

**Name of activity:** Future plans ‘going to’

**Short description:** students practice talking about the future with reference to planned activities

**Link to curriculum:** Grade 7; Unit 3 (introductory page, p.40)

**Difficulty level:** easy/medium

**Time:** 30 minutes

**Learning outcomes:** by the end of the lesson:

- Students will have practiced using “going to” for future plans

(Competency 6; Grammar)

<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>
Lesson plan with:  ✓ Worksheet	Lesson plan with:  ✓ Worksheets to project (data projector)	Lesson plan with:  ✓ Activities for a Computer Room

Links to material:

<http://learnenglishkids.britishcouncil.org/en/grammar-games/going-plans>

## Option 1: Worksheet

### Preparation:

- These activities focus on practicing the “going to” form. Make sure that form and meaning are established before these activities are done in class
- You can use the following questions to focus on meaning :

On page 41 Tikiri says ‘I’m going to write on pottery.’

‘going to *write*’ is it now, or past, or future?

Is she very sure, or not sure?

Does she want to do this, or she doesn’t want to?.

- Make copies of worksheet 1 (1 per group) and cut the activity into 10 strips of paper, so each sentence is on a strip of paper.
- Copy worksheet 2 (1 per student)

Stage / Time	Procedure
<p><b>Practice 1</b> <b>15 minutes</b></p>	<ol style="list-style-type: none"> <li>1. Arrange the sets of scrambled sentences on your desk and appoint a runner and a writer for each team.</li> <li>2. Explain to students that the runner must collect a sentence and take it to the group. The group then unscramble the sentence.</li> <li>3. The writer writes the corrected sentence on the same piece of paper and hands it back to the runner, who takes it back to the teacher.</li> <li>4. If the sentence is correct the runner is given another sentence. If it’s incorrect they have to go back and retry.</li> <li>5. The first group to finish their whole set are the winners!</li> </ol>
<p><b>Practice 2</b> <b>15 minutes</b></p>	<ol style="list-style-type: none"> <li>1. Give each student a copy of worksheet 2 ‘find someone who.’</li> <li>2. Go through the sentences in the worksheet and help with any difficulties students might have with vocabulary.</li> <li>3. Tell students that they have to walk around the class and get information about their classmates.</li> <li>4. Elicit that they have to ask the question form of the sentences and elicit a couple of examples of correct questions</li> <li>5. Demonstrate an example or two so that they understand how it’s done. <i>(You may find it useful to put up any process language</i></li> </ol>

*they need on the board so that they can refer it if they have difficulty during the activity)*

6. Students mingle and ask the questions. When they find someone who is going to have rice for lunch (for example) they write that person's name in the gap.
7. Hold some feedback on the task, e.g. 'Ranga, did you find someone who's going to have rice for lunch?'
8. Give some feedback on the language you heard, too.

## Worksheet 1

going to /be /a/ doctor/ he's /older/ when /He's

school /finish /when / you / are/ going to /do  
What/ you

holiday /are /What/ you /next /do /going to

you/ your/ birthday /are/ What /do /on/birthday

going to/ she's/ older/ She's/ travel /world /when  
/the

university/ going to /hospital /in /a /work /He's  
/after

summer /support /this /going to /team /Which  
/are /you

Italy /I'm /family /going next year to visit my in

27 /going to/ Where /you /are/ live/ when  
/you're

Tonight/ TV/ you /Are/ going to /watch

## Worksheet 2

### Find someone who...

1. .... is going to visit Kandy this year.
2. .... is going to have rice for lunch.
3. .... is going to go home by bus.
4. .... is going to be a doctor when he/she is older.
5. .... is going to visit grandparents at the weekend.
6. .... is going to play cricket this weekend.



## Option 2: Data Projector

### Preparation:

- These activities focus on practicing the “going to” form. Make sure that form and meaning are established before these activities are done in class
- You can use the following questions to focus on meaning :

On page 41 Tikiri says ‘I’m going to write on pottery.’

‘going to write on pottery’ is it now, or past, or future?

Is she very sure, or not sure?

Does she want to do this, or she doesn’t want to?

- Click on the following link to access the games

<http://learnenglishkids.britishcouncil.org/en/grammar-games/going-plans>

Stage / Time	Procedure
<p><b>Practice 1</b> <b>15 mins</b></p>	<ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Explain to students that they’re going to find 2 sentences on the screen.</li> <li>3. Click on the link and choose <b>game 1</b></li> <li>4. One sentence is correct and one is wrong.</li> <li>5. Each team will get a turn to guess which of the two are correct. If the answer is correct the team gets a point.</li> <li>6. If one team gets it wrong, the other team has to correct the mistake to get the point.</li> <li>7. The team with the most points wins!</li> </ol>
<p><b>Practice 2</b> <b>15 minutes</b></p>	<ol style="list-style-type: none"> <li>1. Divide students into groups.</li> <li>2. Give each group 10 pieces of paper (B5) and a marker.</li> <li>3. Appoint a writer for each team</li> <li>4. Click on the link above and focus on <b>game 2</b>.</li> <li>5. Explain to students that they have to do <u>3 things</u>. They have to unscramble the sentence. Write it in the correct order and hold it up.</li> </ol>

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|  | <ol style="list-style-type: none"><li>6. The first team to hold up the correct version gets a point.</li><li>7. Play the game with the class.</li></ol> |
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### Option 3: Computer lab

#### Preparation:

- These activities focus on practicing the “going to” form. Make sure that form and meaning are established before these activities are done in class
- You can use the following questions to focus on meaning :

On page 41 Tikiri says ‘I’m going to write on pottery.’

‘going to write on pottery’ is it now, or past, or future?

Is she very sure, or not sure?

Does she want to do this, or she doesn’t want to?

- Click on the following link to access the games

<http://learnenglishkids.britishcouncil.org/en/grammar-games/going-plans>

Stage / Time	Procedure
<b>Practice 1</b> <b>15 minutes</b>	<ol style="list-style-type: none"><li>1. Students sit in pairs and click on the link above.</li><li>2. They take turns to play <b>game 1</b> and correct the sentences</li></ol>
<b>Practice 2</b> <b>15 minutes</b>	<ol style="list-style-type: none"><li>1. Students sit in pairs and click on the link above.</li><li>2. They take turns to play <b>game 2</b> and unscramble the sentences</li><li>3. The student with the best timing wins</li></ol>