**Background Information Sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Class**  | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Helen Cho | TESOL-222WK | 10 Jul, 2021 | Grammar | PPP | 25 min |

|  |
| --- |
| **Lesson** |
| **Topic** | Future: Will (make predictions) |
| **Main Aim** | Students will learn “Will” for the future. |
| **Secondary Aim** | Students will practice their speaking fluency.  |

|  |
| --- |
|  **Materials and References**  |
| * Visual contexts for lead-in; small board and pictures
* White board, board markers; black, blue, green and red
* Work sheets and answer sheet
* A picture for Stage 5-Freer Practice
 |

|  |
| --- |
| **Student Profile** |
| **Level** | Lower Intermediate |
| **Age** | 10 years old | **Number of Students** | 3 |
| **Detail** | They are 4th Grade in Korea. They studied about Global Warming in science class already so they are familiar what will happen in the future because of global warming. Since they are children, it would be helpful to prepare visual contexts to draw out model sentence from them. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| * Students know the vocabulary used in this lesson
* Students have learned about “will” can be used to talk about future facts.
* Students know how to make the negative form using ‘not’
 |
| **What language difficulties to expect when presenting, and how to deal with it:** |
| 1. **Meaning:** “They (Bolar Bears) will disappear in the future.” Students know “will” is using for future facts. But, they can also use “will” to make predictions for the future. Make a clear visual context and C.C.Q.
2. **Form:** Students may confuse to use the base form of the verb after ‘will.’ To make sure the base form is the same for all subjects. It doesn’t change forms.

E.g. It will rain tomorrow. / It will ~~to rain~~ tomorrow. / It will ~~rains~~ tomorrow.1. **Pronunciation:** Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, “Which words sound stressed?” Board the stress markers in red.

Also, practice “I’ll, we’ll, it’ll, they’ll.” |
| **Anticipated Classroom Management Difficulties and their Solutions:** |
| The quantity of new language points to be learned about future simple ‘will’ is too much for students to handle in a short 30 minute lesson because it has 5 different meaning such as future facts, predictions, promise, offer and refuse. If I tried to cover all meanings in the lesson, it could lead to anxiety, rushing, and a lot of teacher talk. For this lesson I will manage this by selectively presenting only about ‘predictions’ about meaning of ‘will’. The remaining new language points can be presented in the next lesson. |
|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is the ability to * present the target language using a visual context
* to be an involver type teacher
 |
| **Stage Name:** Lead-in**Purpose of this stage:** To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1 min | T | **Present small board with pictures and draw out model sentence;****“They (Polar bears) will disappear in the future (or in 2100).”**

|  |  |
| --- | --- |
|  | **Expected Students might say about the picture;**It is North pole and there are polar bears. It is year of 2021 and it is cold. **[Hook questions]T: Where is it? (It is North pole/Arctic.)****T: What do you see? (I can see two polar bears.)****T: What year is it? (It is 2021.)****T: Is it cold or hot? (It is cold.)** |

|  |  |
| --- | --- |
|  | **Expected Students might say about the picture;**In 2100, it is hot. The ice melts. Polar bears will disappear because of global warming.**Model Sentence:****They (Polar bears) will disappear in 2100.****[Hook questions]T: Can you see polar bears in 2100? (No.)T: Why? (They will disappear in 2100.)** |

 |
| **Stage Name:** Presentation**Purpose of this stage:** Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min3 min 1 min | TT-ST-ST-S | **Board the model sentence (if students are unable to tell you, just board it).****CCQ – ask questions, and use time lines or scales where appropriate.**1. **Did polar bears already disappear? (No)**
2. **Is this about the future? (Yes)**
3. **Is it a guess? (Yes)**

**Form – clarify the affirmative, negative, question form, contractions. Draw substitution tables as below.**1. **Highlight the grammar structure; subject+ will+ base form of verb+ Time Marker**
2. **Make sure the base form is the same for all subjects. It doesn’t change forms**.
3. **Contractions; will=>‘ll, will not=>won’t**

**\*I’ll, you’ll, we’ll, she’ll, he’ll, it’ll, they’ll**1. **Do not use contractions in affirmative short answers.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grammar Structure** | **S+** | **will+** |  | **Base form of verb** | **Time Marker** |
| **Affirmative** | They | Will(‘ll) |  | disappear. | in 2100. |
| **Negative** |  |  | will not(won’t) |  |  |
| **Question** | Will | they |  | disappear | in 2100? |
| **Answer** | Yes, they will. (correct)Yes, they’ll. (wrong) |

**Example:** 1) It’ll rain tomorrow. (Correct)2) It’ll rains tomorrow. or It’ll to rain tomorrow. (Both wrong)**Drill** Everyone, don’t look the board! Look at me. Repeat after me. *They’ll disappear in 2100.***Drill chorally 3 times with gestures. Nominate for individual drilling.****Where’s the stress? (Mark with red pen on will)** **Listen and repeat after me.***They won’t disappear in 2100.***Drill chorally 3 times with gestures. Nominate for individual drilling.***Will they disappear in 2100?***Drill chorally 3 times with gestures. Nominate for individual drilling.** |
| **Stage Name:** Controlled Practice**Purpose of this stage:** students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec2 min1 min1 min | TSS – ST - S | **Instructions.** Exercise A: Fill out the blanks with will or won’t and the verbs in parentheses.You will have 2 minutes to finish this exercise.**ICQ**1. Do you use will or won’t to fill out the blanks? (Yes)2. Do you work with partners? (No)3. How much time do you have? (For 2 minutes)**Hand out.****Students do a worksheet Exercise A.** **Pair check.****Feedback to check accuracy.** |
| **Stage Name:** Less Controlled Practice**Purpose of this stage:** students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1 min2 min1 min1 min | T SS-ST-S | **Instructions**Turn over your worksheet. There is Exercise B. Look at the pictures and verbs and write sentences in future about Sam, Jenny and Paul. Use will or won’t. Write one positive and one negative sentence for each person.You will have 2 minutes to finish this exercise.**ICQ**1. Do you work with partners? (No)2. How many sentences do you write for each person? (2. One positive and one negative.)3. How much time do you have? (For 3 minutes)**Students do a worksheet Exercise B.** **Pair check.****Feedback to check accuracy.** |
| **Stage Name:** Production – Freer Practice**Purpose of this stage:** is to get students to practice the grammar communicatively. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 30 sec5 min1 min | TS-ST-S | **Instructions.**Share your prediction and opinions about the topic with your group.**[Topic]**Will robots replace humans in the future of work? If so, in what way?Students discuss their predictions and opinions using the target language naturally.Monitor errors in distance.Feedback. Share what they’ve discussed about. |
| **Stage Name:** Wrap-up**Purpose of this stage:** is to end the lesson on a positive note so that students feel they have achieved progress. |
| **Materials:** List all materials that will be needed in this stage. |
| **Timings** | **Interactions** | **Procedure** |
| 1 min30 sec | T – ST | **Offer delayed corrections to the previous stage.*** **“Look at the board. Here are some sentences I heard. Tell me how to correct them.”**

**Lesson feedback.**  |

**Instructor’s Comments and Assessment**

|  |
| --- |
|  **Pros** |
|  |
|  **Cons**  |
|  |
|  **Change**  |
|  |
|  **Overall Comments**  |
|  |
|  **Grade**  |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

**Worksheet: will or won’t**

**Exercise A.**
Fill out the blanks with will or won’t and the verbs in parentheses.

***The World in 2050.***

****

1. More people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) vegetarians. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not, eat) any meat or fish.

2. Robots \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cook) our meals. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not, spend) a lot of time in the kitchen.

3. People \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live) to be 100 years old an average, and the majority of people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) over sixty.

4. People \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (read) each other’s thoughts.

5. Cars \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not, run) on gas. Cars \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (run) on solar energy.

**Answer sheet: will or won’t**

**Exercise A.**
Fill out the blanks with will or won’t and the verbs in parentheses.

***The World in 2050.***

****

1. More people \_\_\_***will be***\_\_\_\_\_\_\_\_\_ (be) vegetarians. They \_\_***won’t eat***\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not, eat) any meat or fish.

2. Robots \_\_\_\_\_***will cook***\_\_\_\_\_\_\_\_\_\_ (cook) our meals. We \_\_\_***won’t spend***\_\_\_\_\_\_ (not, spend) a lot of time in the kitchen.

3. People \_\_***will live***\_\_\_\_\_\_\_\_\_\_\_\_ (live) to be 100 years old an average, and the majority of people \_\_\_***will be***\_\_\_\_\_\_\_\_\_\_\_\_ (be) over sixty.

4. People \_\_\_***will read***\_\_\_\_\_\_\_\_\_\_\_\_\_ (read) each other’s thoughts.

5. Cars \_\_***won’t run***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not, run) on gas. Cars \_\_***will run***\_\_\_\_\_\_\_\_\_\_\_ (run) on solar energy.

**Worksheet: will or won’t**

**Exercise B.**

Look at the pictures and verbs and write sentences in future about Sam, Jenny and Paul. Use will or won’t.

 Sara is a fortune-teller. She predicted the future of Sam, Jenny and Paul. 

1) About Sam:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (positive)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (negative)

2) About Jenny:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (positive)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (negative)

3) About Paul:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (positive)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (negative)

**Answer sheet: will or won’t**

**Exercise B.**

Look at the pictures and verbs and write sentences in future about Sam, Jenny and Paul. Use will or won’t.

 Sara is a fortune-teller. She predicted the future of Sam, Jenny and Paul. 

1) About Sam:

\_Sam will go to university. or Sam will have children. or Sam will win the lottery.\_\_\_\_\_\_\_\_\_ (positive)

\_Sam won’t get married. or Sam won’t be famous. \_\_\_\_\_\_\_\_­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (negative)

2) About Jenny:

\_Jenny will go to university. or Jenny will be famous. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (positive)

\_Jenny won’t win the lottery. or Jenny won’t het married. or Jenny won’t have children. \_(negative)

3) About Paul:

\_Paul will get married. or Paul will have children.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (positive)

\_Paul won’t go to university. or Paul won’t won the lottery. or Paul won’t be famous.\_\_\_\_ (negative)

Stage 5- **Procedure**

**Visual Material**

Topic: Will robots replace humans in the future of work? If so, in what way?
Share your prediction and opinions about the topic with your group.

