

# 12A My partner's future

## going to



### Worksheet A

Partner's name: .....	Right or wrong?
1 My partner <i>is/isn't</i> going to get up early tomorrow morning.	
2 My partner <i>is/isn't</i> going to watch sport on TV next weekend.	
3 My partner <i>is/isn't</i> going to go on holiday next month.	
4 My partner <i>is/isn't</i> going to have dinner in a restaurant this weekend.	
5 My partner <i>is/isn't</i> going to stay in tomorrow evening.	
6 My partner <i>is/isn't</i> going to be in a different country on his/her next birthday.	
7 My partner <i>is/isn't</i> going to go to the supermarket today.	
8 My partner <i>is/isn't</i> going to meet friends this evening.	



### Worksheet B

Partner's name: .....	Right or wrong?
1 My partner <i>is/isn't</i> going to watch TV this evening.	
2 My partner <i>is/isn't</i> going to visit family next weekend.	
3 My partner <i>is/isn't</i> going to cook dinner tonight.	
4 My partner <i>is/isn't</i> going to work tomorrow.	
5 My partner <i>is/isn't</i> going to travel to another town or city next month.	
6 My partner <i>is/isn't</i> going to see a film next weekend.	
7 My partner <i>is/isn't</i> going to go to bed late this evening.	
8 My partner <i>is/isn't</i> going to buy some new clothes or shoes next weekend.	

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## Instructions

**You will need:** one copy of Worksheet A or Worksheet B per student

- Divide the class into pairs. If possible, put students with someone they don't usually work with or don't know very well.
- Give one student in each pair *Worksheet A* and the other student *Worksheet B*. Each student should write their partner's name in the space at the top of the worksheet. Students are not allowed to look at their partner's worksheets.
- Students work individually and decide if their partner is going to do the activities listed on their worksheet by circling *is* or *isn't* in each sentence. Students are not allowed to ask their partners any questions at this stage of the activity.
- Check that students can make questions with *you* for each of the sentences on the worksheets. For example, students with *Worksheet A* should ask: *Are you going to get up early tomorrow morning?* for item 1. If necessary, write some examples on the board before continuing.
- Students then take it in turns to ask their partner if he/she is going to do the activities on their worksheet. For each statement students have guessed right, they put a tick in the second column on the worksheet, and for each one they get wrong they put a cross. The student in the pair who gets the most answers correct is the winner.
- As a follow-up activity, students can work with a new partner and tell him/her about the person they have just been talking to. For example: *I talked to Yoko. She's going to meet friends this evening, and she isn't going to get up early tomorrow.*