

8 I Have to Go Shopping

Have to

Target patterns: Have to / Has to /
Don't have to

Communication skills: Talking about daily routines
Describing what we have to
do

Language sets: Currency
Daily routine words

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Warm Up Leading Questions

Ask the students leading questions, such as the ones in the illustration, to elicit "have to" answers. If necessary, help the students use "have to" when they are trying to express themselves. Then, individually, in pairs or in groups, the students make a list of things they have to do every day, such as "I have to cook., I have to go to school/work., etc."

We Have to Take Some Clothes

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

Anticipation questions

How long are they going away?
Why shouldn't they take books?

Follow-up questions

What do they have to take?
What do you have to take to school/work?

What don't they have to take?
What don't you have to take to school/work?

Comprehension – personalization

T: *Have to take?*
S1: *What do they have to take?*
S2: *They have to take clothes.*
What do you have to take to school/work?
S3: *I have to take . . .*

T: *Don't have to take?*
S4: *What don't they have to take?*
S5: *They don't have to take books.*
What don't you have to take to school/work?
S6: *I don't have to take . . .*

T: *Manuel - have to get?*
S7: *What does Manuel have to get'?*
S8: *He has to get some Canadian dollars.*
What do you have to get (from the store)?
S9: *I have to get a new file / a battery . . .*

Personalization

In pairs, in groups, or as a whole class, the students brainstorm what they have to do before taking a vacation. Encourage them to think of as many things as possible.

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Warm Up Refusing Suggestions

Suggest doing things with the students that they are unlikely to be able to do. The aim is to elicit the pattern "I'm sorry. I have to ..." Then, in pairs, the students take turns to make suggestions. The other student either accepts a suggestion or replies "I'm sorry. I have to ..."

I Have to Go to the Doctor

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

Anticipation questions

Where is Sachiko going?
Why does she have to buy a swimsuit?

Follow-up questions

Where does she have to go?
Where do you have to go?

What does she have to buy?
What do you have to buy?

Comprehension – personalization

T: *Have to go?*
S1: *Where does she to go?*
S2: *She has to go to the doctor, the beauty salon, and she has to go shopping.*
Where do you have to go?
S3: *I have to go . . .*

T: *Have to buy?*
S4: *What does she have to buy?*
S5: *She has to buy a camera, some new shoes,*

and a swimsuit.

What do you have to buy?

S6: I have to buy . . .

Personalization

In pairs, in groups, or as a whole class, the students brainstorm what they have to buy and where they buy them. Encourage them to think of as many things as possible.

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Word Building

Currency

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

People use dollars and cents in the USA.

People use euros and cents in France.

People use pounds and pence in Britain.

Controlled Practice

He Has To . . .

The students make sentences about each picture.

Sample answers

2. *He has to put on his costume.*

3. *He has to jump from tall buildings.*

4. *He has to fight monsters.*

5. *He has to say sorry to his wife.*

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

Sample answers

I have to cook dinner every evening.

One of my friends has to get up at five o'clock in the morning.

Another friend has to use a computer all day.

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Warm Up

What Do You Have to Do?

Say "What do you have to do in the morning/in the evening/on Sunday/at work/etc . . .?" to individual students. If necessary, help the students when they are trying to express themselves. The students then do the activity in pairs.

I Have to Work at Night

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

Anticipation questions

Why doesn't Dracula help his wife?

What time does Dracula go home?

Why does he go home very late?

Follow-up questions

What does Mrs. Dracula have to do every day?

What do you have to do every day?

What does Dracula do all day?

What do you do all day?

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, in groups, or as a whole class, the students brainstorm the things they have to do every day. Encourage them to think of as many things as possible.

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Communication Activities

A. Newspaper Reporters

In pairs, the students take turns being newspaper reporters and try to find out as much as they can about what each other has to do. They then tell the whole class what they have found out.

B. What's My Job?

One student imagines he/she has a different occupation. In order to find out what the occupation is, the others ask *yes/no* questions, which include "have to." After a student asks a question, he/she throws a die. A 1, 2 or 3 means he/she cannot guess the occupation, a 4 or 5 means he/she can have one guess (for example: "Are you a doctor?"), and a 6 means he/she can have three guesses.

C. Grand Prix

Arrange copies of the prompt cards (make more than one copy of each card) in the shape of a race track. The students throw a die and race around the track, making "have to" sentences for the cards they land

on. They can race around the track a number of times.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

I watch a video once or twice a week.

I have a sore throat two or three times a year.

I never go fishing.

I can't cook very well.

I'm going to take an exam.

Puzzle sentences

Both of us are very busy.

I can't swim very well.

You can go hiking in the mountains.

He has a headache and a stomachache.

Maybe you can take a vacation next month.

You

I go swimming once a week.

I often go to an Indian restaurant with my friends..

I'm bad at playing the guitar.

Some of my friends wear glasses.

Next year, I'm going to study English very hard.

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.