

Plans meet real life

Will and be going to · A2-B1 · Adults and teens

AN INTENTION I ALREADY HAVE

I'm **going to bring** games.

Are you **going to bring** food?

I'm **not going to bring** my laptop.

A NEW OFFER OR DECISION

Oh, I'll **bring** some juice, then.

I'll **help** you. / I **won't forget**.

Will + base verb: I'll help, not I'll to help.

1. Complete each final reply. Use **will** or **be going to** and the verb in brackets. Read the conversations together.



NIA

Yesterday: Nia decided to bring board games.

Tom: What are you going to bring?

Nia: I'm going to bring two board games.

Tom: Great! But we haven't got any drinks.

Nia: Oh, I _____ some juice, then. (bring)



LEO

Last week: Leo and Ana chose blue paint.

Ana: What are we going to do this weekend?

Leo: We're going to paint the kitchen blue.

Ana: This table is too heavy to move alone.

Leo: I _____ you move it. (help)



ROSA

Yesterday: Rosa decided to take the bus.

Dan: How are you going to get to town?

Rosa: I'm going to take the bus.

Dan: I've just checked. The bus is cancelled.

Rosa: Oh, I _____ the train instead. (take)

Decided before? I'm going to ... **New offer or decision now?** I'll ...

The get-together

Keep this page private. You and your partner are organising the same event.

YOU'RE INVITED

Games & catch-up

Tomorrow · 14:00

Six friends · Free entry

Community room

Tables and chairs provided



YOUR NOTE · DECIDED YESTERDAY

I'm going to bring **two board games**.

I'm going to arrive at **13:45**.

Find out your partner's plan. Drinks and clearing up still need volunteers.

2. Share your plans. Offer to help.

Tell your partner what you already decided. Ask about their plans.

Agree who will bring drinks and who will clear up. Both people should ask a question and make an offer.

Already planned: I'm going to ... / What are you going to ...?

Offer now: Oh, I'll ... then. / I'll help with ...

Check: So you're going to ... and I'm going to Is that right?

Then a message arrives ...

Your teacher will send you each a private message. Share the news and agree one updated plan. You can keep any part that still works.

Say your final plan: start time · both arrival times · activities · food · drinks · who will message the other four guests.

Use keywords if you need them. Don't write a complete script.

The get-together

Keep this page private. You and your partner are organising the same event.

YOU'RE INVITED

Games & catch-up

Tomorrow · 14:00

Six friends · Free entry

Community room

Tables and chairs provided



YOUR NOTE · DECIDED YESTERDAY

I'm going to bring **sandwiches for six people.**

I'm going to arrive at **13:30.**

Find out your partner's plan. Drinks and clearing up still need volunteers.

2. Share your plans. Offer to help.

Tell your partner what you already decided. Ask about their plans.

Agree who will bring drinks and who will clear up. Both people should ask a question and make an offer.

Already planned: I'm going to ... / What are you going to ...?

Offer now: Oh, I'll ... then. / I'll help with ...

Check: So you're going to ... and I'm going to Is that right?

Then a message arrives ...

Your teacher will send you each a private message. Share the news and agree one updated plan. You can keep any part that still works.

Say your final plan: start time · both arrival times · activities · food · drinks · who will message the other four guests.

Use keywords if you need them. Don't write a complete script.



Plans, messages & quick decisions

Choose a card. Speak together and ask one more question. Use real or invented answers.

3. Tell me your plans. Say what you have already decided.

1. What are you going to do after your next lesson?

2. What are you going to learn or practise this year?

3. Who are you going to spend time with this week?

4. Where are you going to go on your next day off?

4. A friend messages you. Read the message aloud. Offer help and reply.

5. MAYA · NOW

These bags are too heavy.

6. ALI · NOW

I don't know how to use this app.

7. JO · NOW

My phone battery is empty.

8. TOM · NOW

We haven't got any music for the party.

5. Build the conversation. Put B's words in order, then continue.

9. A: What are you going to bring?

B: going / I'm / to / bring / food

10. A: The cups need washing.

B: wash / I'll / them

11. A: What are you going to learn?

B: going / I'm / to / learn / guitar

12. A: Nobody has invited Sam yet.

B: message / I'll / him / now

Keep talking: Why? / Who with? / What time? / Thanks, that would help.

Optional homework: write two plan answers, two helpful message replies and the four reordered lines. Use the separate homework PDF for more practice and its key.

Make the plan work

Aim: report an existing intention, offer help in response to news and check a shared plan.

Prepare the right pages

Everyone: pages 1 and 4. Give A page 2 and B page 3 privately, or use the three-page A/B bundles. Keep teacher pages 5–6 private. Page 4 includes optional writing; the separate two-page homework PDF has extra practice and its own key. No recording needed.

A flexible 45–55-minute route

Pictures, meaning and dialogues · 12–15 minutes

Pairs complete the final replies, then read the conversations. Check: Nia will bring; Leo will help; Rosa will take (contractions welcome). Ask which ideas existed before and which decisions are new. Use the grammar boxes when needed.

One get-together, one update · 15–18 minutes

Give private pages. Partners share intentions and volunteer for drinks and clearing up. Once they have an initial plan, send BOTH private messages below at the same time. They share both facts and agree one workable final plan.

Fresh check, feedback and wider speaking · 18–22 minutes

Use the independent check on page 6, give focused feedback, then reserve at least ten minutes for page 4: four personal plans, four message replies and four dialogue puzzles. Improve one exchange; do not repeat the whole event task.

Private messages: send after the first plan

Game update

Now

One board game has a missing piece. The other is for two players. There are six of you. You have paper and pens.

Tell B. Agree an activity everyone can join.

Community room bookings

To B · Subject: Tomorrow's room access

Sorry, the room cannot open before **15:00** tomorrow. Tables and chairs are still provided.

Tell A. Agree new arrival and start times, and who will contact the other four guests.

Support, stretch and short routes

Gav: begin with a real plan and follow an interesting answer. **Em:** allow keywords and rehearse a question before the event task. **Support:** read Nia together, use one opening situation and leave the phrase bank visible. **Stretch:** cover the bank and ask learners to explain how a different form changes the speaker's meaning.

15–20 minutes: Nia, one fresh response and three prompts from page 4. Online: send roles and messages privately. One-to-one: take B yourself.

Check the meaning, then the form

This lesson focuses on intentions and responses. Read the context: an earlier intention or a new response.

Opening dialogues

Nia: bringing games was decided earlier; juice is a new offer. **Leo:** We're going to paint the kitchen blue. / I'll help you move the table. **Rosa:** I'm going to take the bus. / I'll take the train instead. Accept coherent alternative responses. Ask what prompted the reply; don't mark a grammatical alternative wrong solely because it uses a different form.

The event: an outcome, not one compulsory answer

Initially: A plans two games and arrival at 13:45; B plans sandwiches for six and arrival at 13:30; event starts at 14:00. Partners agree drinks and clearing up. After the messages, nobody can enter before 15:00; six people need a workable shared activity. Cards, word guessing, drawing or a sensible rotation may work.

One outcome: both arrive at 15:00; start at 15:15; A prepares a paper-and-pen game and brings drinks; B brings sandwiches and messages the other four guests; both clear up. Accept other feasible agreements. Learners should state prior intentions, make relevant offers and check the final jobs and times.

Shared page and separate homework answers

Page 4, 9-12: I'm going to bring food. / I'll wash them. / I'm going to learn guitar. / I'll message him now. Other speaking and written replies are open: check a clear prior intention or a relevant new offer, then a natural follow-up.

Separate homework: 1 B, 2 A, 3 B, 4 A, 5 B, 6 A. Word order: 7 She is going to take a course. 8 I will help you. 9 Are you going to bring food? 10 I will not tell anyone. Accept contractions. 11-12: a prior intention and a relevant offer/reply. The learner homework key gives full explanations and examples.

A fresh speaking check: close learner pages

First: Yesterday you decided to bring three photos to a small exhibition. Tell the organiser your intention.

Then: The organiser has just said nobody can put the chairs out. Offer help.

Finally ask: What have we agreed?

Listen for: an intention, a relevant offer and an accurate final check. Note independent / with a prompt / not yet. Possible response: I'm going to bring three photos. / I'll put the chairs out. / So I'm bringing photos and helping with the chairs. Don't model before the first attempt. Natural alternatives can communicate successfully; note them and elicit the target separately if needed.

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