

7 Jin-Woo's Going to Fly to Egypt

Future – Going To

Target patterns: *Going to* for a time in the future
After

Communication skills: Asking/talking about plans
Talking about future vacations

Language sets: From now, after that . . .
Future events
Housework words

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Warm Up Talking About Plans

Say, "What are you going to do this/next summer/winter/week ...?" to individual students, and ask natural follow-up questions. When possible, include "How long are you going to . . . ?" The students then ask each other similar questions. Encourage them to ask many natural follow-up questions.

What's Jin-Woo Going to Do in August?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where is Jin-Woo going to go?
How long is he going for?

Follow-up questions

What's he going to do in Egypt?
What are you going to do this year?

Comprehension – personalization

T: *Jin-Woo's going to fly to the Arctic.*

All students:

No! He's going to fly to Egypt!

T: *How about you?*

S1: *I'm going to fly to Buenos Aires.*

S2: *I'm not going to fly anywhere.*

T: *He's going to visit some polar bears and slide down a glacier.*

All students:

No! He's going to visit the Pyramids and sail down the Nile.

T: *How about you?*

S3: *I'm going to visit Nepal and climb a mountain.*

S4: *I'm going to visit my friend and play computer games.*

T: *He's going to stay in the Arctic for ten years.*

All students:

No! He's going to stay in Egypt for six days!

T: *How about you?*

S5: *I'm going to stay in Madrid for three days.*

S6: *I'm going to stay in my room for two hours.*

Personalization

In pairs, groups, or a class, the students take turns talking about their and/or their friends' vacation plans. Other students comment or ask questions.

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Warm Up The Plans of Famous People

Ask the students what they think famous people are going to do for their vacations, and ask natural follow-up questions. The students then do the activity in pairs or groups, asking about different famous people.

What Are They Going to Do in August?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where are Manuel and Carmen going to go?
Why is Michelle going to study hard?

Follow-up questions

How far are Manuel and Carmen going to cycle every day?
About how far are you going to walk tomorrow?

What isn't Michelle going to do?

What aren't you going to do this year?

Comprehension – personalization

T: *Are they going to go to Canada for six weeks?*

S1: *No, they aren't.*

How long are they going to go for?

- S2: *For ten days.
How long are you going to . . . for?*
- S3: *For . . .*
- T: *Are they going to go surfing in the Rockies?*
- S4: *No, they aren't.
What are they going to do in the Rockies?*
- S5: *They are going to go cycling.
What are you going to do in . . . ?*
- S6: *I'm going to . . .*
- T: *Are they going to cycle three hundred kilometers a day?*
- S7: *No, they aren't.
How far are they going to cycle every day?*
- S8: *Thirty kilometers a day.
How far are you going to . . . ?*
- S9: *I'm going to . . .*
- T: *Is Michelle going to get married in September?*
- S10: *No, she isn't.
What's she going to do in September?*
- S11: *She's going to take an important exam.
What are you going to do in September?*
- S12: *I'm going to . . .*

Personalization

In pairs, groups or a class, the students take turns talking about their plans for the next few months. Other students comment or ask questions.

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Word Building

What Are They Going to Do?

The students look at the pictures in turn and try to guess the meaning of the key words/expressions. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*After I graduate from college, I'm going to travel around the world.
Then, I'm going to find a good job.
Then, I'm going to get married.*

Controlled Practice Plans

The students make sentences about each picture.

Sample answers

- She's going to play tennis tomorrow morning.*
- They are going to visit Paris three days from now.*

- They are going to have a baby after they get married.*
- She's going to visit Egypt after she graduates.*
- He's going to buy a pet after he saves some money.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*I'm going to get up early tomorrow morning.
I'm going to visit my brother three days from now.
There isn't any butter in this room.
I'm going to buy a house after I get married.*

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Warm Up

Choose One and Answer Questions

Write a list of things on the board that students in the class might possibly do in future. Get a student to choose one and make a "going to" sentence such as "I'm going to get married next year." Ask follow-up questions. The students then do the activity in pairs. One student makes a "going to" sentence (either chosen freely or using one of the patterns on the board). The other student asks follow-up questions.

Dinosaur Steak

The students can listen to the dialog, read it, or do both.

Anticipation questions

What is the reporter going to eat?
Why is he going to buy a gun?

Follow-up questions

What is he going to do after he leaves the hospital?
What is he going to do after that?
What are you going to do after you finish this lesson?
What are you going to do after that?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student makes a sentence that includes “going to”. The other students ask a succession of very quick, natural follow-up questions. They then exchange roles.

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Communication Activities

A. Consequences

Copy the boardwork from the picture. Give each of the students a piece of paper to fold into eight. Each student writes an answer to the first question on the board on the first part, folds the paper so the answer is hidden, and passes the paper to the next student. All students then write the answer to the next question on their new piece of paper, fold it and pass it on, etc. After all the questions have been answered, the students unfold the piece of paper they are holding, and read out what is written.

B. Crystal Ball

Write a list of future dates and days on the board. In pairs, the students make predictions about what is going to happen on those dates and days (a crystal ball makes the activity more fun!). Keep a record of what they predict, and see which predictions are accurate.

C. Palmistry

Give a copy of the palmistry guide to each of the students. They use it to tell each other’s fortune.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Pirates: *Jump!*
You: *I can play the violin.*
Pirates: *Jump!*
You: *I can drive a tractor.*
Pirates: *Jump!*
You: *I can speak Russian.*
Pirates: *Jump!*
You: *I can cook very well.*
Pirates: *OK. Don't jump.*

Picture prompts

All of them are vampires.

None of them are vampires.

Neither of them are vampires. / Neither of them is a vampire.

First, cross the road.

Then, go past a/the statue.

Then, climb over a/the gate.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.