



**Level 2**  
**6.3 Lesson Plan**  
Session 1

**Check Homework** Check the **Write It** assignment from the last session in L2U6L2 a descriptive dialogue about a fun activity they did.

**Warm-up** Write the word **tomorrow** on the board, and the following questions and answers for students to match:

1. What are you going to do tomorrow?
2. What will you do tomorrow?
3. What are you doing tomorrow?

- a. I'm going to study for the test.
- b. I don't know yet. Maybe I'll watch television.
- c. I'm visiting my grandma.

Review the different ways to express the future, and write them on the board: going to + verb, will + verb, present progressive, and present simple. Explain that they are very similar, but each one is used a little differently. See this lesson's [Know More](#) for more explanation.



## Practice I

### Level 2 6.3 Lesson Plan Session 1 (cont.)

A. To explain the differences in the future tenses, build a table / chart using the board, interactive board, or pocket chart. Begin with **going to** and **will**, since they are the two most common ways to express the future. **Present progressive** can be used interchangeably with **going to** when it refers to definite plans that were already made. You will review **present simple** in the next lesson. Specify the different uses and briefly explain as you present them.

Create sentence strips for students to use in their Future Tense chart activity (see chart example at end of this lesson). Here are some sample sentence strips:

We're going to finish our project today. (sure)

I'm having pizza for dinner. (sure)

I think I'll stay home tomorrow. (not sure)

She's going to wear her new sweater tomorrow. (already planned)

I'm babysitting tomorrow night. (already planned)

Wait for me. I'll walk with you. (not planned / decided now)

This cake is going to be great. (prediction)

She'll be happy to see you. (prediction)

The chicken is going to lay eggs. (fact)

The chrysalis will become a butterfly. (fact)

I promise I'll be good. (promise)

I'll bring you something to drink. (offer to help)

### B. Watch Facts to Know.



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**Vocabulary**

1. Watch **Words to Know**, stopping to ask questions, clarify, and give more examples and context as needed.

2. Do a Connect Two with the new words. Use the model: \_\_\_\_\_ and \_\_\_\_\_ are connected because \_\_\_\_\_. Students connect two of the words, in any way that makes sense to them. For example, one student might say: **Huge** and **mountain** are connected because mountains are huge. Another student might say: **Expect** and **probably** are connected because when I expect something to happen, it probably will.

**Movie**

As you watch the movie, pause at appropriate points (see below) and ask students to guess or predict what will happen next. Make sure to pause before Ben reveals the answers. You may want to do this activity with students sitting in small groups. Students Roundrobin their guesses in their groups. You may also choose to have students share their predictions with an elbow partner.

1. (At the beginning) Where are Ben and Moby? What are they going to do?

2. (When we see the *Outer Space* movie poster) What do you think this movie will be about?

3. (After Ben says what *Outer Space* is about) Do you think they're going to see that one? Why/Why not?

4. (When we see *A Mountain Adventure* poster) What do you think will happen in this movie?

5. (After Ben asks Moby if he wants to see it) Do you think they're going to see it? Why/Why not?

6. (After Moby points to the *Two to Tango* poster) What do you think this movie will be about? Do you think they'll like it? Why/Why not?

7. (After Ben says the title of the *3012* movie) What does it look like this movie will be about?

8. (After Ben says that he's just kidding) What do YOU think the world will be like in the future?

9. (After Ben asks what the *Rock On* movie is about) What do you think it's about? Do you think they're going to see it? Why/Why not?



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**Practice II**

One main difference between **going to** and **will** is if the plan or decision has already been made or not. Students practice these two uses of future in the following exercises.

A. What are you going to do after school today?

1. Brainstorm activities that the students usually do after school and make a list on the board.

*For example:* do homework, study, clean my room, do chores, babysit for my little sister, walk the dog, watch TV, play ball, go to my friend's house, go to the library, go to the store, ride my bike, practice the guitar, listen to music, sleep.

2. With the whole class or in small groups, students Roundrobin their plans for after school. They can choose from the list or make up their own answers.

B. What will you do?

In this activity, you will state or write a problem as a prompt, and students suggest a solution or answer that they write down. Then invite students to share their answers, and give everyone a chance to write down an answer. After a moment passes, call on students to answer.

*For example:*

I don't have a pen. —→ I'll give you mine.

I'm so thirsty! —→ I'll get you some water.

The phone is ringing.

I can't reach the book on the top.

The dog wants to go outside.

I don't understand this problem.

Nikki wants you to call her back.

We're going to the movies tonight.



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**Practice III** Students use specified features from this lesson, such as **Words Words Words** or **Hear It, Say It**.

**Homework**

A. Complete the sentences with **going to + verb** or **will + verb**.

1. Are you going to the library now? Wait, I \_\_\_\_\_ (go) with you.
2. My cousin is leaving tomorrow. I \_\_\_\_\_ him to the train station. (take)
3. I \_\_\_\_\_ a horse (ride) while I'm on the farm.
4. We \_\_\_\_\_ (eat) dinner at 7:00 tonight.
5. Look, mom forgot her bag. \_\_\_\_\_ you \_\_\_\_\_ (bring) it to her?

B. Complete the sentences using the new vocabulary words:

1. That mountain isn't small. It's \_\_\_\_\_!
2. Is that really happening, or are you \_\_\_\_\_?
3. When you climb the mountain, you'll be at the \_\_\_\_\_.
4. It's 5:00 now. In three \_\_\_\_\_, we're leaving for the party.
5. I \_\_\_\_\_ what I'll be in the future.

**Sum-up**

Say the following prompts and/or write them on the board. Go around the class, encouraging each student to provide an ending to the incomplete sentence:

I'm going to have an adventure. I'm going to.....

*For example:* I'm going to fly into outer space. I'm going to play in a rock band.

You may want the students to repeat all previous responses, and then add their own.



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**Future Chart**

<b>The Future</b>		
<b>Use</b>	<b>(Be) Going to + Verb</b> and <b>Present Progressive</b>	<b>Will + Verb</b>
Sure / not sure	I'm <b>going to watch</b> the game tonight.  I'm <b>watching</b> the game tonight.	I'll probably <b>watch</b> the game.
Plan / no plan	I'm <b>going to buy</b> some new clothes tomorrow.  I'm <b>buying</b> some new clothes tomorrow.	I'll <b>go</b> with you.
Prediction	You <b>are going to be</b> famous one day.	You will <b>be</b> famous one day.
Fact	It's <b>going to get</b> dark soon.	It will <b>get</b> dark soon.
Promise		I'll <b>visit</b> you tomorrow.
Offer to help		I'll <b>carry</b> the box for you.



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- Warm-up** Use the [Action Picture](#) from the Materials Provided in the Lesson Overview from lesson [L2U6L1](#). Show the picture to the class or make copies. Partners make predictions about what will happen. Partners share their prediction with the class.
- For example: Maybe the little boy will fall out of the tree. Moby is going to drink some water.
- Check Homework** Review the homework assignments. While checking Exercise A, ask students to change to the present progressive form when they can (1,2,4).
- Practice I** Remind the students that the present simple is used to express the future when we're referring to specific events on a calendar or schedule. The most common verbs used for this purpose include arrive, leave, go, start, begin, end, finish, open, close, be.
- With a partner, students ask and answer questions about the future using present simple and present progressive.
- For example:* What time do we go home today? Where are you going after school?
- When is the next party? Are you bringing a present?
- Is your friend meeting us at the game? What time does she arrive?
- What time does the store close tonight? Are you coming with me?
- When does this class end? Are we practicing after school?
- Movie** Watch the movie.
- Ask students if they're going to a movie this weekend. What will they see? If they're not going to a movie, what do they want to see in the future?



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**Practice II**

Future Chairs

Put four chairs in front of the class. Label them: Going to + Verb, Will + Verb, Present Progressive, Present Simple. Say a sentence, and a student has to sit in the appropriate chair, switching chairs for each sentence. Say a few sentences and then switch students.

*For example:*

- a. I'm meeting my friend at 2:00. We're going to go to the movies. After that, we'll probably play football.
- b. My family is going to go on vacation this summer. We're going to the beach. We'll have a lot of fun.
- c. The show starts in an hour. We're going to be late. I'll go without you.

You may want to ask students to think of their own sentences.

**Practice III**

Students work on features from this lesson.

**Homework**

A. Predictions

Complete the sentences using **going to**, **will**, or present progressive.

1. Don't eat so much. \_\_\_\_\_ a stomach ache. (have)
2. Take an umbrella. \_\_\_\_\_. (rain)
3. I think we \_\_\_\_\_ chicken for dinner. (have)
4. I think I'm sick. Maybe I \_\_\_\_\_ home tomorrow. (stay)
5. I think he \_\_\_\_\_ a famous musician one day. (be)





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**Homework (cont.)** B. Promises

Write promises to the following people using **will**.

*For example:* I promise I'll wake up on time.

Think of something you will promise to:

1. your teacher.
2. your mom or dad.
3. your friend.
4. your pet.
5. yourself.

After the Promises are complete, the teacher can collect them and seal them in an envelope to be given back to students at the end of the school year or other chosen time period so they can see how they did with keeping the promises they made.

**Sum-up**

Ask students to name:

- a. something they can climb (a mountain, a tree).
- b. a famous mountain.
- c. a chore they have to do.
- d. their least favorite chore.
- e. a machine that helps them with their chores.
- f. the title of one of their favorite books or movies.
- g. an adventure they'll probably have in the future.
- h. an adventure they probably won't have.



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**Warm-up** Explain to the students that we all have inner qualities and outer qualities (things that make us who we are). Ask if the following qualities are inner or outer:

You have a high voice. / You are friendly. / You run fast. / You are funny. / You are pretty. / You have blue eyes. / You are intelligent. / You are polite. / You are nice. / You are happy.

**Check Homework** Review homework assignments.

For exercise A, you can follow this model to practice negatives and questions:

Student A: reads his/her homework answer: You're going to have a stomach ache.

Student B asks a question: Is she going to have a stomach ache?

Students C answers in the negative: No, she's not going to have a stomach ache.

**Practice** Students work on features from this lesson.

- Reading**
1. Introduce the reading passage in **Read It**, by discussing an upcoming school vacation. Tell the class some things that you plan to do. Ask students to share some of their plans.
  2. Remind students of the reasons people may chose to keep a diary, or ask for their ideas. Explain that keeping a diary is a good way to put your thoughts and feelings into writing. It's also a great way to practice and grow as a writer and may even help you understand your feelings better.
  3. Read the passage together. It's a diary entry about winter vacation plans.
  4. Students answer the comprehension questions.
  5. Students answer the questions in the Winter Vacation handout at the end of this lesson.



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**Writing**

1. Review the **Write It** assignment to write a diary entry describing their next vacation. Allow time for students to brainstorm what they will see, hear, smell, taste, and feel on their vacations. If they want, they can use the Five Senses Chart to take notes. The chart is found at the end of this lesson.

2. Partners share their future vacation brainstorm.

**Homework**

The **Write It** assignment: a diary entry describing their next vacation. Remind students that diaries are informal, like talking to a friend. They can use the notes they made in class and the ideas they shared with their partners.

**Sum-up**

Prompt students to complete the sentences about the future:

I wonder ...

I expect ...

In the future, we will probably ...