

Talking about Activities

1 Group the following words. Do they use 'Play', 'Do' or 'Go'?

SHOPPING
FOOTBALL
TENNIS

KARATE
AEROBICS
SIGHTSEEING

SWIMMING
RUNNING
YOGA

CHESS
DANCING
SKIING

PLAY **DO** **GO**

2 Now add two more activities to each list. What is the rule for 'Play', 'Do' and 'Go'?

3 Look at the table below. Write three additional activities in the spaces below. Ask your partner questions about these sports and activities.

| Activity | Details (How Often? When? Where? Who with?) |
|----------|------------------------------------------------|
| Tennis | |
| Shopping | |
| Aerobics | |
| | |
| | |
| | |

Talking about Activities: Teaching Notes

| | |
|--------------------------|-----------------------------------------|
| Target Structure: | Play, Do and Go with the Present Simple |
| Vocabulary: | Pastimes |
| Level: | Elementary |
| Time: | 20 minutes+ |
| Preparation: | None |

Suggested Teaching Method

- 1** Write on the board '*On Mondays, I volleyball.*' Underneath, write '*Play Do Go*'. Elicit the correct answer (Play) and draw a line linking 'play' with 'volleyball'. Have students repeat the vocabulary out loud. Tell students to write the activities in the appropriate box.

When they have finished, students should check in pairs. Finally, check as a group.

- 2** Follow the instructions.

Students should check in pairs when finished.

Rules: Play: Ball sports use 'play'. Also board and card games.
 Go: Games / activities which can be done alone. They also use the 'ing' form.
 Do: Martial arts and aerobics.

These rules aren't perfect. When a student asks about boxing and sumo, you could suggest 'watch'.

- 3** Put a short dialogue on the board:

A) *Do you ever play tennis?*
 B) *Yes, I do.*
 A) *Really? How often do you play?*
 B) *I....*

Elicit some possible questions the students will need. (e.g. How often do you play tennis?) Model an example with a confident student. Students should write three additional sports or activities in the table. They should then work in pairs, asking questions and writing notes in the spaces provided.

Monitor the activity for errors in the target structure and Present Simple. When the activity is over, write on the board some mistakes you heard, and elicit correction.

Suggested answers (alternatives may be possible)

- 1** Play: football, chess, tennis
 Do: karate, aerobics, yoga
 Go: shopping, skiing, running, dancing, sightseeing, swimming

How are we doing?



Have you taught this lesson? We would be pleased to hear your feedback.

Send your comments to editor@handoutsonline.com.

Updated 2/11/2011