|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading Grammar ☐ Writing |
| **Topic: Let's learn the Future tense 'Will' perfectly!** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Hayoung (Ha young Go)  Bella (Hye Bin Koo) | Level:  Pre-intermediate (age under 16) | Students:  6 | Length:  45~50 minutes |

|  |
| --- |
| Materials:   * Audio clip of [Tangled - When Will My Life Begin - Mandy Moore] * Lyrics sheet * 9 copies of Worksheet 1 [Fill in the blanks-lyrics] * 9 copies of Worksheet 2 [Future tense Exercises] * 9 copies of Worksheet 3 [Dialogue] * 9 copies of Worksheet 4 [Substitution table sheet] * White board and board markers * Beam projector |

|  |
| --- |
| Aims:   * Students will predict the meaning of the simple future tense by watching and listening to Mandy Moore's song, 'When Will My Life Begin'. * Students will know the form of the future tense by teacher's explanation and substitution table. * Students will practice the future tense by answering CCQ, and completing the worksheets. * Students will practice speaking and listening ability by repeating dialogue and sharing ideas with each others. * Students will practice writing ability by making their own dialogue and writing a diary. |

|  |
| --- |
| Language Skills:   * Reading: reading worksheets to answer questions. * Listening: listening to the music, teacher's instructions and explanation, classmates' ideas, dialogue. * Speaking: drilling, sharing ideas, dialogue. * Writing: worksheet answers, making dialogue, writing a diary |

|  |
| --- |
| Language Systems:   * Phonology: drilling, correct pronunciation of phrases * Grammar: use of future tense (I will, Will you, I will not) * Function: things that will happen at a time later than now. (requests, offers, promises, making decisions in the moment) * Discourse: talking with partners |

|  |
| --- |
| Assumptions:  Students already know:   * the past tense and the present tense * how the class is set up and run. * teacher’s style of teaching and the pace of the course. * how to work together with their partners. |

|  |
| --- |
| Anticipated Errors and Solutions:  \* Students may not be able to fill in the blank while listening to music   * Replay the video one more time and chunk the listening.   \* Students may not be able to concentrate while doing dialogue activity.   * Teachers move around and encourage students to focus on what they are doing.   \* Students may need more time to finish their activity   * Be flexible with the time as giving student more time to finish their activity and cut off the time of post activity.   \* If students finish their tasks earlier than anticipated   * Do the 'SOS activity' |

|  |
| --- |
| References:  https://youtu.be/je4nDvNJXsg [Tangled - When Will My Life Begin - Mandy Moore]  https://www.google.co.kr/search?q=future+tense+worksheet&rls=com.microsoft:ko-KR:IE-SearchBox&rlz=1I7LENN\_koKR574KR613&tbm=isch&imgil=WQdxD2Fs8tq6vM%253A%253BhWXHlNohjSoU-M%253Bhttps%25253A%25252F%25252Fwww.turtlediary.com%25252Fworksheet%25252Fcomplete-the-sentence-by-changing-the-verbs-to-future-tense-form.html&source=iu&pf=m&fir=WQdxD2Fs8tq6vM%253A%252ChWXHlNohjSoU-M%252C\_&usg=\_\_adZ9EQd8gYDKB1nt2yO2gHkIbyc%3D&biw=1366&bih=673&ved=0ahUKEwiTr9b69sLVAhUGJ5QKHbqJC4wQyjcINQ&ei=fzaHWdPzKIbO0AS6k67gCA#imgrc=WQdxD2Fs8tq6vM:&spf=1438875919825 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: nothing | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class | Answering Questions | **Procedure:**  Hello everyone! How are you?  How was the weekend? Was it good?  I hope everyone has had a good time.  What about This coming weekend?  Hayoung, do you have any plan?  H: I will go to Tim's birthday party.  B: Really? I will go too!  What about you guys?  Do you have any plan for this weekend?  Tell us what you're going to do then.  (Elicit each students ideas)  Well done! All of you have a nice plan. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Audio clip, lyrics, 9 copies of Worksheet 1 [Filling the blanks-lyrics] | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min  2min | Whole class & Pairs  Whole class | Listen to the teacher`s direction  Listen to the song  Complete the worksheet  Check answers  Listen to the teacher`s explanation  Answering Questions | **Procedure:**  **1. When Will My Life Begin**  Instruction  So now, before we start our fun grammar class, I will show you Mandy Moore's music video.  This is the original soundtrack of movie 'Tangled'  Listen carefully especially to the lyrics.  - After finish, distribute worksheet  Now, I will play the song one more time. Listen carefully and fill in the blanks.  Work individually  CCQ  -What are you supposed to do while listening?  -Are you working alone?  Okay. Perhaps you all finished it. Do you want to listen again?  ->Yes : Have them listen one more time.  ->No : Have them share their answers  Now, let’s compare your answer with your partner sitting next to you.  I’ll give you 2 minutes.  How about we check the answers together by reading out each sentences?  Let's start from first sentence!  **2. When do we use 'Will'?**  Recall  Did you enjoy the song? What is the title of the song? (students answer)  The song is Mandy Moore's ' 'When Will My Life Begin'  Does anyone remember what she said she would do in the future?  (Elicit students ideas. If expected answers never comes out, give some examples such as "she said she will read a book")  When do we use 'Will'?  We can use "will" to talk about the future. Especially we use 'will' to make predictions, decisions, and to make promises, offers and requests.  (write down the use of ‘will’)  CCQ  - If I say "I will read a book tomorrow", did I read the book already? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: handout, worksheets, papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12min  12min | Individually &  Groups  &  Whole class  Pairs  &  Whole class | Listen to the teacher`s explanation  Complete the worksheet  Check answers  Role-play  Make dialogue | **Procedure:**  **Simple future rules**  Distribute the handout.  Explain the forms of future tense sentences.(positive, negative, question)  Write example sentence on the board and ask students to change the form to make sure they understand.  **Future tense verbs worksheet**  Distribute the worksheet.  T: You can see the blanks on the sheet.  Work individually for now. Read the directions carefully and follow them. If you finish the worksheet, share the answers with your partner.  (repeat the same step for each worksheet)  ☆Worksheet #1 (2min)  Underline the verbs in each sentence below. Write whether it is present or past tense. Rewrite the sentence in future tense.  ☆Worksheet #2 (2min)  Change the verbs into the future form.  ☆Worksheet #3 (5min)  Match the correct verbs for each sentence and complete them with the future tense form.  Give time warning for each worksheet.  CCQ  How much time do you have?  What are you supposed to do after you finish the worksheet?  Monitor discreetly.  Time warning  T: Do you need more time?  Yes → give few more minutes  No → move onto next.  Check the answers as a whole class.  **Dialogue activity**  T: You all did very good job with the verbs tense worksheet. Now, let us introduce a dialogue for you.  Distribute the dialogue sheet.  T: If we say ‘A’ part, you should answer by saying ‘B’ part to complete the conversation.  Demonstrate the dialogue and change the part.  T: Ok, now we want you to make your own dialogue with your partner. We’re going to give you some simple rules when you make a dialogue. First, make sure to use the future tense verbs, and second, the topic of your dialogue should be about ‘planning trip. You have 3 min.  CCQ  How much time do you have?  Which verb tense are you supposed to use?  What is the topic of your dialogue?  Monitor actively and participate within each group.  Have students share their opinions with the class.  (→each group takes turn to present their dialogue) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | Individually  &  Whole class | Write diary  Share ideas | **Procedure:**  **Writing sentences**  T: Thanks for sharing your dialogue. Now, you can write some sentences about your real plan or what you want to do after this TESOL class is over. Write 3 things that you want to do or planning to do by using the future tense verbs.  Briefly share their plans.  **Feedback and conclude**  T: Did everyone fully understand about simple future tense? Great.  Write a sentence “They will paint the wall next week.” Ask concept check question to students.  T: Is the wall painted now?  (if students say NO)  Good. Let’s wrap up our class today, and there’s no homework.  Enjoy the rest of your day. |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: papers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| Remaining Time | Pairs | Make sentences  Draw the timeline | (If students finish their tasks earlier than anticipated)  - Divide students into three groups.  - A student gives B student any of 'will' sentence and B student draws the timeline. (also draw a cute picture with it that suits the situation)  - Switch the role.  - Have students draw their timeline on the white board |