

**Age Group:** Adolescents

**Proficiency Level:** Beginner/low intermediate

**Duration:** 60 Min

**Brief Description:** In this lesson the students will review the material they learned the previous day (can, could, may). They will learn two new modals (will and be going to) and how these two modals can be distinguished. The students will have inductive practice in using these modals and will then be given explicit instruction in their use. They will practice these modals further by creating fortunes that utilize the modal they learned. At the end of the lesson the students will be shown a brief video which highlights different uses of modals in popular songs.

**Goals:** 1. Students will learn how to use and generate sentences that correctly use modals.  
2. Students will be able to detect use of simple modals that they learned the previous day, in a practice dialogue

**Objective:** SWBAT practice using and produce the modal verbs “will” and “be going to “ by writing fortunes for their classmates.

**Materials**

Store Dialogue  
Slips of paper  
pens/pencils

**0-5 Min Warm-up Activity** - The students will practice the modals they learned the previous day (can, could, may) in a short warm-up dialogue where they will pick out these modals. (Attached 1.1)

**5-20 Min Good things Activity-** The teachers asks the students to write down a word or short phrase representing three good things (activities, events, people they will see) in the coming weekend and tonight. After every student has three things (at least one of each) the teacher asks the students to make the words or phrases into sentences. The students are given the example “I am going to be \_\_\_\_\_ tonight and I am really excited because \_\_\_\_\_.” or “I will \_\_\_\_\_ this weekend and I am really excited because \_\_\_\_\_.” and then the teacher makes her three things into sentences on the board for examples (model, coach, fade) and then walks around and helps students who are struggling. Students will share their sentences with a partner and talk about their weekends using the modal “going to be” and “will”. (Attached 1.2)

**20-30 Min Explicit Grammar instruction-** Introduce the concept of semi-modals when discussing the idea of making time distinctions with modals. Modals can be used to refer to future tense, such as “will” referring to indefinite plans and predicting the future e.g. “She *will* get to class late” , also the semi-modal “be going to” can sometimes mark future tenses like in the previous activity where we talked about our upcoming weekends but the events are normally scheduled.

We will ask the students what they observed from the previous activity, making sure they are taking notes. We will create a T-chart on the board which outlines the distinctions between using will and be going to. This chart makes it visual for students and shows the separation between the two concepts

Will: Future Time-prediction , Willingness and intention.

To talk about future actions and make predictions

“She will retire in one or two years”

“He will run errands later”

**30-45 Min Fortune Cookie Activity-** The students will write, on their slip of paper, one sentence that mentions a future event or state in the format of fortune cookie predictions. The sentence should be structured using the modals will and be going to. (You Will..... and You are going to....)

After the students have had time to create fortunes for their classmates the slips of paper with the fortunes on them will be collected and mixed up. Each student will then be able to reach in and choose a fortune to read aloud.

**45-60 Min Review-** Teacher will throw a ball to students asking the students to create a sentence using “will” or “be going to” when they catch the ball. To make the activity easier for students the sentence can be about their school day; something they are “going to be” doing in the next class or something they “will” do after school (encourage laughter and word play). After the ball goes all the way around the class announce the HW.

HW: We are going to watch a video exploring modals in current popular music, during the video we want you to take notes on any modals you recognize. For tonight we want you to try and find a song lyric, book title, or sign (road may be icy) that involves a modal that you never noticed before in your everyday life! You must write out the sentence and bring it in to class tomorrow for presentations on modals in everyday life. Be prepared to explain why your example is a modal!!!

<http://www.youtube.com/watch?v=3KcSEnVnQ98>

## Appendix

### Activity 1.1

Salesperson: May I help you?

Customer: Yes! Can you help me find the sweater section?

Salesperson: It's just over here; can I help you find your size?

Customer: She could be a 6 or maybe an 8, I'm really not sure!  
It's for my mother!

Salesperson: That is so sweet.

Customer: May I try it on to see how it fits?

Salesperson: Of course! Can I just take this sweater from you  
and I'll get a dressing room started for you.

Customer: Thank you so much!

### Activity 1.2

**Movies** - I am going to be seeing a **movie** this weekend and I  
am excited because I love romantic films!

**Reading**- I am going to be **reading** a great book this weekend  
and I am excited because I have been waiting to finish it.

**Dinner**- I will be having **dinner** tonight and I am excited because  
I am cooking spaghetti!

### Activity 1.3

Fortune Cookie Activity example sentences

"You will have great riches in you life"

"You are going to meet a handsome stranger"

Fun review video for the end of the Modals unit:

<http://www.youtube.com/watch?v=RUOzoWlrJUJ&feature=fvsr>