**LESSON PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Mexico City, Mexico</td>
</tr>
<tr>
<td>Type of School:</td>
<td>Private Upper School</td>
</tr>
<tr>
<td>Grade:</td>
<td>10</td>
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<tr>
<td>Name of Class:</td>
<td>Intermediate English 2</td>
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<tr>
<td>Level of Class:</td>
<td>Advanced Intermediate</td>
</tr>
<tr>
<td>Number of Students:</td>
<td>16</td>
</tr>
<tr>
<td>Total Length of Class (minutes):</td>
<td>60</td>
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**PRE-PLANNING FOR THE LESSON**

<table>
<thead>
<tr>
<th>Topic of Class</th>
<th>GROWING UP!</th>
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<tbody>
<tr>
<td>Overall Goal</td>
<td>Students will learn and use the future perfect in the context of growing up.</td>
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<tr>
<td>Specific Objectives</td>
<td>Students will be able to understand the meaning and context of the future perfect tense.</td>
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<tr>
<td>Prior Knowledge</td>
<td>Understanding of the present perfect, past participle, auxiliary verb ‘have’ and auxiliary verb ‘will.’</td>
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<tr>
<td>Materials and Resources</td>
<td>The arrangement of the room consists of 4 groups of desks with 4 students in each grouping. 2 desks will be facing the front of the room, with the other 2 desks facing each other with the teacher podium to their left or right side. Teacher will need a computer and projector to show the powerpoint. The slides consist of a review of the tenses from previous classes, a sequence of photos of a character, the description of the future perfect tense and its construction and slides with fill-in-the-blank examples.</td>
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<tr>
<td>Key Vocabulary</td>
<td>A quick review of irregular past verbs, including: Found, bought, met, became, ate, went, heard, grew, knew, etc.</td>
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<td>Assessment</td>
<td>This lesson plan is successful if I witness the students creating their own sentences in the future perfect form with relative ease. I will do this by monitoring their group activity and ensuring that every student is participating. If the students are able to explain the use and context of the tense in their own words, then I believe the lesson to be effective.</td>
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</table>
# LESSON SEQUENCE:

<table>
<thead>
<tr>
<th>Lesson Element</th>
<th>Time (# of min)</th>
<th>Procedures</th>
</tr>
</thead>
</table>
| Warm-up        | 7              | Review the past participle and irregular verbs learned in previous classes.  
- T briefly introduces what will have happened when they are “grown up.”  
- T: “When I am grown up, I will have raised a child.” |
| Presentation   | 10             | - T shows a sequence of slides depicting a character growing up through large stages of his life. T uses the past perfect tense to describe each stage to Ss.  
- T: “This is Billy at 8 years old. By the time Billy is 8 years old, he will have learned to ride his bike…”  
“When Billy is 15 years old, he will have entered high school.” |
| Practice       | 13             | - Ss practice by repeating what Billy will have done as demonstrated by T.  
- T: “Here is Billy when he is 22 years old. When Billy is 22 years old, he will have graduated from college. What will Billy have done when he is 22 years old?”  
Ss: “When Billy is 22 years old, he will have graduated from college.”  
T: “Good, Billy will have graduated from college.” |
| Study          | 15             | - T explains with slide description what form we used and how to construct it.  
- T: “When we are talking about the past in the future, we are using the future perfect tense. For example, when Billy is 8 years old (in the future), he will have learned to ride a bike (the past).”  
- Structure of future perfect: subject + will + have + past participle of main verb.  
- T provides more color-coded examples with fill-in-the-blank work for Ss. |
| Group Work     | 10             | - Ss work in groups to describe to each other what they hope to have happened by certain times in the future when they grow up.  
- T: “Group A, what will have happened when you graduate college? When I graduate college, I will have found a good job.”  
- S: “When I graduate college, I will have moved into my own apartment.” |
| Debriefing     | 5              | - T asks Ss to briefly sum up when and how they would use the future perfect tense and provide some examples of what they had learned from the group work. |
Verbatim Text

Study Element of the Lesson:

T: When we are talking about what Billy will have done in the future, we are using the future perfect tense. In other words, we are talking about what will be the past once we are in the future. For example, when Billy is 20 years old (in the future), he will have started at the university (in the past).

This is how we construct the future perfect tense: subject + will + have + past participle of main verb. (shown on slide)

The “will have” shows the future tense and the verb will be the past of that future.

Here are some examples of the future perfect tense, can I please get volunteers to read them to the class:

S (reading off the slide):

I will have finished this book.
You will have studied the English tenses
She will have cooked dinner for her family.

T: Great, now let’s fill in the blank on the following sentences:

He _____ have arrived at the airport.

S: He will have arrived at the airport.

We will _____ met the family.

S: We will have met the family.

It will not have ______ raining.

S: It will not have stopped raining.

They will not have been ________.

S: They will not have been married.

T: Good job. The last two examples with ´not´ before ´have´ make the sentences negative. Can anyone give me another example of a negative future perfect sentence?

S: When I graduate, I will not have bought a house.
Lesson Plan Explanation

For this advanced intermediate English class, a guided induction approach to the grammatical rule is most efficient for learning at their level. The frequency and exposure used during the warm-up and presentation portion of the lesson begin to implicitly teach the students of the new tense. By repeating the tenses they learned in the previous classes (past participles and present perfect) and connecting it to what they are learning now, the rules become further "stored" into their long-term memory. This is an important aspect of the lesson because the age of the students is past the critical period of language acquisition. Therefore, the guided induction method used in the lesson is best for the students to learn the new tense by focusing and making a conscious effort to understanding its use.

With the teacher modeling the activity, the students are facilitated in learning the lesson within the communicative language method enforced. This can be seen in the group work of the plan, where the teacher explains the activity and provides an example of what the students are expected to do. For example, the teacher asks the question to the group, “what will have happened when you graduate from college?” As an affective model and facilitator, the teacher continues with, “when I graduate college, I will have found a job.” This is a good prompt and model for the group to continue the activity.

The audio-lingual method used during the practice portion adds to the eclectic sources of the lesson. By students repeating the skill/drill sentences from the teacher, they are storing the information. They are then reinforced by the teacher repeating the sentence after them. They also practice sentence patterns of the tense when they do the fill-in-the-blank exercise.

Perhaps the most important aspect to this communicative language teaching lesson is the engage, study and activate structure. The warm-up and presentation portions of the lesson are used to engage the students in the theme of growing up. The pictures and explanations associated with the character growing up engage the student, as opposed to teaching them the tense in the beginning of the lesson with the possibility of overwhelming or losing the interests of the students. Through the involvement of the students in the presentation part, they are being exposed to the sentence structure and are engaging themselves by speaking in the practice element of the lesson plan.

After sufficient engagement, the teacher explicitly teaches the grammar lesson by explaining the definition, focusing on the form and having fill-in-the-blank, color-coded
exercises for the students. The students then use their own knowledge of English to monitor and create their own sentences through the group activity, activating their learning. The debriefing section of the lesson plan is a neat tool to sum up everything learned and provide the students with a summary that they make themselves, utilizing all elements of the engage, study and activate structure.