



Unit 12A

What's Jennifer going to do?

Student A

Sunday, September 14	
8:00	.....
9:00	.....
10:00	(Until 11:30) Brunch with Max Leone -talk about next movie, Flying Cowboys
11:00	.....
12:00	Workout at gym + shower, coffee with Barbara Streitrock
1:00	.....
2:00	.....
3:00	.....
4:00	Nap
5:00	.....
6:00	.....
7:00	Dinner at Café Scapetti
8:00	(Until ??) Party at Tina Crumwell's penthouse
9:00	.....

Monday, September 15	
8:00	Water aerobics
9:00	.....
10:00	Meeting at Universal Studios - talk about new video package with Steve Beam
11:00	.....
12:00	Lunch at Tino's Restaurant with Nancy Pilsbury - talk about Flying Cowboys hairstyle
1:00	.....
2:00	.....
3:00	.....
4:00	.....
5:00	Dentist appointment with Dr. Brenner
6:00	.....
7:00	Dinner with Marshall Winn - talk about Rats in the Attic CD-Rom
8:00	.....
9:00	.....

Student B

Sunday, September 14	
8:00	.....
9:00	Wake up
10:00	.....
11:00	.....
12:00	.....
1:00	Lunch with Pete - talk about new CD with Marco Filetto
2:00	(Until 3:45) Attend inauguration of new salon with Jake
3:00	.....
4:00	.....
5:00	Do make-up, nails and hair at Freddo's
6:00	Cocktails with Flying Cowboys cast
7:00	.....
8:00	.....
9:00	.....

Monday, September 15	
8:00	.....
9:00	Breakfast with Sid Nero
10:00	.....
11:00	(Until 11:45) Shopping on Rodeo Drive
12:00	.....
1:00	.....
2:00	(Until 3:30) Rehearsal for Flying Cowboys
3:00	.....
4:00	Nap
5:00	.....
6:00	(Until 6:45) Happy hour with Luke Bridgewater
7:00	.....
8:00	.....
9:00	In bed!

Unit 12A



Teacher's Notes

What's Jennifer going to do?

Interaction

Pair work

Aim

To practice using the future with *going to*.

Time

10–15 minutes

Skills

Speaking

Listening

Grammar and functions

Future with *going to*

Talking about future arrangements and plans

Vocabulary

Days of the week

Clock times

Action verbs

Preparation

Photocopy and cut apart the A / B cards. Make enough copies for each pair of students to have an A and a B card.

Procedure

- 1 Introduce the topic by asking the students questions, e.g. *Are you going to eat out after class? What are you going to do tomorrow morning? What are you going to do on your vacation?*
Encourage different students to think of *going to* questions to ask their classmates.
- 2 Divide the students into two teams, A and B.
- 3 Give the student A cards to team A and the student B cards to team B.
- 4 Set the scene. They have a page of Jennifer's datebook but there are some notes missing.
- 5 Explain the activity. In pairs, students should talk to each other and complete Jennifer's datebook.
- 6 Elicit the questions students might ask each other and write them on the board, e.g. *What is Jennifer going to do at 10:00 a.m. on Sunday? What time is she going to go to bed on Monday?*
- 7 Set a time limit of about ten minutes and ask students to begin the activity in A / B pairs.
- 8 When the time is up, ask pairs to compare their cards and check their answers.

Additional ideas

Ask students to interview their partners about their plans for the coming week. They should make a small table like Jennifer's datebook and elicit as many details as they can. They should then write a short paragraph about their partner's plans.