



GOING OUT – A2

I. About this lesson

Activity title: Let's go out!

Level: A2

Subject: English as a foreign language

Timing: 50 min

Resources: worksheet, the previous lesson "Free time and hobbies"

Learning objectives:

- a. Practice the vocabulary on hobbies
- b. Acquiring specific vocabulary linked to the subject of "going out"
- c. Being able to use expressions to make, accept and reject suggestions

Material needed: board, pens, projector

II. Lesson scenario

1. Instruction for the teacher

Introduction (5 min)

Start the lesson with a short "Check IN" by telling students:

- a. Today, we will study the topic of going out.
- b. We will spend some time remembering the vocabulary we studied in the lesson on hobbies.
- c. I will tell you about other places to go out and we will have a conversation about them.



- d. Then I will present the ways to make, accept, and rejects suggestions and we will do the exercises from the worksheet.
- e. Once the exercises are done, we will recap and call it a day!

Vocabulary (20 min)

- a. Start by reviewing the words from the lessons on hobbies that can be applied to this lesson. Ask the students which are the words they remember.

Here is a recapitulative list:

- To exercise
- To go fishing
- To go for a walk
- To go horseback riding
- To go shopping
- To go skiing
- To go to the cinema
- To go to the drama/theatre club
- To go to the grocery store
- To go to the park
- To meet with friends
- To play sports

You can also add to this list the vocabulary your students might have come up with during the previous lesson.

- b. In the exercise 1 of the worksheet, you will find another list of words and expressions that can also be used in the context of this lesson. Write them on the board and ask your students the ones they know and their definitions. If



there are any that students do not know, give their definition. Please note that some words are considered B1 level.

- c. Print the worksheet with exercise 1 and distribute it among students.
- d. Ask your students to form groups of three and discuss together what they like to do when they go out. (Exercise 1 – task 1) They can use the given questions to help the conversation.

Reminder: Pay attention to what is being said within the groups. It is important to be mindful of students' reactions, to avoid possible mockery and disrespect.

Exercise 2 (20 min)

- a. Print the worksheet with exercise 2 and distribute it among students.
- b. Prepare all the expressions useful for the exercise on the board.
You will find lists in the worksheet.
- c. Go through the lists with your students.
- d. Have them read the comic strip example.
- e. Ask your students to complete task 1 individually.

Students read out loud the completed version of the exercise.

Answers to exercise 2 – task 1:

1. you like to go; why not; How about
2. Shall we; I'd rather not. do something else; about going
3. you like; (Any expression accepting the suggestion); Let's go

- f. Ask students to complete task 2 individually.

Students read out loud the completed version of the exercise.



Possible answers to exercise 2 – task 2:

1. Why don't we go camping this weekend?
2. Would you like to go for a run on the beach?
3. How about visiting a monument on Saturday?

Finish the lesson with a short "CHECK OUT" (5 min)

- a. During the lesson we learned about going out.
- b. The most important things were the vocabulary and the expressions to make, accept and reject suggestions.
- c. We were able to talk about our favourite activities when going out and to suggest possible activities to our friends.



2. Worksheet for the student

EXERCISE 1: DISCUSSION ON GOING OUT

You will find below the vocabulary mentioned earlier in the lesson.

Table 1:

To go...	Definition	Example
Camping	To stay in a tent	My brother loves nature, he goes camping all the time!
For a run (B1)	The act of running, as a sport exercise	We would like to go for a run around the lake this evening.
On a hike	A long walk in the countryside	During our last holidays in the Alps mountains, we went on a hike.
To a concert	A performance of music by one or more musicians or singers	Jasper is going to Beyonce's concert on Tuesday.
To a forest	A large area of trees growing closely together	We went to a forest with James to pick up some mushrooms.
To an exhibition (B1)	When objects such as paintings are shown to the public	I want to go to the exhibition about polar bears.
To a nightclub (B1)	A place open late at night where people can dance	Alice and John want to go to the new nightclub that opened on Oxford street. It is the current trendy place to go dancing.



To go...	Definition	Example
To a party	A social event where people enjoy themselves by talking, eating, drinking, and dancing	Max is going to Alex's party tomorrow.
To a picnic	A meal that you make and take with you somewhere to eat outside	The park behind the swimming pool is a nice location to go to a picnic.
To a zoo	A place where wild animals are kept so that people can go and look at them	We can hear the elephants trumpet from the city centre. Maybe we should go to the zoo?
To the beach	An area of sand or small stones next to the sea	The hotel is next to a very beautiful beach.
To the gym (B1)	A building or room with equipment for doing exercises	Emily loves exercising and goes to the gym twice a week.
To the opera	A musical play in which most of the words are sung	Do you want to go to the opera to see 'Carmen'? It is part of the most famous ones.

(The definitions used in this table are extracted from the website

<https://www.englishprofile.org>)

Task 1: Form groups of 2 or 3 and discuss together what you like to do when you go out. Use the questions below if it helps you.

- How often do you usually go out in a week?
- Where do you usually go?
- What do you like to do when you go out?
- Do you like to go to...?



- When do you usually go out?
- What is your favourite place to go out?
- What does your best friend/dad/sister like to do when going out?
- Is there something that you do not like to do when you go out?

EXERCISE 2: MAKING, ACCEPTING AND REJECTING SUGGESTIONS

You will find below all the expressions mentioned earlier in the lesson.

You can use them to complete the exercises.

Expressions to make suggestions:

- What about + **base form** + **ing...**
- How about + **base form** + **ing...**
- Let's + **verb...**
- Why don't we + **verb...**
- Would you like to + **verb...**
- Shall we + **verb...**

Expressions to accept suggestions:

- That's a good idea!
- Yes, why not?
- That's sounds good!
- Good idea!
- That seems great!

Expressions to reject suggestions:

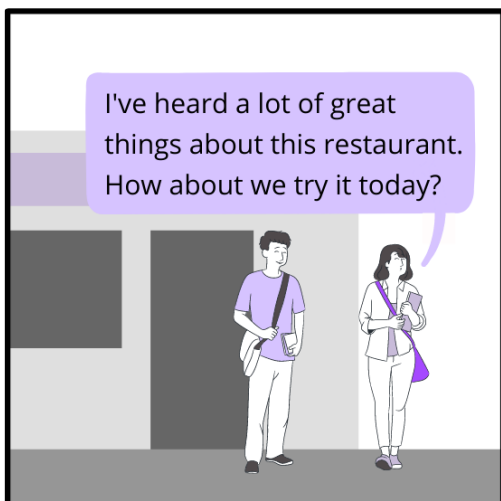
- Sorry, I don't like this idea.
- Sorry, I can't go out tonight.





- I am too busy now. Why don't we go tomorrow instead?
- No, I'd rather not. Let's do something else.

Example:





TASK 1:

Some words are missing in the dialogues below. Use the table 1 above to find them.

Example: What to the restaurant next week?

→ What **about** going to the restaurant next week?

1.

- Hello Matt, I was hoping to see you today! Would for a run sometime this week?

- Oh hello Tom, yes, ? It has been a long time. How running on the beach?

2.

- What can we do this evening?

- go to the cinema? I would like to see the new Disney movie!

- No,! Let's.....

- Oh, too bad! What to watch the game in a bar instead?

3.

- Sophie ?! Oliver just called and he wants to go shopping with you! Would to go?

-! I love shopping!

Tuesday after work. Can you tell him?

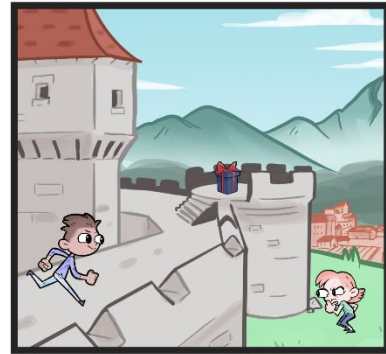
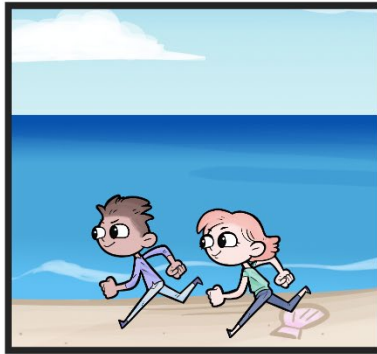
- Sorry no, we hung up. Let him know by text!

TASK 2:

You and your friends wish to go out this weekend, but you haven't decided on what to do yet. Use the following strips to suggest some activities.

Give suggestions of your own for numbers 4 and 5.

Example: Why don't we go to the zoo on Sunday?



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a. _____

b. _____

c. _____



d. _____

e. _____



III. Modification and differentiation ideas

- Adapt the level of difficulty of the vocabulary to make the lesson more difficult, or simpler.
- Depending on the needs of your class, modify the second task of exercise 2 to make it an oral activity.
- Ask students to create their own comic strip to illustrate the examples they gave as numbers 4 and 5 in the second task of exercise 2.

IV. References

- Digital comics tools: <http://www.canva.com> and <https://bdf.bnf.fr>
- Definitions: <http://www.englishprofile.org>
- Ikebana (2010), Making suggestions, ESLprintables:
https://www.eslprintables.com/grammar_worksheets/instructions/making_suggestions/MAKING_SUGGESTIONS_480613/
- Tess Müller (2013), Making suggestions and proposals, ESLprintables:
https://www.eslprintables.com/grammar_worksheets/instructions/making_suggestions/Making_Suggestions_and_Proposals_716558/