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| Grammar Lesson Plan | | | |
| Title : Future conditional structures | | | |
| Teacher | Student Level& Age | No of Students | Length |
| JINNY (KWON, EUNJIN) | Intermediate (above 20) | 11 adults | 50 mins |
| Materials:  1. Zodiac signs activity cards and worksheets (15 copies) 2. 3 pieces of board game ‘How’s your day been?’ worksheet and dices 3. ‘Problem/advice’ activity cards and other worksheets (Pronunciation part, making 2 examples of full sentences papers) 4. White board, board markers, and erasers | | | |
| Aims: Students can have a chance to   * be familiar with ‘if + simple present + will/be going to’ form. * learn about the exact usage of future conditional structures by reading and writing down ‘Horoscope cards’, making 2 examples of sentence all together on the board, doing board game activity ‘How’s your day been?’, and exchanging students’ opinions regarding dilemmas. * be able to make right sentences by themselves * Improve their speaking and listening skills as well by asking and answering during the activities | | | |
| Language Skills:  * Listening: Listening to teacher’s instructions and other students, partner, or group talking * Speaking: Asking their problems and giving advices regarding dilemmas / Talking about what will they do if something happens. * Reading: Reading a tarot card, problem/advice cards, board-game worksheet * Writing: Filling out ‘Today’s Horoscope’ worksheet when other students read their cards. | | | |
| Language Systems:  * Grammar: Future conditional structures (if + simple present + will/be going to) * Phonology: Thought groups and intonation * Lexis: Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces * Discourse: Exchanging students’ opinions regarding dilemmas / Discussing ‘what if’ situation * Functions: Asking their problems and giving advices regarding dilemmas / Talking about what will they do if something happen | | | |
| Assumptions: | | | |
| Anticipated Problems and Solutions:  * Students may not easily understand the activities.   → Demonstration needed and let the students ask and answer each other. (Encourage high students-students interaction)   * Students may not be able to finish their task in time.   → Give them time warning and ask concept checking questions. If they fully understood, move on to the next. | | | |
| References: English Connections vol.3, Yong & Son Global, Inc. 2006  <http://www.youtube.com/watch?v=dHZIA0-G1sc> | | | |
| Notes: SOS activity – Discuss students’ future predictions on environment, communication, wealth, transportation, travel, marriage, clothes etc. | | | |

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| Pre Task | | | |
| Title: Introduction of the topic | | Aims: To prepare students for the task, to engage their attention. To give students a little bit of confusion about what they will learn about. | Materials: White board, board markers, and erasers |
| Time | Set Up | Students | Teacher |
| 3 mins | Whole class |  | Greetings  Try to reflect students’ moods and find out if they are ready to learn.  Elicit & Guiding questions  What will you do if you finish this course?  What will you do if tomorrow is the last day of your life in this planet? |
| Notes: | | | |

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| Task Preparation | | | |
| Title: Today’s Horoscope | | Aims:To help students be familiar with future conditional structures. To let students know the vocabulary related zodiac signs. | Materials: Zodiac signs activity cards and worksheets |
| Time | Set Up | Students | Teacher |
| 12 mins | Whole class | Choosing one piece of paper  Filling out ‘Today’s Horoscope’ worksheet by asking the classmates | Giving out 12 zodiac signs  Giving direction  Let students get up and ask their classmates for the information to complete today’s horoscope.  ICQ  Can you see your classmates’ cards?  (No, you should take notes while they’re reading it.)  Grouping for board game activity  Divide the class into three (4-4-3) by using their zodiac signs. |
| Notes: | | | |

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| Task Realization | | | |
| Title: How’s your day been? | | Aims: To learn about the exact usage of future conditional structures.  To be able to make right sentences by themselves | Materials: 1. Some pieces of paper for making 2 examples of full future conditional sentences  2. 3 pieces of board game ‘How’s your day been?’ worksheet and dices |
| Time | Set Up | Students | Teacher |
| 8 mins  18 mins | Whole class  Group | Picking out one piece of paper  Making 2 examples of future conditional sentences on the board all together  Playing the board game activity ‘How’s your day been?’  Talking about what they will do for ‘if situations’ when they arrive at some specific spaces. | CCQ  Checking if students fully understand future conditional structures (if + simple present + will/be going to) by making sentences all together on the board  Monitoring |
| Notes: | | | |

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| Post Task | | | |
| Title: Catch 22 | | Aims:To Improve their speaking and listening skills by sharing their problems and giving advicesTo help students remind the lesson and apply it again. To check if students have fully understood today’s lesson. | Materials: 1.‘Problem & Advice’ activity cards  2.Worksheet (Pronunciation part) |
| Time | Set Up | Students | Teacher |
| 6  mins  3 mins | Group  Whole class | Sharing their problems and giving advices | Giving out ‘Problem & Advice cards’  Pronunciation checking  Thought groups and intonations  <http://www.youtube.com/watch?v=dHZIA0-G1sc> |
| Notes: | | | |