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| **Teacher:** Elyse Brooks | **Class:** English (10-12 years)  | **Date:** | **No of Ss: 25** |
| **Lesson Topic:** All My Loving – Listening Activity  |
| **Lesson objectives:** The students will listen to a song. They will be able to correctly identify and use the future simple tense. They will understand the two auxiliaries (“will” and “to be going”) that can be used to form the future simple and how they are to be used. |
| Target language | The future simple is formed by adding one of two auxiliaries to the base form of the verb. ‘Will’ and ‘be going to’ are both used to refer to a future time. The Beatles song I chose uses the future simple (“will”) multiple times (ex: “All my loving I will send to you/All my loving, darling I'll be true”). It demonstrates a use of the auxiliary “will” to express things the writer believes to be true about his love life in the future. |
| Textbook pages / Worksheets / etc. | Click here to add the text. |
| Materials / Resources / Supplies / Flashcards / etc. |  |
| Songs / Listenings / etc. | **All My Loving – The Beatles** https://www.youtube.com/watch?v=XdAOVIhzg-I |

**Board Plans:**

“Going to…”

I am going to the mall tomorrow

She is going to the supermarket

ECT…

Past Present Future

Yesterday Today Tomorrow

2016 2017 2018

 (Month, Day…)

 I study English

| Stage | Procedure | Resources / Page No. | Time |
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| 1. 2.3. | Start by eliciting the words “yesterday”, “today” and “tomorrow” from the students. Once writing these on the board, write past, present, and future above those words on the board. Then write the year (i.e. 2016) under the present column and elicit what goes under the past and future column. Continue writing words under the present column and allow the students to give the correct forms of the word in the past and future columns. Use words such as months, days, times…etc. After this, the students should have a general idea of what the future is. Then, write a sentence under the present column like 'I study English'. Elicit the past tense and then the future tense. Do a few more sentences and then start asking students, "What will you do in/on (word from future column)?" they should then be able to answer the question. Give the students a worksheet with the lyrics to “All My Loving” and have them fill in the blanks with the correct future tense verb as they listen to the song. Include the infinitive verb in parentheses next to the blanks. Play the song a second time, and then have the students compare their answers in pairs. Go around the room and check the answers of each pair.Introduce the students to “to be going”. Explain that ‘going to’ is used in the same form for all subjects, but the ‘to be’ changes and follows its own normal conjugation rules. Write on the board the different uses of the ‘going to’ and ‘will’ in order to provide a reference point. Provide the students with some examples of the form ‘going to’ to demonstrate a future situation that is planned or scheduled. Next, have students write a quick list of five scheduled or definite plans using be going to. Put students in pairs, and have them take turns stating their plans. When partner A explains a plan, partner B should make a prediction (ex. A: “I am going to the mall tomorrow.” B: “You will buy lots of clothes.”) When A’s list is exhausted, they can switch roles. | Use the whiteboardLyrics worksheetWhiteboard | 15 min15 min.30 min. |