

Premier Skills English

Teaching Grammar At the youth centre

Introduction

Many learners enjoy reading comic strips and this lesson gives students a chance to combine reading one of the webcomics we have on Premier Skills English with an additional focus on grammar.

The lesson focusses on grammar and the structure 'going to' to describe future plans, but learners also have the opportunity to focus on speaking and pronunciation.

Level

A2/B1 (elementary to intermediate)

Age group

Older primary students and teenagers

Aims

1. To make plans in the context of the 'Five United' webcomic.
2. To learn how to use 'going to' for plans.
3. To discuss which activities to do at the weekend.

Approximate time

90 minutes

This lesson is flexible and can be used over two different classes or one 90-minute class. You can also extend or shorten some of the steps depending on the level and needs of your students.

Materials

- Worksheet 1: True or False
- Webcomic (Five United): <https://premierskillsenglish.british-council.org/skills/read/five-united/five-united>

Preparation

- Read this plan, and familiarise yourself with the webcomic.
- Make copies of the worksheets.

1. Lead-in

Introduce the theme of the lesson to the learners.

Show the first image in the 'Five United' webcomic. (Hide Adhi's thought bubble.)

Note: This could also be printed and given to groups/individuals.

Elicit the purpose of a youth centre (a place where kids go to hang out and do activities).

Ask students what activities they could do at a youth centre.

Feedback: Which of the activities mentioned would you most like to do and why?

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2. Reading for general understanding

Students read page one of the 'Five United' comic.

Ask students:

1. Which activity is Adhi interested in doing?
2. What problem does he have?

Post-reading:

1. Do you think he will find enough players for his team?

3. Reading for detail

Give out Worksheet 1 – True/ False questions.

Students read the whole comic and answer the questions.

Alternative: Make copies of the questions for each team of three or four students and cut them up into slips of paper. Give students one question. They have to write the answer on the slip of paper and return it to you before you give them the next question.

4. Grammar Focus

Show page 6 and highlight the phrase 'what am I going to do'?

Meaning:

Is he thinking about the past/ present or **future**?

Tell learners:

We use 'going to' to talk about **future plans**.

AND

We use 'going to' to talk about **predictions**.

Check understanding:

Get students to choose plan/ prediction for the following sentences:

1. England are going to win the World Cup. (prediction)
2. I'm going to help my parents tidy the house. (plan)
3. He's going to paint a picture of his dog. (plan)
4. She's going to win the art competition. (prediction)

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5. Form

Write the positive, negative and question forms on the board.
Elicit a verb from students (example – play).

Ask students to write a sentence using either the positive, negative or question form.

Example: *He's going to play football this weekend.*

6. Pronunciation

Get students to practise the chunk 'going to' and explain we can replace it with 'gonna' in spoken English.

Note: This is more common when followed by a verb:

I'm gonna play football.

Drill these sentences:

Chelsea are **gonna** lose on Sunday.
He's not **gonna** do very well in his exam.
I'm **gonna** have pasta for dinner tonight.

Students tell each other three things they're **gonna** do at the weekend.

7. Controlled Practice

Possible break here

Ask students what they think is going to happen to Adhi's team?

Elicit some language they can use: win/ lose/ draw the match/ competition. Score/ goals. Win/ trophy. Give up/ go home.

8. Task Preparation

Adhi's team played well and he has made new friends.
Now, they want something new to do at the Youth Centre.
Tell students they are going to promote a new activity at the Youth Centre.

Show/ draw an outline of a Youth Centre noticeboard.

Students make notes about the activity they want to promote:

- What is it?
- When is it?
- Why should people do it?
- Include a picture (optional/ fast finishers task)

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9. Task Delivery

1. Students create their own notice/ poster/ flyer for the Youth Centre noticeboard using the notes above.
2. Students exchange work and decide which ones they'd like to do and why.

Feedback: students tell the class which activities they're 'going to' do at the Youth Centre this weekend.

10. Alternatives and Extensions

Comic strip extension

Students could create an ending to Adhi's story, including the new activities that are now available at the Youth Centre.

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Activity 1: True or False?

Read the webcomic 'Five United'. Are these sentences True (T) or False (F)?

1. Iwan is a good team player, but not very skilful.
2. Hendro thinks his team already has the best players.
3. Adhi wants Budi to play in his team.
4. Rini says that football is for everyone, not just boys.
5. Adhi needs to find a team before 4 o' clock.
6. Hendro is telling people not to play in Adhi's team.
7. Rini tells Adhi that having a team is the most important thing.
8. They couldn't think of a name for the team.

Answers and Feedback

1. False, it's Budi.
2. True.
3. False, he said he needs 'star players', so he thinks Budi isn't good enough.
4. True. You can ask students if they agree and highlight how sport should be for everyone, if they want to play.
5. False. (5pm)
6. True.
7. True. You can ask students if they agree and highlight the importance of taking part rather than always being the best.
8. False. Five United – you can highlight the meaning of the word united – together. Do students think it's a good name?