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I- Background:

This is lesson plan for the class that I taught at the ELC in fall semester. The class is FC- Grammar. According to the ELC's website, students at this can understand, ask, and answer yes or no questions and personal, concrete wh-questions. They can negotiate familiar situations with unexpected complications. Target grammar constructions are understood and strategically used to respond to the task. In more detail, most students in my class can be able to response in long and complete sentences; however, they frequently make errors in grammar and struggle with making complex questions.

My class has 20 students and most of them are Latino American, some of them come from Asian countries, such as China, Japan and Korea. They are nice students and very collaborative. In addition, they get along well; therefore, the atmosphere is friendly and comfortable.

Level objectives for grammar:

Here are the course outcomes according to the ELC's description :

Program: University Adult Intensive English Program (IEP)

Course Type: Grammar & Communication

ACTFL Level: Novice High – Intermediate Low

Class Size: 15–20 adult ESL learners

Topic of the Day: Expressing Future Plans and Predictions

Grammar Prerequisites:

- Simple present tense
- Verb *be* (am / is / are)
- Basic sentence structure (S + V + O)

Learning Outcomes

By the end of the lesson, students will be able to:

1. Identify and explain the difference between **will** and **be going to**.
2. Use **will** for spontaneous decisions and predictions.
3. Use **be going to** for prior plans.

4. Produce spoken and written sentences about future plans using both structures.

II- Unit objectives

Future tense: Lesson plans will focus on the future tense. After this chapter, students will understand the structures and the use of future tense. In addition, they will be able to use the structure in daily conversations.

III- Lesson plans

Unit 1: Expressing Future Time: Be going to and Will

Length : 1 hour 05 mins

Objective : In this unit, students will learn basic structures of “ Will “ and “ Be going to “. Besides, they will understand when to use these structures.

Activity	Description
Presentation (Homework)	Reading Text (Assigned Before Class) This weekend will be busy for me. On Saturday morning, I am going to meet my friends for breakfast. We planned this last week. After that, I will probably study at home because I have a quiz on Monday. On Sunday, my sister is going to visit me. She already bought her bus ticket. I think we will have a great time together. Maybe we will watch a movie or cook dinner at home. 1. Circle all examples of <i>will</i> and <i>be going to</i> in the reading. 2. Answer these comprehension questions: - o What is already planned? - o What is not planned? 3. Write two sentences about your own weekend: - o One sentence using <i>will</i> - o One sentence using <i>be going to</i> (Estimated time: 25-30 minutes)
Warm-up	First, teachers used slides to write 2 questions on the board : <i>What did you do yesterday?</i> <i>What are you doing today?</i> Students will work in pair and answer the two questions Call 2-3 students to share their answer This can activate the prior knowledge about past/ present that leads to future tense

	Then teacher will ask “what will you do this weekend?”
Attention	Teacher display homework on the screen and ask students “ “what time is this story about” => answer can be future Teacher then gives students some examples of future: I am going to meet my friends. I will probably study at home. ⇒ Teacher introduce the future tense “Today, we will learn about “ Will” and “ Be going to”
Co- construction	T will ask students guided questions: Form : Does the verb change after will? What verb do we use before going to? (am/is/ are)? Meaning and Use When do we use will and be going to? Write summary on board : WILL Form: S + will + base verb Use: Decisions made now Predictions Offers BE GOING TO Form: S + am/is/are + going to + base verb Use: Plans decided before now Strong intentions
Extension	Speaking task Students have find their partners and discuss with their friends below questions : Say 2 plans you already decided => using be going to Say 2 things you decide now” => using will Tell your partners your future plan is the next 5 years (using both will and be going to(
Homework	Homework (30 minutes max) Talk about your plan this weekend :

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| | <ol style="list-style-type: none">1. Two things you already planned (use <i>be going to</i>).2. Two things you decide now or are not planned yet (use <i>will</i>). <p>Try to explain <i>why</i> you chose each activity.</p> |
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IV. Abbreviated Version)

Lesson Focus: Will vs. Be Going To

Level: NH-IL

Warm-up: Past vs. present review

Presentation: Weekend reading (HW)

Attention: Highlight future forms

Co-construction: Form + use chart Extension: speaking

HW: Canvas recording

V. Materials

PP :
<https://docs.google.com/presentation/d/1IEzQrXD8v4M0fs2EB2K3k0jjM49CLM4Vq54PR-CZ1r4/edit?usp=sharing>

HW :
https://docs.google.com/document/d/1bJF9zFxT3jFKUSi3k34djIECswyUTdrgmlJZvAy_tjo/edit?usp=sharing

