

Go jogging, Play tennis, Do yoga

Talking about sport and activities with go, play, and do.



1. Warm up

A. Ask and answer the following with a partner.

- Which sports do you like or play?
- Which sports are popular in your country?

B. How many sports can you write down?

- | | | |
|---------|---------|----------|
| 1. | 5. | 9. |
| 2. | 6. | 10. |
| 3. | 7. | 11. |
| 4. | 8. | 12. |

2. Reading

A. Read the following conversation about sport.

- A I like to do exercise. I go jogging in the park every morning.
- B That's great! My sister and I play tennis and we are both very good. We need to keep fit, so we go swimming and do yoga every weekend.
- A Do you play any other sports?
- B No, I don't. Some of my friends play baseball and badminton. How about you?
- A Well, when I was in junior high school, I did gymnastics. I went rock climbing once too. It was really fun but difficult.

B. Match the sports from the conversation with the verbs go, play, and do.

Go	Play	Do
.....
.....
.....

C. Look at your answers in Part 2B. Circle the correct verb to complete the following rules.

To talk about...

- Individual (by yourself) sports or activities that usually happen in a special place, use: **go / play / do**
- Sports that are usually played with a ball and in teams, use: **go / play / do**
- Individual activities that are based on movement, use: **go / play / do**

3. Go, Play, and Do

A. Read about using go, play, and do to talk about sports and activities.

- Go** is used for sports and activities that:
 - end in ‘~ing’.
 - happen in a place you need to go to.
e.g. I go swimming on Sundays. I went skiing last winter.
- Play** is used for:
 - ball sports.
 - competitive games against another person or team.
e.g. I play chess with my friends every day. I played baseball yesterday.
- Do** is used for:
 - sports and activities that are based on movement.
 - Individual activities and sports that do not use a ball.
e.g. I did gymnastics in high school. I do yoga every Friday.

B. Complete the sentences with go, play, and do. Consider time and negative statements.

- Do you want to _____ hiking with me this weekend?
- I _____ yoga last week. I thought it was boring!
- My family _____ sailing yesterday. The weather was great, but there wasn't much wind.
- I _____ track and field in high school. My best event was the one hundred meter sprint.
- She _____ aerobics at the gym. I _____ Pilates.
- My brother _____ rugby, but he likes watching it on TV.

C. Quiz your partner. Say a sport and your partner should reply with the correct verb.

- A Tennis.
B I play tennis. Bowling.
A I go bowling. Badminton.

4. Conversation

Have a conversation about the sports you do and don't play. Ask follow-up questions.

- A Do you play tennis?
B Yes, I do. ~~No, I don't.~~ I play tennis once a week. How about you? Do you play tennis?
A ~~Yes, I do.~~ No, I don't. I sometimes play golf. Do you play golf?
B ~~Yes, I do.~~ No, I don't. I can't play golf.

Go jogging, Play tennis, Do yoga



Level: Beginner: A1
Elementary: A2

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Language: Function: Talking about daily life. Talking about the past.
Forms: Present tense. Past tense. Verb noun collocations.

Target time: 60 minutes.

Overview: There are three verbs that English speakers commonly use when talking about sports and other activities: go, play, and do. Students practice talking about sports and activities using go, play, and do in the past and present tense.

1. WARM UP

- A. A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.
- B. Individually or in pairs, give students 2 or 3 minutes to write down as many sports as they can think of. Elicit answers from students to share with the class. Alternately, students read the sports they wrote and cross out any sport that another student also wrote. The winner is the student with the highest number of sports not crossed out.

2. READING

- A. In pairs, students read the conversation, then switch roles and practice again. Check for new vocabulary and answer any questions that arise.
- B. Individually, students scan the conversation and write the sport name in the correct verb group. Students can compare their answers with a partner or check as a class.

Go
jogging, swimming, rock climbing

Play
tennis, baseball, badminton

Do
exercise, yoga, gymnastics

- C. In pairs, students discuss the rules and circle the correct verb. Consider not checking answers here as Part 3 will demonstrate the rules of go, play, and do and students can revisit this part to check/confirm their answers.

3. GO, PLAY, AND DO

- A. In pairs or as a class, students read the information about using go, play, and do. Answer any questions that arise. Write examples on the board to support the rules. Remember there are some exceptions and students might identify them. Discuss as a class if necessary.
- B. Individually, students complete the sentences using verbs go, play, and do. Verb tense and negatives should be considered. Students can compare their answers with a partner and discuss any differences or check answers with the class.
1. Do you want to **go** hiking with me this weekend?

2. I **did** yoga last week. I thought it was boring!
 3. My family **went** sailing yesterday. The weather was great, but there wasn't much wind.
 4. I **did** track and field in high school. My best event was the one hundred meter sprint.
 5. She **does** aerobics at the gym. I **do** Pilates.
 6. My brother **doesn't play** rugby, but he likes watching it on TV.
- C. Students can quiz each other. In pairs, one student says a sport and the other responds with the correct verb in a simple SVO sentence. For example: tennis, I play tennis. Continue for as long as the activity engages students.

4. CONVERSATION

In pairs, students have a conversation about the sports they play/don't play, like/don't like, can/can't do. Model the conversation by reading the example with a confident student. "Do you..." questions and short "Yes, I do. No, I don't." answers are ideal. Students should add more information and ask follow-up questions to continue the conversation.