**Type of Class:** High School ESL  
**Topic:** Plans for the weekend

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<th><strong>Lesson Objective:</strong></th>
<th><strong>Level:</strong> Intermediate</th>
<th><strong>Time period:</strong> 60 minutes</th>
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*By the end of the lesson, learners will be able to discuss their weekend plans by using “be going to” and “will”, and be able to differentiate between when to use each sentence pattern.*

**Target Grammar Item:** Contrast “be going to” and "will"

- **Be + Subject + Going To + Simple Form of Verb?** *(Are you going to eat lunch?)*  
- **Subject + Be + (Not) + Going To + Simple Form of Verb** *(I am (not) going to eat lunch.)*  
- **Will + Subject + Simple Form of Verb?** *(Will you each lunch?)*  
- **Subject + Will/Won’t + Simple Form of Verb** *(I will/won’t eat lunch.)*

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| **Presentation** | - Ask students who is excited for the weekend. Then ask students what they like doing on the weekend. As the students are stating what they like to do, I will write the different activities on the board to reference later in the lesson (play frisbee, go to the movies, etc.).  
- I will introduce the target grammar item by telling students that we are going to learn how to share and ask each other about our plans for the weekend. I will show them excerpts (screenshots below) from Azar Teacher's Guide: Fundamentals of English Grammar, 4th Edition (pg. 27) that describe the differences between “be going to” and “will” for future plans. I will read the rule for each sentence pattern and have students volunteer to read the example(s) under each rule aloud.  
- Once we’ve gone through the rules and examples together, I will point to the board where on one side, there will be written “Be Going To (plan decided before)” and on the other side will be written “Will (plan decided now)”. Under each will be the corresponding sentence patterns with the individual components written in a different color (see below). I will to them to notice how certain components are backwards when in question form, while others are not.  

White board.  
Red, green, blue, orange, and black dry erase markers.  
Red, green, blue, orange, and black colored pencils.  
**Will or Being Going To Worksheet**  
Paper to write down ideal plans for the weekend. |
Question:  
**Be + Subject + Going To + Simple Form of Verb?**

Answer/Statement:  
**Subject + Be + (Not) + Going To + Simple Form of Verb.**

**Will** (plan decided now)

Question:  
**Will + Subject + Simple Form of Verb?**

Answer/Statement:  
**Subject + Will/Won’t + Simple Form of Verb.**

- To check understanding, we will come up with example sentences as a class using the list of things students said they like to do during the weekend at the beginning of class. If students are having trouble understanding what “Be” is, I will refer them to the examples from the excerpts to extract “is” and “are”. If students are having trouble understanding what “Subject” is, I will refer them to the examples from the excerpts to extract “Sergei”, “My husband”, and “I”. The example sentences will be written so that each component is color-coded to match the parts in the sentence patterns (see below).

**Be Going To** (plan decided before)

Question:  
**Be + Subject + Going To + Simple Form of Verb?**  
*(Is Rodrigo going to play frisbee this weekend?)*

Answer/Statement:  
**Subject + Be + (Not) + Going To + Simple Form of Verb**  
*(We are (not) going to go to the movies.)*

**Will** (plan decided now)

**Will + Subject + Simple Form of Verb?**  
*(Will you go to the movies?)*

**Subject + Will/Won’t + Simple Form of Verb**  
*(We will/won’t play frisbee this weekend.)*
### Restricted (Guided) Practice

- **How will you help learners focus on the target grammar item?**
- **Is the practice activity contextualized?**
- **How will learners get feedback on their accuracy?**

Students will then work individually on the **Will or Being Going To Worksheet** (with answer key removed) for 5-7 minutes. Once 5-7 minutes has passed, students will get into small groups to discuss why they think “will” or “be going to” should be the answer for each question.

Once the students have had a chance to discuss their answers, we will come together as a class and go through the answers together. If a large part of the class gets an answer incorrect, we will spend a little bit of extra time having the class discuss whether the answer is describing a plan that was decided before or decided at the time the question was asked.

After our class discussion, I will pass out colored pencils so that students can underline each component in the answers (B) on their worksheet using the appropriate colors for 5-7 minutes. I will show them the example below (written on the board):

A: We don’t have any bread.
B: I know. I will get some from the shop.

Once students have had a chance to do use their colored pencils to underline the sentence components, I will ask them to get into pairs to compare answers and check their work. I will walk around the class to ensure students are correctly color-coding the sentence components.

### Communicative Practice

- **How will you structure a safe environment for experimentation?**
- **How will learners employ the target structure to engage in meaningful communication?** *(Speaking, Writing)*

I will then hand out paper so that students can come up with their ideal weekend plans. I will ask students to use the “Be Going To” pattern to write 5 sentences describing 5 things they plan to do on their ideal weekend. Ask students why we will be using the “Be Going To” pattern. If students are having difficulty, point to the “Be Going To (plan decided before)” chart on the board.

Once students have come up with their 5 “Be Going To” sentences to describe their ideal weekend plans, I will have a few students volunteer to share one of their weekend plans.

Next, I will ask students to walk around the class and ask one another, “What are you going to do this weekend?” (I will write this sentence on the board with different colored dry erase markers). I will also
tell them that when their classmate answers, they will have to ask a follow-up “Will” question and show them an example (this will also be pre-written on the board).

Example:
Student A: What are you going to do with weekend?
Student B: I am going to go to the movies.
Student A: Will you buy popcorn?
Student B: Yes, I will buy popcorn or
No, I will not buy popcorn.

I will ask students to write the “Will” follow-up questions they ask their classmates on their papers as they walk around and discuss their weekend plans.

- Once students have spent around 10 minutes sharing and asking each other about their weekend plans, I will ask a few students to share their weekend plans by going through a dialogue (similar to the example above) that includes “Will” follow up questions and “Will” follow-up question answers.

Example:
Student A: What are you going to do with weekend?
Student B: I am going to go to the movies.
Student A: Will you buy popcorn?
Student B: Yes, I will buy popcorn

- At the end of class, I will ask students to turn in their weekend plans and “Will” follow-up questions to check for accuracy.