



Lesson plan

Target: Use of be going to

Objectives:

- Learn how to express plans
- Learn how to express intentions
- Describe their plans using going to.

Vocabulary: tail, throw, fetch, dopes, land, treats, butt, cup, close, keyboard.

Before watching

Warm up: Active prior knowledge

- Tell students you will draw something on the board and they will guess what it is. Provide useful expressions such as; in my opinion, I think, maybe, from my point of view; ask them to say one before giving their answers:

Example: In my opinion it is a mouse.

- Draw a circle, then add, a nose, whiskers and eyes.
- Have students to ask what do they prefer cats or dogs.
- Divide the group into two groups, the one who likes dogs and the one who likes cats. Ask each group why they like either dogs or cats and write their reasons on the board. Then, explain and practice the vocabulary.
- Click on the glossary and read the words aloud. Have students repeat.
- Explain the meaning of the vocabulary reading the meaning and giving examples.
- Students complete the exercise from the vocabulary.
- Tell students they are going to see a video about Pets 2. Ask if they have watched the movie, if they liked it, what their favorite part was, etc





While you watch:

- Have students to pay attention to the video.
- Pause the video as necessary. Ask students to describe the animals or characters that appeared on the video.
- Have students to focus on the vocabulary seen previously.

After watching:

- Ask students about the video, for example if they thought it was interesting, if Gidget can be a cat, how a bird act, and how a dog act.
- Have students make sentences describing the scenes from the movie.
- Tell the students about the gap activity. Play the video again and pause it if necessary.
- In teams, have students complete the graphic organizer. Then, check the answers asking an answer per team.

Present

- Write on the board the sentences on bold from the video.
- Direct the students to the grammar icon and explain them the topic (be going to). Try to be very clear when you explain the grammar structure.
- Give extra examples.

Practice

- Have students identify and write the correct form of be going to on the sentences.
- Have students to look at the pictures and write what they think is going to happen next in each one.
- Have them check and compare their answers.



- 
- Ask students to complete the graphic organizer and share their answers with a classmate.

Extend

- Divide the group into teams. Each team will receive a situation to act it out. They will have 5 minutes to create it and 3 to perform it. The rest of the teams will pay attention and then; they (the rest of the teams) will say 3 things that could happen using going to.

Example:

Situation: I didn't do my homework.

The team with this situation assigned presents a situation at school where the teacher asks the homework and a student doesn't have it.

The other teams say:

Juanito is going to be in problems.

Juanito is going to receive a punishment.

Juanito is going to get a candy.

- Have students form small groups; tell them to ask each question to each other, when groups are finished, ask them to share their answers.

Questions:

- Do you have any pet?
- What do you think happens at home when you are not there?
- What are you going to do after class?
- What are you going to do with your pet this weekend?