

Description

In this lesson, students will learn how to pair a main and subordinate clauses to talk about things which will possibly, immediately, and certainly happen in the future. The last part of the lesson will be dedicated to giving the Ss an opportunity to use the target language including the future time clauses where the teacher seeks a speaking practice for accuracy.

Main Aims

- To provide clarification and practice of future time clauses in the context of lifestyle

Subsidiary Aims

- To provide accuracy speaking practice in a conversation in the context of lifestyle.

Background

Class Profile

The number of students in this pre-intermediate class is comprised of about 33 adults, aged from 20-60. 90% of the Ss's L1 is Turkish, and 10% are from different nationalities. The learning styles are mixed, but there are a lot of kinesthetic learners. Some Ss are at high school and university and most of them are retired.

Assumptions

I assume the students will find it a little bit difficult in the beginning to grasp the use of the future time clauses since they have not practiced this new grammar structure so far. But, it will not take much time for them to interact and understand the material, especially it will be introduced through a lifestyle context which is close to their personal experience.

Personal Aims

To give clear and short instructions and make sure all the students understand and respond in a correct way
To create an enjoyable and interactive lesson

Timetable Fit

In the previous lesson, the students discussed lexis and collocations related to lifestyle. In my lesson, the students will be introduced to a new grammatical structure related to the use of the future time clauses through the same previous context.

Anticipated Problems & Solutions

Problem: Many students may not know the structure of the future time clauses as they combine two tenses at the same time to refer to a possible, certain, and immediate action.

Solution 1: I will first elicit answers from the students and then support them with practice to grasp the meaning and structure.

Solution 2: I will draw the form of the current issues through timelines on the white board.

Problem: Many Ss may misunderstand the use of 'going to' as present continuous not as future tense.

Solution: I will clarify the meaning of 'going to' through examples that refer to the near future.

Materials

- <http://www.oxforddictionaries.com>
- HO Teacher's made.docx
- Lead in examples.docx
- Answer key HO 1.docx

Name: Hussein Yaqoob • 29 Nov 2018 • Future Time Clauses

Materials

- **Inside Out. Pre_Intermediate. Student's Book. Macmillan**

Please see the following page for the lesson procedure

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
Lead-in To set a context for the lesson and engage the students	The T will write three sentences on the WB about his plans for future using conjunctions like 'as soon as', 'when' and 'if'. Then, the T will ask the Ss about the tenses of these sentences: As soon as I finish my CELTA course, I will travel back home. If I pass the CELTA course, I will find a good job. When I have a good job, I will buy a new car. The teacher will elicit the answers from the Ss to highlight the main and helping verbs in the above sentences so as to draw the Ss's attention to the grammatical structure which they will be introduced to through the context of the lifestyle.		T-Ss	4 – 5	
Exposure To set the students in the context of lifestyle	I will first CCQ the Ss to confirm the information presented in the previous stage: Am I in Istanbul now? Yes Have I finished my CELTA course? No Do I have a good job now? No Do I have a car? Yes Is it new or old? Old Will I buy a new T.V or a new car? A new car After that, the T will elicit from the Ss the main and subordinate clauses they can find the examples and highlight them on the WB. Then, the T will CCQ the Ss with the grammatical structures that are found in the sentences on the WB. How many parts are there in each sentence? 2 Which action will happen first? The first one (as in the examples above) Which action will be the next? The second part (as in the examples above) Which tense is used in the first part? Present simple Which tense is used in the second part? Future simple At this moment students will find out the structure themselves. The T will indicate that almost after these conjunctions we cannot use future tense.		T-Ss, PW	8 – 10	
Clarification To clarify the	The Ss will be in pairs to read the sentences they listened to in the previous lesson (p.96, ex.1). During this time, the T will circulate to make sure the Ss are	Inside Out. Pre_Intermediat	Ss, PW, WC	9 – 10	

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
meaning, form, and pronunciation of the target language	<p>on the right track. Then, the T will have the answers from the WC and write them on the WB. The T will also underline the clauses to highlight the function of each separately where answers will be elicited from the Ss. This will be followed with another handout (p.96, ex.2) to let them further grasp the meaning and function of each clause.</p> <p>Afterwards, the T will elicit a proper timeline which resembles the form of the future time clauses on the WB.</p> <p>Then, the T will simulate the pronunciation of the clauses and transcribe them on the WB. The Ss will understand the ways of pronouncing these clauses solely and with a combination of words, particularly 'as soon as'. The Ss will practice these individually and chorally.</p>	e. Student's Book. Macmillan			
<p>Controlled Practice/1</p> <p>To further promote the students' understanding of the grammatical aspects of the future time clauses</p>	The T will provide the Ss with a HO including ungrammatical sentences. The Ss will first work individually and then in pairs to compare their answers. When they finish, the T will show the answers on the WB (answer key) to let the Ss check theirs .		Individually, PW, WC	6 – 7	
<p>Controlled Practice/2</p> <p>To check that the students understand the future time clauses and the grammatical structure of each</p>	The T will give the Ss a HO (p.96,ex.4) containing correct and incorrect verb structures. They will first work in pairs to decide the correct options. The T will have the answers from the WC and then display the answer key on the WB.	Inside Out. Pre_ Intermediat e. Student's Book. Macmillan	PW, Individually, WC	4 – 5	
Speaking for	The T will nominate a topic for discussion addressing the Ss as ' you are going to be a manager to a new company'. What are your plans to make it a successful		Individually,	7 – 8	

Name: Hussein Yaqoob • 29 Nov 2018 • Future Time Clauses

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
accuracy To provoke the students' productive skills (speaking)	one'?. In two minutes, the Ss will first work individually and then share his/her ideas with the WC. The T will monitor and note down their errors. When the Ss finish, the T will write some of most important errors on the WB and elicit the correction from the Ss.		WC		