

2 I'm Going to Study Hard

Plans, Hopes, and Dreams

Target patterns:	Going to, <i>-ing</i> , will (<i>future</i>) I hope . . . / I wish . . . Probably, may, might
Communication skills:	Discussing future plans Talking about hopes and dreams
Language sets:	Probably, may, might, won't Future events

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Warm Up

Natural Conversation

Have a natural conversation with the students about what they are planning to do tonight, tomorrow, etc. Slip the patterns “*Do you think you’ll . . . ?*” and “*I think I’ll . . .*” naturally into the conversation. The students do the activity in pairs. If necessary, you can write some times on the board (*tonight, tomorrow, . . .*) for them to talk about.

Do You Think You’ll Win?

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

Anticipation questions

How much tennis is Emel going to play?
Does Emel think they will win the tournament?

Follow-up questions

What are Emel and Carmen going to do this summer?
What are you going to do next week?
Who is a good player?
Who do you think is a good soccer player?

Comprehension – personalization

T: *What’s Emel going to do this summer?*
S1: *She’s going to study hard and play a lot of tennis.*
T: *You.*
S1: *What are you going to do this summer/winter?*
S2: *I’m going to . . .*
Continue in a chain.

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T: *Does Emel think she and Carmen will win the tournament?*
S3: *She doesn’t know.*
T: *What do you think you are you going to do this weekend?*
S4: *I’m going to (go to the beach a lot).*
T: *Do you think (it’ll rain? / you’ll do well / . . .)?*

Personalization

The students ask each other about their plans for each of the next seven days, using the question “*What are you doing on Monday/Tuesday/etc.?*” They can do this in pairs, groups, or as a whole class and can take turns asking the questions.

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Warm Up

Talking About Future Sporting Events

Have a natural conversation with the students about upcoming sports events that they are likely to be interested in. Slip “*probably*”, “*may*” and “*might*” naturally into the conversation. Write the words *probably*, *may*, and *might* on the board. In pairs, groups, or as a class, the students make personalized sentences using these words.

I’ll Probably Go Back to Korea

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

Anticipation questions

What is Jin-Woo not going to do?
Where will he probably go?

Follow-up questions

What won’t Jin-Woo have time to do?
What won’t you have time to do?
Where might Jin-Woo go?
Where might you go?

Comprehension – personalization

T: *Question . . . Jin-Woo . . . study hard.*
S1: *Is Jin-Woo going to study hard?*
S2: *No, he isn’t.*
T: *Why?*

Compass Publishing

S1: *Why?*
S2: *He won't have time.*

T: *You*
S3: *Are you going to study hard?*
S4: *Yes, I am. / No, I'm not.*
S3: *Why?*
S4: *...*
Continue in a chain.

T: *What is Jin-Woo probably going to do?*
S5: *He's probably going to go back to Korea.*
What are you probably going to do?
S6: *I'm probably going to . . .*
Continue in a chain.

Personalization

The students take turns stating real or imaginary plans and inviting each other. When they state their plans, they use the pattern “*I'm . . . -ing . . .*.” For example, “*I'm going to the beach on Sunday,*” “*I'm going to an Italian restaurant with some friends tonight,*” “*I'm climbing Mount Everest next week . . .*”

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. 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

I'm going to work hard next week.
I'm meeting some friends next week.
I will be very busy next week.

Controlled Practice

What Are They Going to Do?

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- He's going to dive into a pool.*
- He's probably going to fall over. / He will probably fall over.*
- She may marry him.*
- She might kiss the frog.*
- He isn't going to jump. / He won't jump.*

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 probably going to take a vacation next month.
I may go to a baseball game on Sunday.
I might go to an Indian restaurant tonight.

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Warm Up

Hopes and dreams

Write a list of things you hope to do. Then, write a list of your dreams. Give hints to help the students solve the puzzle. When they see the answer, help them say “*You hope you can . . .*” and “*You wish you could . . .*” The students then use the patterns “*I hope I can . . .*” and “*I wish I could . . .*” to talk about their hopes and dreams.

I Hope You Can Swim

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

Anticipation questions

Why did the princess kiss the frog?
What is the princess going to become?

Follow-up questions

What did the princess wish she could do?
What do you wish you could do?

What did the princess hope the frog will become?
What does the frog hope the princess can do?
What do you hope will happen?

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

The students make “*hopes*” and “*wishes*” sentences about people family, friends or famous people. Encourage them to use humor and make sentences about a variety of different people.

Communication Activities

A. Gradual Pictures

One student draws a picture little by little. After each partial drawing, the other students guess what the drawing is going to be.

B. Future Trips

One student makes a statement about a place he/she is planning or hoping to go to. This could be somewhere near, like a beach, or somewhere far away, like a different country. The other students ask questions about what he/she is going to do/eat/see there. The student answers using the board prompts: *probably, may, might*. Each prompt must be used once.

C. Fortune Telling

Each student follows the instructions and makes the fortune teller. They then use it to tell other students' fortunes. They can then make their own fortune tellers with new sentences that should include at least one example of each of the following: *going to, probably, may, might* (write these as prompts on the board). They then use these to tell each other's fortunes.

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

Reacting to news

1. *That's terrible!*
2. *That's wonderful!*
3. *That's fantastic!*
4. *That's impossible!*

Puzzle sentences

I have to be going now.

They aren't speaking to each other.

I'm looking forward to seeing everybody again.

I might go to a conference in Australia.

What's a good time to call you?

You

I'm going to watch TV tonight.

I'm still living with my parents.

I heard that one of my old friends got married.

I have to cook dinner every day.

I'm usually late for work.

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.