

will and be going to



WILL - making decisions / requests

Waiter: Would you like the chicken or fish?

You: Hmm. Chicken . . . fish . . . chicken . . . fish . . .
I'll have the chicken.
And **will** you bring me the wine list please?

BE GOING TO - you're planning something or it might happen in the near future

A: Oh no! It's **going to** rain!

B: It's ok. I'm **going to** have dinner at home.

1. Go out or stay home . . . Hmm.

I think I _____ stay home. I have work tomorrow.

2. That wine glass is really close to the edge of the table.

Look out! That glass _____ fall!

3. My bus leaves in two minutes and my work still isn't finished.

Looks like I _____ miss my bus!

4. My best friend is getting married this summer.

I _____ go to the wedding.

5. I really want you to go with me to a ball game.

_____ you come with me to the game?

6. It's raining and I don't have an umbrella.

I guess _____ have to buy an umbrella.

7. Sorry to bother you but I forgot my wallet at home.

_____ you let me borrow a little money?

8. The boss wants someone to play golf with?

Sure! I _____ play golf with him.



Will vs Going To

This worksheet is aimed at intermediate students who have a question about what the difference between will and be going to is. Generally I like to say that will is for unplanned things and be going to is for planned things.

What are you going to do tomorrow?
I'm going to go to the dentist.

What are you going to do for dinner tonight?
I don't know. Maybe I'll get takeout.

What matters most for students is that teachers give consistent answers and examples. You DON'T need to give a long-winded explanation. Just give examples that show a clear difference and express a pattern.

These examples are a little tough. So be careful to show how they relate to the example explanations at the top of the page.

Using the worksheet.

1. Set up conversations and topics in which students can use the language addressed here. Listen in and give correction where needed.
2. Using the worksheet look at the differences and practice the examples as much as possible.
3. Get back to conversation time again and as much as possible give correction and support for students.

Note:

Tricky language points like this should be supported with as many example sentences as possible with regular correction and support all the time.