

NAME: _____

DATE: _____

INTERVIEW “read-aloud-and-listen” activity

FUTURE with ‘GOING TO’ and ‘WILL’

- Your name is Jennifer. A reporter just asked you, “What are you going to do next weekend?” Read aloud your answer.



Jennifer



What are you going to do next weekend?



What am I going to do next weekend? Well, I'm not sure, but I think I'll probably stay at home all day on Saturday and clean my apartment. I know that sounds pretty boring, but my apartment is a bit messy. It's about time I cleaned it up! On Sunday, however, I have some more interesting plans. I'm going to meet two or three friends at a restaurant at eight o'clock and have breakfast. We usually do that once or twice a month. After that, we're going to go window shopping at a shopping mall. At noon, we're going to have lunch. We're going to eat at an Italian restaurant. I love Italian food! And then we'll probably visit a museum. I don't really like to go to museums that much, but my friends really like museums. But I think I'll still have a good time!

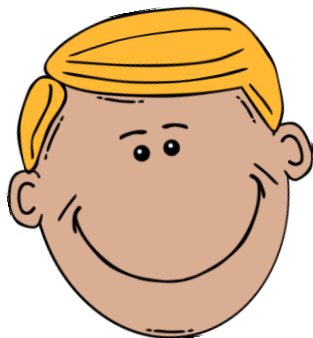
NAME: _____

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INTERVIEW “read-aloud-and-listen” activity

FUTURE with ‘GOING TO’ and ‘WILL’

- Your name is Eduard. A reporter just asked you, “What are you going to do next weekend?” Read aloud your answer.



Eduard



What are you going to do next weekend?



B

Oh, that’s an easy question! On Saturday, I’m going to sleep in until nine o’clock. Then, I’m going to have breakfast with my family. I love to make weekend breakfasts for my wife and two kids. After breakfast, we’re going to go to a park near our home. We almost always do that. We love kick a ball around and fly a kite. We’ll probably have a late lunch around one o’clock, and then we’ll go home. In the afternoon, I’ll help my kids with their homework. Tom is in grade two, and Kelly is in grade three. On Sunday, I really want to bring my family to a theater to see a movie. The movie is about a dog that walks five hundred miles to get home to his family. After the movie, we’ll go home and have dinner and go to bed early. My kids have school the next day!

Name: _____

Listen and answer.

INTERVIEW with Jennifer



1. Why is Jennifer going to stay at home on Saturday?

2. Where is she going to meet her friends on Saturday morning?

3. What time is she going to meet them on Sunday morning?

4. Where is Jennifer going to have lunch on Sunday?

5. What will Jennifer probably do after lunch on Sunday?

Name: _____

Listen and answer.

INTERVIEW with Eduard



1. Why time is Eduard going to get up on Saturday?

2. Where is Eduard going to go after breakfast on Saturday morning?

3. What is Eduard going to do after he returns home on Saturday?

4. What does Eduard want to do on Sunday?

5. What will Eduard and his family do after they go home on Sunday?

Aims Listening and speaking practice (with future 'going to' and 'will'); practice reading aloud and taking notes

Level Beginner to Elementary

ANSWER KEY

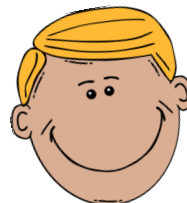
INTERVIEW with Jennifer

1. (She will stay at home to) clean her apartment.
2. (She is going to meet them) at a restaurant.
3. (She is going to meet them) at eight o'clock.
4. (She is going to have lunch) at an Italian restaurant.
5. (She will probably) visit a museum.



INTERVIEW with Eduard

1. (He is going to get up) at nine o'clock.
2. (He is going to go to) a park.
3. (He will) help his kids with their homework.
4. (He wants to) bring his family to a movie theater.
5. (They will) have dinner and go to bed early.



ACTIVITY NOTES

- Because the interviewers must both listen and take notes at the same time, consider allowing them to write **incomplete sentences** ("notes") on the question handout.
- Following the activity, you can elicit **complete sentences** and write them on the board – or have students volunteer to come up and write their sentences.
- Before the activity, it may be useful to write one or two phrases on the board asking for repetition or clarification – and practice them with your students.
For example: "Excuse me, could you repeat that?" or "Did you say ...?"
- This activity works well as a lead-in to a less guided activity in which students interview their classmates (who supply real answers about themselves).