Class:\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_Lori Segall\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Talk about Goals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_April 6, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  use new vocabulary to talk about their goals |
| Frameworks:  L 2.4, R2.4 |
| Content Objective #1 (Students will know that…)  Setting goals is a good way to improve many skills |
| Frameworks:  L 2.4, R2.4 |
| Activities  1a. What is a goal? (end point of work or effort). When you get to the end point we say ***achieve a goal***. Does everyone have the same goals? What are different kinds of goals?  b. Open books to page 26. Look at the pictures. They show goals for ***work, school*** and ***community***. (Write them on the board in columns). Look at the words in the box. Use them to complete the descriptions under the pictures. (walk around to check) Call on students to read their descriptions.  c. Echo read paragraph about Damir**.** Underline new vocabulary.  d. Work in groups to talk about goals. Ask students to share some of their goals with the class. |
| Materials  Future 3 textbook |
| Assessment #1  Listen to conversations in groups. |
| Wrap Up Reflection  Do goals change over time? Is that a good thing? |
| Skill Objective #2 (Students will be able to…)  use will, might and won’t correctly in fill-in-blank exercise |
| Frameworks:  L1.4 a, b, d & e, L 2.4b, S2.4c |
| Content Objective #2 (Students will know that…)  These words indicate our degree of certainty about the future |
| Frameworks: |
| Activities  1a. Write on board: I will buy a new phone. I might buy a new phone.  The first one is the future tense. Use this when you know it will happen.  The second sentence is when you are not sure. It’s possible.  What if you are sure it will not happen? Will + not = won’t  b. Page 30 Read the grammar box at the top of the page. They also have ‘probably will’ and ‘probably will not’.  Draw a horizontal line with will at 100%, might at 50% and won’t at 0%. Where should I put probably will and probably won’t?  c. Read the story about Cam with example sentences. CCQs: What does Cam plan to do this fall? What might he do later? Complete the sentences in Ex. B. Go over as a group.  d. Read the story again and underline the places where you see will, might and won’t. Call on students to read each sentence.  Ex. 2 A: Do in pairs – circle the correct word, then practice the conversation. Have at least one pair read the full conversation. Then they practice dialog in doing both parts of the conversation.  e. Look at the grammar box on page 30 on how to make a question.  Yes/no Put ‘will’ first then the subject then the verb. e.g. Will you come with me? Make more examples. Do the short answers. Yes, I will/No, I won’t.  Wh- questions: What will you do this weekend? When will you see your children? Where will you buy a new computer?  Work in pairs to read the situation and think about what they will or might or probably will do. Talk about it with partner and write a sentence.  f. Form groups of 4: Write 3 questions for other group members about future plans. Use question words (who, what, when, where) |
| Materials  Future 3 textbook, Future 3 workbook |
| Assessment #2  Listen to group conversations, look at workbook exercises |
| Wrap Up Reflection  Can you talk about your future plans and ask others about their plans? |