future perfect)  ○ Guiding Questions  1. If someone asks you for meeting at a specific time? What is your answer?  (They might answer wrongly but it doesn’t matter.)  2. What is the difference between the two answers?  Can you notice the difference between them?  (You don’t need to elicit an exact answer.) |
| Notes: ○ Plan B: If a computer is out of order, use a board. Just write down the title and explain orally. | | | |

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| Task Preparation | | | |
| Title:Introduce the concept of future tense | | Aims:○ Through an activity, they notice the difference between two future tenses. | Materials:Worksheet-1, handout-1 |
| Time | Set Up | Students | Teacher |
| 10 mins  5 mins | Individually | ○ Follow the instructions.  ○ After reading, answer the questions. They get to have a clearer concept of the future tense and its’ differences.    ○ Answer the questions.  ○They can explain the differences through the activity.  ○ Right answer : future continuous is used when the activity is being done at the specific time in the future and future perfect is used when the activity is already completed at the specific time in the future. | **(Individual activity)**.  ○ Distribute the worksheet-1, handout-1  ○ Instructions  1. Show them PPT slide 5 (worksheet-1)  2. Explain the worksheet  - This is Josh’s daily routine. After reading the box, choose the right answer. The answer can be more than two.  - Handout-1 is for visual learners.  3. Demonstration.  ○ CCQ  1. At 7 : 45, Why answer a) is not right?  2. At 8 : 15, Why answer a) is not right?  3. At 8 : 15, Why answer b) is right?  4. What is the difference between the two answers?  Can you notice the difference between them?  (Try to elicit the right answer) |
| Notes:○ Don’t forget to demonstrate. | | | |
| Task Realization | | | |
| Title: Realize the real meaning of the grammar point | | Aims:○ Through an activity, they get used to the future tense and practice making an arrangement. | Materials: Worksheet-2 |
| Time | Set Up | Students | Teacher |
| 15 mins  5 mins | In pairs  (Mingle)  Whole class | ○ Follow the instruction  ○ Think about their daily routine and fill in the timetable.  ○After filling in the timetable, they mingle each other and ask and reply about their time schedule using future tense.  ○check the right answer by answering the CCQ. | **(Activity in pairs)**  ○ Distribute worksheet-2  ○ Instruction  1. Ask them.  1) What is your daily routine?  2) What are you doing tomorrow?  2. Fill in the timetable with your own routine on 18th December. (Tomorrow)  3. Ask anyone for meeting at specific time tomorrow.  Accept it or reject it according to your time table.  4. Must include the reason why you can’t or you can using the future tense.  5. Demonstration  ○ CCQ  1. OO, Do you have time tomorrow 3 P.M?  (Ask several students and get an answer) |
| Notes: ○ Don’t forget to demonstrate  ○ Instruction can be complex to the students. Ask ICQ if necessary. | | | |
| Post Task | | | |
| Title: Explanation and Comprehension checking | | Aims:○ check the right concept of the future tense. | Materials: Worksheet-3 |
| Time | Set Up | Students | Teacher |
| 8 mins | Whole class | ○ Follow the instruction.  ○ Explain correctly.  ○ Check the concept of the future tense and remind of the activity they have done.  ○ wrap up and review together. | ○ Instruction  1. What is the difference between the two answers?  Can you explain the difference between them?  (After giving answers, explain showing PPT slide 9)  ○ Wrap up  - Review today’s activity and preview the topic next time.  -Give them a homework. (Worksheet 3) |
| Notes: ○ If a time is available, do the worksheet-3 together. | | | |