

1 Choose the correct answers.

Hannah What ¹___ this morning?

Annabel I'm not sure. I think ²___ my friends in town and hang out with them.

Hannah ³___ to Lizzy's party tomorrow?

Annabel No, I can't. ⁴___ my grandparents. It's my grandmother's birthday.

Hannah What ⁵___ her?

Annabel I don't know. ⁶___ her a scarf when I'm in town this morning. Do you want to come along?

Hannah I don't think ⁷___ time. ⁸___ tennis with my brother this morning.

Annabel When ⁹___ him?

Hannah At half past ten.

Annabel Um, Hannah ... it's half past ten now!

Hannah Oh no! ¹⁰___ late!

1 a are you going to do
b will you do

6 a I'm probably going to buy
b I'll probably buy

2 a I'm going to meet
b I'll meet

7 a I'll have
b I'm going to have

3 a Will you go
b Are you going to go

8 a I'll play
b I'm going to play

4 a I'm going to visit
b I'll visit

9 a will you meet
b are you going to meet

5 a will you give
b are you going to give

10 a I'm going to be
b I'll be

2 Complete the sentences with *will* or *going to* and the verbs in brackets.

1 I borrowed my sister's phone and now I can't find it. She _____ (be) very angry with me!

2 A What are your plans for Sunday?

B We _____ (drive) to the beach.

3 A I don't feel very well.

B I _____ (get) you a glass of water.

4 A What's the score?

B Germany 7, Brazil 1. Germany's team _____ (win) the match.

5 A What do you want to do when you leave college?

B I don't know. I think I _____ (travel) around Europe for a few months.

6 I promise I _____ (call) you after supper.

7 I _____ (have) lunch at 12.30.

8 I think cars _____ (use) water as fuel in the future.

3 **SPEAKING** Work in groups. Tell other people in your group about your plans and predictions for your life over the next five years. Think about these things:

- your home
- your family
- your friends
- your career
- your studies

I think I'll move to another country in two years' time.

I'm going to study English and science next year.

5B *will and going to*

Aims: To review and practise *will* and *going to* for predictions, plans, offers and promises.

Time: 10–15 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout. Students choose the correct option to complete the dialogue. Remind students, if necessary, that we use *going to* to describe plans and predictions based on evidence, and *will* to describe sudden decisions, predictions, based on what we know or is just a guess, offers and promises. Ask a couple of students to read out the completed dialogue and tell the rest of the class to listen and raise their hands if they think they hear a mistake.

KEY

1 a 2 b 3 b 4 a 5 b 6 b 7 a 8 b
9 b 10 a

Exercise 2

- Students complete the sentences with the correct form of *will* or *going to*. Check answers as a class and ask students to say why they have used each form.

KEY

1 's going to be (prediction based on evidence)
2 're going to drive (definite plan)
3 'll get (offer)
4 's going to win (prediction based on evidence)
5 'll travel (uncertain plan)
6 'll call (promise)
7 'm going to have (definite plan)
8 will use (prediction)

Exercise 3

- Students work in groups of four or five. Focus their attention on the example sentences and elicit the reason for the use of *will* in the first sentence (prediction) and *going to* in the second sentence (definite plan). Students then talk in their groups about their plans and predictions.