

### Topic: Going Places

**Target Language:** Where do you want to go? What do you want to see? Who will you go with? What do you want to avoid?/What do you not want to see?

**Assumptions:** Ss are with places and have an interest in traveling for site seeing.

**Anticipated Challenges:** Ss may be familiar with traveling or may have done some sightseeing. However some Ss may have no idea where to go.

**Solutions:** Bring in realia of sight-seeing destinations to help with the brainstorming.

**Objective:** SWBAT describe where they want to go including what to see and who they will go with in a mingle interview activity.

**Creative Thinking Model:** Idea Box Brainstorming

| Time | Steps/ Procedure  | T-S               | Aim   | Materials                       |
|------|---|-------------------|---|---------------------------------|
| 2    | Come into the classroom dressed like you are going to go someplace special. Have Ss ask you where you are going. Tell them and be excited about where you want to go.   | T-S<br>T<br>T-S   | Set the context.<br><br>Activate schema about animals.  | Board                           |
| 10   | Ask Ss if they like to go places. Make a list on the board of places Ss like to go. Write the words "Where to go" on the board. Elicit one or two places Ss go to model the next activity.<br><br>Pass out IdeaBox worksheets. Model for Ss:<br>T: Now let's write down places you can go. Just the place.<br>CCQ: Which column will you write in? What will you write?<br><br>Review the column with Ss. Allow Ss to work in groups to list places they go. Circulate and assist as necessary.<br><br>Direct Ss attention the board. Write the words "What to see?" on the board.<br>Elicit sides. Write on board to model for Ss. CCQ: What will you write? Which column on the worksheet will you use? Allow time for Ss to write about things to see.<br><br>Repeat same procedure for who to go with. Allow Ss to be creative.<br><br>Draw Ss attention to the board. Ask: Think about the things you have listed. Do you ever want to avoid something? Is there something you | T-S<br>S-S<br>S-S | <b>Brainstorm</b> language to use in the activity.<br><br><b>Encounter</b> and <b>Clarify</b> places to go.<br><br><b>Model</b> brainstorming.<br><br><b>Encounter</b> and <b>Clarify</b> the | Board<br><br>Ideabox worksheet. |

|    |  |                           |   |                     |
|----|--|---------------------------|---|---------------------|
|    | <p><b>don't</b> want to see? When I go to the zoo I don't want to see snakes. I hate snakes! What about you. When you go to the park, what do you want to avoid?</p> <p>Write "don't like/avoid" on the board. Elicit one or two things Ss don't want to see or things to avoid. Review column in worksheet. CCQ.</p>  | T-S<br><br>S-S            | <p>concept of avoid. Make a list of things to avoid.</p>  |                     |
| 5  | <p>Elicit, if possible "Where do you want to go?" Write "I want to go to _____." On the board. Ask Ss the question. Point to a place on the board. Have Ss answer as a group. Model for Ss using the worksheet.</p> <p>Write on the board: "What do you want to see?" Have Ss repeat. Write: "I want to see _____."</p> <p>Model for Ss. "Who do you want to go with?" "I want to go with _____." <i>Optional: Clarify use of articles if necessary.</i></p> <p>Repeat all dialogue. Use examples from board to model using the worksheet.</p> <p>Point to question<br/>ON THE BOARD:<br/>Where do you want to go?<br/>I want to go to _____.<br/>What do you want to see?<br/>I want to see _____<br/>Who do you want to go with _____?<br/>I want to go with _____.<br/>What do you want to avoid?<br/>I want to avoid _____.</p> <p>Use chart on the board to model with Ss. Have Ss repeat with teacher.</p> | T-S<br><br>T-S<br><br>T-S | <p><b>Encounter</b> and <b>clarify</b> the question and answer structure.</p> <p><b>Model</b> the activity for Ss.</p> <p><b>Clarify</b> the use of brainstorming.</p> <p><b>Clarify</b> structures and dialogue. Provide scaffolding for discussion.</p> | Board and Worksheet |
| 5  | <p>Ask an Ss to come to the board with worksheet. Model using the worksheet to complete the entire conversation. Change roles and repeat.</p> <p>Arrange Ss into pairs within the brainstorming groups. Have pairs practice with partners. Have Ss change partner and repeat again. If time permits have a third repetition with a new partner.</p>  | T-S<br><br>S-S            | <p><b>Clarify</b> the structures for Ss. <b>Model</b> the activity for Ss.</p> <p>Practice and <b>remember</b> the structures.</p>  | Ss worksheets       |
| 10 | <p>Have groups exchange worksheets. Have Ss practice the dialogue again using the worksheet from a new team. Erase the dialogue from the board as Ss practice.</p> <p>This time turn over the worksheet. Model with an S-S. When finished exchange roles and repeat. Allow time for S-S to repeat with partner.</p>  | S-S<br><br>T-S<br><br>S-S | <p><b>Internalize</b> the language in pair practice.</p> <p>Model for Ss. <b>Scaffold</b> the final activity.</p>   | S-S worksheets      |
| 10 | <p>Have Ss make a chart on a piece of paper.</p>   |                           | <p><b>Model</b> the final</p>   |                     |

|  | <table border="1" data-bbox="326 222 1058 296"> <tr> <th data-bbox="326 222 472 258">Name</th> <th data-bbox="472 222 618 258">Who</th> <th data-bbox="618 222 764 258">See</th> <th data-bbox="764 222 911 258">What</th> <th data-bbox="911 222 1058 258">Avoid</th> </tr> <tr> <td data-bbox="326 258 472 296"></td> <td data-bbox="472 258 618 296"></td> <td data-bbox="618 258 764 296"></td> <td data-bbox="764 258 911 296"></td> <td data-bbox="911 258 1058 296"></td> </tr> </table> <p data-bbox="326 327 776 359">Model for Ss using the chart on the board</p> <p data-bbox="326 394 1029 426">Write answers on the board. Exchange partners and model again.</p> <p data-bbox="326 462 1065 585">Have Ss mingle and ask different classmates for the order. When finished Ss exchange badges and repeat. . If the classmate know the answer mark the animal finished. If not Ss continue to minute and ask again. Ss continue until they find an answer for all five animals.</p> | Name | Who  | See   | What | Avoid |  |  |  |  |  |  | <p data-bbox="1159 197 1313 228">activity for Ss.</p> <p data-bbox="1159 296 1349 730">Objective:<br/>describe where they want to go including what to see and who they will go with in a mingle interview activity.</p> | <p data-bbox="1382 197 1516 228">Paper for Ss</p> |
|--|--|------|------|-------|------|-------|--|--|--|--|--|--|--|---|
| Name                                   | Who  | See  | What | Avoid |      |       |  |  |  |  |  |  |  |   |
|  |  |      |      |       |      |       |  |  |  |  |  |  |  |   |
| <p data-bbox="201 741 250 772">3-5</p> | <p data-bbox="326 741 1065 833">Closing:<br/>Invite a pair of Ss to come to the front of the class and repeat for the class. Have Ss share where they want to go.</p>  |      |      |       |      |       |  |  |  |  |  |  |  |   |