

## Lesson Plan

**Topic:** Using “Be+going to” to talk about plans in the future

**Students:** Form 1

### **Objectives for the lessons overall:**

1. Students will be able to understand that they can use “Be+going to” to talk about plans that they are quite sure about.
2. Students will be able to distinguish the differences between using “Be+going to” and “the simple future tense” when talking about the future.
3. Students will be able to sharpen their reading and speaking skills.
4. Students will be able to develop their communication, problem-solving and critical thinking skills.
3. Students will be able to master the usage of “Be+going to” in their writing.

**Time:** 80 minutes (2 lessons)

### **Prior knowledge:**

1. Students have learned the usage and form of the simple future tense.

### **Materials/aids needs:**

- Note paper
- Digital projector
- Powerpoint file
- Reading materials downloaded from the Internet
- Bulletin board backing paper
- Markers
- Blu-tack

Activities	Remarks	Instructions
1. Stimulation – Guessing Game (8 minutes)	<p><b>Objective: Students will use the target language before explicit instruction</b></p> <ul style="list-style-type: none"> <li>- T tells SS they are going to have a guessing game</li> <li>- T asks SS to answer 3 questions</li> <li>- T asks SS to write the answers on note paper and not to let their classmates see their answers</li> <li>- T collects the note paper</li> <li>- T chooses some sentences written by SS and asks SS to guess who wrote them</li> <li>- T gives marks to those who can answer the questions correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Today, I'm going to play a game with you...</li> <li>- Don't let your classmates see what you have written!</li> <li>- Who wrote this sentence?</li> </ul>
2. Teacher/Student Interaction (8 minutes)	<p><b>Objective: Students will be able to understand the differences between "Be+going to" and "the simple future tense" (including the usage and form"</b></p> <ul style="list-style-type: none"> <li>- T shows SS some sentences by using the powerpoint</li> <li>- T asks SS if they can find anything special from the sentences. T tries to elicit answers from SS</li> <li>- T explicitly shows SS the form "Be+going to"</li> <li>- T asks SS to think about the differences of two sentences. T tries to elicit answers from SS.</li> <li>- T explains the differences</li> </ul>	<ul style="list-style-type: none"> <li>- It's a fun game. Now I would like you to take a look at some sentences. Your classmates have written some sentences like these.</li> <li>- Can you find anything special here?</li> <li>- Are there any differences between these sentences?</li> </ul>
3. Practice (4 minutes)	<p><b>Objectives: Students will build up confidence in using the target language</b></p> <ul style="list-style-type: none"> <li>- T asks SS what their plans are in summer.</li> <li>- T encourages SS to use the target language</li> </ul>	<ul style="list-style-type: none"> <li>- Good, we know we can use "Be+going" to talk about our plans in future. So, what are your plans this summer?</li> </ul>
4. Teacher's Explanation of Task-based Activity (5 mins)	<p><b>Objective: Students will be able understand what they are expected to do in the given situation.</b></p> <ul style="list-style-type: none"> <li>- T introduces the situation to SS</li> <li>- T explains what SS should do in the task</li> <li>- T gives SS an example</li> <li>- T asks questions to check SS' understanding</li> <li>- T tells SS he is going to choose the group who has the most wonderful ideas</li> <li>- T asks SS to form in groups of 4 to 5</li> <li>- T gives SS the materials they need</li> </ul>	<ul style="list-style-type: none"> <li>- Now, let me tell you something exciting! A group of....</li> <li>- Do you understand what to do in the group discussion? Do you have any questions?</li> <li>- Now please form groups with your group members and....</li> </ul>

<p>5. Group Discussion &amp; Reading (25 minutes)</p>	<p><b>Objectives:</b></p> <p><i>1) Students will be able to sharpen their scanning, skimming skills and speaking skills.</i></p> <p><i>2) Students will be able to develop their communication, problem solving and critical thinking skills.</i></p> <p><i>3) Students will be able to use the target language in a meaningful context.</i></p> <p>- T walks around to see if SS are on task and if they need assistance from the T</p> <p>- T walks around and encourages SS to use English to communicate with one another</p> <p>- T encourages SS to read in order to find out more ideas</p>	<p>- <i>Are you sure about this?</i></p> <p>- <i>Try to get more ideas from the reading materials.</i></p> <p>- <i>Please speak in English.</i></p>
<p>6. Presentation (25 minutes)</p>	<p><b>Objectives:</b></p> <p><i>1) Students will sharpen their speaking skills</i></p> <p><i>2) Students will build up confidence in public speaking</i></p> <p>- T asks each group to present their ideas</p> <p>- T invites SS to give comments to their classmates</p> <p>- T asks SS if they can spot any mistakes</p> <p>- T praises SS for their good work</p> <p>- T chooses the best group with the whole class</p>	<p>- <i>_____, what do you think about their suggestions?</i></p> <p>- <i>Can you find any mistakes?</i></p> <p>- <i>Which group has the most wonderful ideas?</i></p>
<p>7. Consolidation (5 minutes)</p>	<p><b>Objectives:</b></p> <p><i>1) Students will pay heed to some common errors related to the target language.</i></p> <p><i>2) Students will avoid making those errors</i></p> <p><i>3) Students will practice the learned language item</i></p> <p>- T review the language item</p> <p>- T asks SS to pay attention to some common errors</p> <p>- T assigns homework</p>	

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