

3 I'd Like to Go Cycling

Go . . . -ing / Go For . . .

Target patterns: Go shopping / Go cycling . . .
Go for a walk / Go out for a meal . . .
Want + to / Would like + to

Communication skills: At a travel agency
Making vacation plans

Language sets: Go . . . -ing words
Vacation words
Free-time words

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Warm Up Natural Conversation

Have a natural conversation with the students about what you and they would like to do at the weekend. Slip the patterns "go . . . -ing" and "go . . . for . . ." naturally into the conversation. The students then have the same kind of conversation in pairs or groups – they can talk about what they want to do on Sunday, in the summer, on a public holiday, etc.

I'm Not Going Jogging

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why doesn't Carmen want to go cycling?
What does she want to do?

Follow-up questions

What does Manuel want to do today?
What do you want to do today?
What doesn't Carmen want to do today?
What don't you want to do today?

Comprehension – personalization

T: What does Manuel want to do today?
S1: He wants ('d like) to go cycling.
T: Who does he want to go with?
S2: He wants ('d like) to go with Carmen.
T: What do you want to do today?
S3: I . . .
T: Who do you want to . . . with?
S3: I . . .

Ask a few other students. To add humor, if any of the students' answers are deliberately absurd, say things like *You're joking! You're crazy! . . .*

Personalization

The students ask each other "What do you want to do today / tomorrow / next week . . .?" and follow up each question with "Who do you want to . . . with?"

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Warm Up Follow-Up Questions

Say "What do you want to do tonight/tomorrow/on Saturday, etc.?" to individual students and ask follow-up questions. The students then do the activity in pairs. Encourage the students to ask many follow-up questions and to ask and answer as quickly as they can.

I'd Like to Go for a Drive

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who wants to go to the beach?
What does Manuel think?

Follow-up questions

What does Manuel want to do on Saturday?
What do you want to do on Saturday?
What could they do at the beach?
What do you do at the beach?

Comprehension – personalization

T: Does Manuel want to go for a walk on Saturday?
S1: No, he doesn't.
What does he want to do?
S2: He wants to go for a drive.
What do you want to do on Saturday?
S3: I'd like to . . .
T: Where are they going on Saturday?
S4: They are going to the beach.
T: What can they do there?
S4: They can go for a walk and maybe go for a swim.
S4: Where are you going on Saturday?
S5: I . . .
S4: What can you do there?
S5: I . . .

Personalization

Do the warm-up activity again, but with alternate questions starting with *Why . . . ?*

For example:

- A: *What do you want to do on Sunday?*
B: *I'd like to go shopping.*
A: *Why do you want to go shopping?*
B: *I'd like to buy a new computer.*
A: *Why do you want a new computer?*
B: *My computer is old and slow.*

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Word Building

Go . . . -ing / Go For . . .

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I'd like to go cycling.*
I don't want to go jogging.
I'd like to go for a walk.

Controlled Practice

Go . . . -ing

The students make sentences about each picture.

Answers

2. *He goes riding / He goes for a ride once or twice a week.*
3. *He goes shopping almost every day.*
4. *He goes fishing three or four times a year.*
5. *She sometimes goes waterskiing.*
6. *He goes camping almost every vacation.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I go swimming once or twice a week.*
I go shopping almost every day.
I sometimes go camping in summer.

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Warm Up

Ask About Countries

Name a country and ask the students what they can do there. The students then do the activity in pairs,

groups, or as a class. One student asks "*What can we do in France/China/India/ etc . . .*" and they then brainstorm all the things they might be able to do.

How About Going to the USA?

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What can he do in the Riviera?
What can he do in the USA?

Follow-up questions

- Where can he go swimming?
Where can you go swimming?

- Where can he go climbing?
Where can you go climbing?

- Where can he go surfing?
Where can you go surfing?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student is a travel agent and the other student is himself/herself or a famous person wondering where to go for a vacation. The students have natural conversations. Encourage them to talk about what they can do in various places – for example "*You can go skiing, swimming, hiking, etc.*"

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Communication Activities

A. Which Country Is It?

One student thinks of a country, and says things you can do there. After each sentence, the other students try to guess what the country is. Each student (or team) has either only one guess or a guess after each sentence.

B. How Many Questions?

One student says where he/she would like to go. The other students ask suitable follow-up questions in turn, preferably without hesitating or repeating a question. The aim is to ask as many questions as possible.

C. World Cup

Use the World Cup board game to practice sentences like "I go swimming once a week."

How to play

1. Place the prompt cards in a pile face down.
2. The starting player places the ball in the number 18 square in his/her half.
3. The players (teams) take turns turning over the top prompt card, making a sentence that includes the word on the card, and then throwing a die and moving the ball. Each player moves the ball towards the opponent's goal following the numbers in sequence.
- 4 . If the ball lands on a PASS or CLEAR square, move it backwards or forwards to the other end of the line.
5. If the ball lands on a FREE KICK square, the other player has two turns.
6. If the attacker moves the ball onto a SHOOT square, he/she scores a goal.
7. If the attacker moves the ball past the number 40 square, the defender has a GOAL KICK he/she moves the ball to square 22, and then has another turn.
8. If the attacker moves the ball onto the PENALTY square, he /she throws the die again 1/2/3/4 is a goal, 5/6 is a goal kick. Note: If the defender moves the ball onto a SHOOT or PENALTY square, nothing happens.

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Review Exercises

Crossword

ACROSS

1. headache
6. all
8. more

9. her
10. so
11. night
13. sore
15. broken
17. times
19. matter
21. should
22. not

DOWN

2. about
3. hard
- 4, has
5. where
7. long
12. hurts
13. special
14. late
16. every
18. much
20. too

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.