

INTEGRATED DIDACTIC PROJECT

Title: FUTURE WITH WILL VERSUS FUTURE WITH BE GOING TO

Link: [LIVRESQ Module](#)

Subject: English

Grade: 7th

Duration: 50 minutes

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General Objective

The aim of the lesson is to enable students to recognize and appropriately use the future forms “will” and “be going to” in everyday communication, distinguishing between planned actions and instant decisions or predictions.

Learning Outcomes

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

1. Identify the two future forms ("will" and "be going to") in listening and reading tasks.
2. Explain the difference between "will" (instant decisions and predictions) and "be going to" (planned actions and intentions).
3. Use "will" and "be going to" correctly in speaking and writing activities.
4. Express their own future plans, intentions, and decisions using the appropriate forms.
5. Apply these future forms accurately in an informal letter about summer holiday plans.

Lesson Description

The lesson FUTURE WITH WILL VERSUS FUTURE WITH BE GOING helps students understand the basic difference between an already planned activity ("be going to") and an instant decision or prediction ("will"). Students will practice using these forms in real-life situations, both in spoken and written English.

Materials & Tools

- LIVRESQ interactive module
<https://library.livresq.com/details/62cd2df45f8ca90009967238>
- Whiteboard & markers
- Student notebooks
- Internet-connected device (for LIVRESQ)
- Educational Platforms:
<https://livresq.com/>
<https://bookcreator.com/>
- Project link:
<https://read.bookcreator.com/tg0QY7EPKRW30mUfbDX74m4gDQy1/VxpODIm8RHurQIGGXEqIDA>

Teaching Methods

- **Expository teaching:** Brief teacher input to introduce key concepts.
- **Visual and audio support:** Using video and audio to aid comprehension and pronunciation.
- **Problem-based learning:** Encouraging contextual grammar application and problem-solving.

- **Guided discovery:** Helping students identify language patterns through exploration.
- **Collaborative learning:** Pair and group activities to practice and internalize structures.
- **Metacognitive reflection:** Encouraging students to think about how they learn and how to improve.

Class Organization

- Whole-class instruction
- Individual work
- Pair and small-group collaboration
- Integration of technology through the LIVRESQ platform

Bibliography

- Eastwood, John. *Oxford Practice Grammar*. Oxford: Oxford University Press, 1999.
- Harmer, Jeremy. *The Practice of English Language Teaching* (4th ed.). Pearson Longman, 2007.
- Swan, Michael & Catherine Walter. *Oxford English Grammar Course*. Oxford: Oxford University Press, 2011.
- Thornbury, Scott. *How to Teach Grammar*. Longman, 1999.
- Programa școlară pentru disciplina LIMBA MODERNĂ 1 - studiu intensiv Clasele a V-a – a VIII-a, Anexa nr. 2 la Ordinul Ministrului Educației Naționale nr. 3393 / 28.02.2017
- [OMEN 3393 LIMBI MODERNE](#)

Detailed Lesson Stages & Activities

1. Warm-up & Introduction (5 minutes)

- Greet students warmly.
- Ask: “What are you going to do this weekend?”
- Take 3–4 answers and write them on the board.
- Introduce today’s topic: “We’ll learn when to use ‘will’ and ‘going to’ for talking about the future.

2. Presentation & Context Setting (10 minutes)

- Play the LIVRESQ video: “Talking about Mike’s Future Plans.”
- Ask comprehension questions:
 - “Who is Mike talking to?”
 - “What is he going to do?”
- Highlight the grammar point:
 - “Be going to” → planned future actions
 - “Will” → instant decisions and predictions

3. Interactive Practice: WILL or BE GOING TO? (5 minutes)

- Show the LIVRESQ multiple-choice activity:

“What is Mike going to buy for his brother’s birthday? He thinks he ___ a book about dinosaurs.”
- Students choose answers individually, then check as a class.
- Confirm correct answer: “will buy” → because it’s an instant decision.

4. Grammar Focus & Explanation (10 minutes)

- Write on the board:
 - Be going to → planned actions, intentions
 - Will → decisions at the moment, promises, predictions
- Provide examples and ask for students’ examples.

5. Interactive Quiz (5 minutes)

- Use the LIVRESQ quiz activity:
“_____ a barbecue tomorrow. It’s all planned, so I hope it won’t rain.”
- Choices: “We’re going to have” / “We’ll have”
- Students discuss in pairs, choose, and check answers.
- Confirm correct answer: “We’re going to have” → because it’s planned.

6. Interactive Drag-and-Drop Activity (5 minutes)

- Use the LIVRESQ activity: Planning an amazing summer holiday.
- Drag and drop future forms into gaps in a map/story.
- Students work in pairs or small groups.
- Volunteers read some answers to the class.

7. Speaking Practice & Personalization (5 minutes)

- In pairs, students interview each other:
 - “What are you going to do this weekend?”
 - “What will you do if it rains tomorrow?”
- Students create short dialogues using both future forms.
- Walk around, listen, and correct as needed.
- Invite 2–3 pairs to present their dialogues.

8. Wrap-up & Homework (5 minutes)

- Recap:
 - “Will” → instant decisions/predictions
 - “Going to” → planned actions
- Homework: Write an informal letter to a pen friend about what they plan to do during their summer holiday (real or imaginary). Use between 60-70 words.

Assessment & Feedback

- Ongoing observation and feedback during interactive activities and speaking practice.
- Quiz answers as formative assessment.
- Homework checked for accurate use of “will” and “be going to.”

Differentiation

- Stronger students: Extra sentence practice in speaking.
- Support for weaker students: Provide sentence starters, e.g. “I’m going to...” / “I will probably...”