

Halloween Plans

Using 'be going to' for future plans.

1. Warm up

Discuss the following with a partner.

1. What can you see in the picture? What festival could it be?
2. Do you celebrate Halloween in your country?
3. What colors and objects represent Halloween?



olia danilevich from Pexels

2. Vocabulary

A. On your own, check the words and phrases you know.

- | | | | |
|--|--------------------------------|---|----------------------------------|
| <input type="checkbox"/> Jack o' Lantern | <input type="checkbox"/> ghost | <input type="checkbox"/> trick or treat | <input type="checkbox"/> bat |
| <input type="checkbox"/> witch | <input type="checkbox"/> candy | <input type="checkbox"/> pumpkin | <input type="checkbox"/> costume |

B. Find the words in the pictures below.



1.



2.



3.

C. Read the text and complete the gaps with words from Part 2A.

My husband and I love Halloween. It is so much fun. We always make 1. _____ and put them outside to decorate the house. We like to dress up too! This year **my husband is going to be** a mummy and **I am going to be** a 2. _____. I have a black hat and a black cat and next week **I am going to buy** a broom. Everyone on our street celebrates Halloween. Our kids go out together and 3. _____.

We always decorate our houses with skeletons, cobwebs, and 4. _____. This year my kids **are going to dress up** as 5. _____. I have two big white bedsheets to make their costumes.

3. Be going to

A. Complete the rules by circling the best alternative.

1. Use **be going to** to talk about things we: **plan to do / like to do**
2. Use **be going to** to talk about plans we have in the: **past / present / future**
3. **Be going to** is followed by a verb in the: **past participle / infinitive form**

B. Write the sentences in bold from Part 2A below.

	Subject	Be	Going to	Infinitive	
	I	am	going to	dress up	as a vampire.
	We	are not	going to	carve	pumpkins.
1.	.....	.....	.....	.....	.....
2.	.....	.....	.....	.....	.....
3.	.....	.....	.....	.....	.....
4.	.....	.....	.....	.....	.....

4. Practice

A. Complete the sentences with 'be going to' and the verb in brackets.

- I haven't seen my grandparents for a week so I (visit) them in my costume.
- It's too rainy today so he (not put) the pumpkin outside.
- Our neighbors made a really scary haunted house and the local newspaper (come) and take pictures.
- He recently moved into a new house and he (have) a party for Halloween.
- We have a lot of pumpkin left. I think I (bake) a pumpkin pie.
- When I go away for work, my friend Grace (look) after my pet bat.

B. Choose the best words to complete the gaps.

1. _____ Jen and Will dress up as their teenage kids.

It be so funny.

a. am going to / are going to
b. are going to / is going to
c. are going to / am going to
2. _____ We need some more candy for the trick or treaters tonight.

I'm going to some more at the supermarket later.

a. bought
b. buying
c. buy
3. _____ I used all the toilet paper making Rose's mummy costume for the school Halloween party so John get some more after dinner.

a. are going to
b. is going to
c. am going to
4. _____ The neighbors are at work tonight, so we are going to their kids trick or treating with ours. They dress up as characters from Harry Potter.

a. take / are going to
b. take / is going to
c. taking / are going to

C. Write down your plans for the future. Talk about them with your partner.

- For Halloween,
- Tonight,
- This weekend,
- Next year,

Halloween Plans



Level: Beginner: A1
Elementary: A2

Updated: Sep 28, 2021

Target: Language function: Talking about the future.
Language forms: Future forms.

Teaching time: 60 minutes.

Objective: Students are introduced to 'be going to' and how to use it to talk about plans in the future. Students are also introduced to typical Halloween vocabulary and will be able to discuss their plans for Halloween.

1. WARM UP

Students look at the picture and discuss what they think the image represents. Elicit words from students and board. Give students time to talk about the things they know about Halloween. To help students, board different topics that they can talk about such as: date (October 31st), season (Fall AmE / Autumn BrE), traditions (getting dressed up, trick-or-treating, watching scary movies, decorating your house, carving pumpkins), traditional costumes (witch, mummy, skeleton, vampire, ghost, etc). Elicit ideas from students and board.

2. VOCABULARY

- A. Individually, students read the words/phrases and check the ones they know. Then discuss the ones they know with a partner.
- B. In pairs, students identify the vocabulary from Part 2A in the pictures.
- ghost, bat, trick or treat, pumpkin, jack-o-lantern, costume.
 - ghost, pumpkin, candy.
 - witch, costume.
- C. In pairs, students read the dialog and complete the gaps with words/phrases from Part 2A. Check answers with the class or have students read the passage out loud to the class. Check for new vocabulary and highlight Halloween topic words such as: decorate, dress up, a mummy, broom, skeletons, cobwebs, and costumes.
- Jack o' Lanterns
 - witch
 - trick or treat
 - bats
 - ghosts

3. BE GOING TO

- A. Individually, students look at the phrases in bold in and complete the rules. Students can then compare their sentences with a partner. Check answers with the class and check understanding of infinitive verb forms. As an added extension, have students highlight the infinitive verb forms from the text in Part 2C: be, buy, dress up, go.
- Use **be going to** to talk about things we: **plan to do**
 - Use **be going to** to talk about plans we have in the: **future**
 - Be going to** is followed by a verb in the: **infinitive form**
- B. In pairs, students look at the sentences in bold from Part 2C and place them into the correct area of the table. Check answers with the class.

- My husband is going to be a mummy.
- I am going to be a witch.
- I am going to buy a broom.
- My kids are going to dress up as ghosts.

4. PRACTICE

- A. Individually, students complete the sentences with the correct form of 'be going to' using the verb in brackets. Students can compare answers with a partner or check answers with the class. Correct any mistakes and discuss any new vocabulary.
- am going to visit
 - isn't going to put
 - is going to come
 - is going to have
 - am going to bake
 - is going to look
- B. In pairs, students read the sentences and choose the best words to complete the gaps. Check answers with the class by having students read the sentences. As an added extension activity, elicit from students why the other options are incorrect.
- am going to / are going to – incorrect verb to be
 - are going to / is going to
 - are going to / am going to – incorrect verb to be
 - bought – incorrect verb form (past participle)
 - buying – incorrect verb form (gerund)
 - buy
 - are going to – incorrect verb to be
 - is going to
 - am going to – incorrect verb to be
 - take / are going to
 - take / is going to – incorrect verb to be
 - taking / are going to – incorrect verb form (gerund) and incorrect verb to be
- C. Write the question "What are you going to do...?" on the board. Individually, students write down a plan they have for 1-4. If they don't have anything planned encourage students to use their imagination and be creative. Then in pairs, students can ask each other about their plans using the question "What are you going to do...?" Encourage students to continue the conversation by asking follow-up questions if the plan is interesting.