

## Do you like sport?

### LEARNING OUTCOME

learn how to talk about free-time activities

#### WARMER

Ask students what their free-time interests are.

Compare answers around the class.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to ask and answer questions about free-time activities.

#### Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

#### Answers

The people are in a park. They are dancing.

Students' own answers.

#### Everyday vocabulary

- 2 Check students understand each category and elicit an example for each one. Then ask students to look at the words in the box and write them in the correct category. Encourage students to look up any unknown words in a dictionary, or ask other students.

#### Answers

**Activities:** photography; arts and crafts; music; street dance; volleyball

**People:** beginner; instructor; expert; teacher

**Adjectives:** sporty; experienced; creative; interesting

Extension: Ask students to name the people who do the activities in 2.

#### Answers

photographer; artist; musician; dancer; volleyball player

- 3 Ask students to work in pairs and brainstorm any free-time activities they know and add them to the list in 2. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

#### Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Anna and Peter. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out which group Peter decides to join. Ask students to check their answer in pairs, before checking as a class.

#### Answer

Peter decides to join the group called Modern Dance.

- 5 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

#### Answers

1 e 2 d 3 b 4 a 5 f 6 c

#### EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one. Ask students to think about the meaning of each expression. Check the answers as a class. Ask students to practice saying the expressions.

#### Answers

Do you like sport? (Anna)

What do you enjoy? (Anna)

Are you a beginner, intermediate or an expert? (Anna)

#### Asking about a special interest group

How many people are in the group? (Peter)

When do they meet? (Peter)

Where do they meet? (Peter)

Do I need to bring anything? (Peter)

#### Talking about interests

I like dancing. (Peter)

I prefer arts and crafts. (Anna)

I'm a beginner. (Peter)

#### Over to you!

- 6 Students work in pairs and decide who will be Student A and who will be Student B. Ask them to read the instructions and follow the steps.

Tell students who are A to look at the three special interest groups and check any unknown vocabulary.

Tell students who are B to cover the activities. Remind students to use expressions from the Toolkit and the dialogue in 4. Students can then swap roles and do the role-play again. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students could use the Internet to research what special interest groups exist in their local area that are of interest to them, and do another role-play based on this real-life information.