

Unit 4: I like mud running

The story: Mandy, who is new in Manchester, enquires about the activities at the Midland Leisure Centre.

1 How do you relax?

Aim:	Learners will be able to exchange information about how often they do certain things in their free time.
Grammar:	-
Lexis:	free-time activities

- a** Focus the learners' attention on the photo and the questions *Is it a relaxing activity? Is it fun?* Remind students of other adjectives they have learned in previous units, i.e. *interesting, cool, boring, hard, great*. Students talk in pairs, then collect feedback briefly in plenary. Does anyone in the class think the activity is fun or relaxing? The activity in the photo is called *mud running*.
- b** Ask learners *How do you relax?* (title of Exercise 1) then demonstrate how to answer this using the substitution table and the example *I normally do sport at the weekend*. Learners work individually to write three sentences that are true for them, using the ideas in the table.
- c** Learners work first in pairs to find out how their partners relax. Read the example together in plenary first. Once learners have completed the pair work, form small groups for the next stage. The aim is to find activities they have in common. Elicit or give an example of this: *Birgit, Pedro and Pia often go for a walk on Sunday afternoon*. Learners work together and can make notes for plenary feedback. To round up, find out what the most popular free-time activity is for the class at different times.

2 Do you like dancing?

Aim:	Learners will be able to say what activities at a leisure centre they like / don't like doing.
Grammar:	<i>like + -ing</i>
Lexis:	free-time activities and sports

- a** Focus the learners' attention on the Midland Leisure Centre website and the photos. Elicit that a leisure centre is a place where you can do sports activities. Read the question and the list of options. Model the pronunciation of *judo* and *climbing*. Learners read the website and answer the question.

Key: all of that and more

- b** Learners look at the pictures and find the names of the activities on the website. Some of the words may already be familiar because of their similarity to German words. Check the answers in plenary and model the pronunciation of all new items from the website.

Key: 1 chess 2 snooker 3 bouldering 4 weight training

- c** Present the grammar item *like + -ing*. Write the table up on the board with the three structures *I like playing ...*, *I like doing ...* and *I like...* Explain that certain sports and activities collocate with certain verbs. You could focus again on the welcome text on the website in 2a which includes examples of all three forms introduced here. Ask learners to look at other activities on the website then elicit some opinions for each structure and write them on the board. Next show learners the negative form *don't like*, elicit some examples and add those to the board. Learners then write the table in their notebooks. Point out and model the question form and short answers in the grammar box before asking a few learners. Write an example for each such as *Do you like playing football?*, *Do you like doing t'ai chi?* or *Do you like dancing?* on the board for learners to refer to in 2d.

Extension: To help learners practise this new form before they do the mingling class activity in 2d, you could use cards with pictures of the activities. If you don't have pictures, you can write the words on cards.

Learners refer to the grammar box in the book and work in pairs. Student A takes one card and asks his or her partner *Do you like playing chess?* Student B answers before taking a card and asking Student A.

- d** Learners mingle and ask questions to find a classmate who likes doing three things that they like doing. Before learners do the activity, demonstrate and drill *me too* and *me neither*. Monitor the activity carefully and make a note of good use of language and problem areas. Go through these in the feedback session.
- e** Learners look for the special event that is advertised in the brochure and talk with a partner about whether this activity is interesting for them.

Key: mud running

3 Can you play tennis?

Aim:	Learners will be able to ask for information about leisure centre activities and talk about their level of ability to take part.
Grammar:	<i>can</i> for possibility and ability
Lexis:	free-time activities

- a** Tell learners that Mandy wants some information about activities at the leisure centre. They listen and identify what Mandy talks about.

Key: other activities at the centre

- b** Learners read the questions and then listen again for detail. Check answers in plenary. If you have a strong group, learners can answer the questions in pairs first and then listen to check.

Key: **1** aerobics, yoga, tennis **2** Mondays and Wednesdays
3 It starts at 2 p.m.

- c** Learners tick the sentences which are true. They can either do this from memory and check their answers by listening again, or they can answer the questions whilst listening. There is no need to focus too much on *can / can't* until 3d.

Key: 1 true 2 false 3 false 4 true

Extension: Learners work in pairs and use the website in 2a to find more examples of what you can and can't do at the leisure centre. Highlight that *you* in English can also refer to people in general, like the pronoun *man* in German, for example *You can play snooker, but you can't play billiards.*

- d** Show learners the grammar element. Ask learners to find the two examples of *can* in 3c and elicit that it's always followed by the infinitive and that *do* is not used for the negative and question forms.

Highlight the pronunciation of *can* and *can't* then drill the short answer forms by asking learners *Can you play / do / go...?* Allow learners to lead the drill with the questions when they're confident.

Prepare for the information gap exercise which will be done in pairs. Divide the class into Groups A and B. Group A works on Page 54 and Group B turns to Page 189. Each group has three questions to formulate, but they must also create three more questions in order to complete the table in the exercise. Monitor as learners do this preparation stage and make sure the questions are correct.

Form A/B pairs from the two groups. Learners ask each other their questions and complete the table. Check the answers in plenary making sure learners use full sentences to answer your questions.

Key: Partner A: **1a** What day can I go climbing? Thursday **1b** What day can I play football? Sunday; **2a** When does judo start? 7.30 p.m. **2b** When does t'ai chi start? 5.30 p.m. **3a** Who's the trainer for volleyball? Jack Davies **3b** Who's the trainer for yoga? Esther Davies

Key: Partner B: **1a** What day can I do judo? Friday **1b** What day can I do t'ai chi? Tuesday **2a** When does volleyball start? 7.00 p.m. **2b** When does yoga start? 6.30 p.m. **3a** Who's the trainer for climbing? Jody Davies **3b** Who's the trainer for football? Jack Davies

- e** This *Find someone who...* activity practises questions with *can* and *like + -ing*. Encourage the learners to write the questions first and monitor to ensure they are correct. Learners should ask a classmate one *Can you...?* and one *Do you like...?* question and then move on to a new partner. Give a quick demonstration, remind them about short answers, and monitor the activity for feedback.

Teaching tip: This activity could be repeated at the start of the next lesson as a refresher or warmer. To make it a little different you could get the learners to write down three things they like doing and three things they can do and they should then find someone in the class with the same likes and abilities.

Further practice: *Go for it! A1 Teacher's Resource Book*, Unit 4, Activity 1 "Free-time activities"

4 I love reading!

Aim:	Learners will be able to talk about their hobbies and interests and say to what degree they like or don't like doing things.
Grammar:	–
Lexis:	hobbies

- a** Learners match the vocabulary with the pictures. Check answers in plenary and model pronunciation.

Key: 1c 2e 3f 4i 5h 6g 7a 8b 9d

- b** Focus learners' attention on the smiley scale next to the sentences and the list of options. They should write the words in order from the most positive to the most negative. Check answers in plenary.

Key: love, really like, like, don't really like, hate

- c** Learners write five sentences on a piece of paper using the terms in 4b. Monitor to make sure they are using the forms correctly.

- d** Collect the pieces of paper and redistribute them so that everyone gets a different one. Learners take turns to read out the sentences on the sheet they've been given and the others try to guess who wrote them.

Variation: If you have a very large class, you could form groups before you redistribute the papers. Learners work in groups and then give all their papers to the next group until the papers have been right around the class.

5 I like going shopping with her

Aim:	Learners will be able to say who they like doing different things with.
Grammar:	object pronouns
Lexis:	free-time activities, groups of people

- a** Learners work in pairs, look at the photos and discuss which of the activities they think the people like doing. Encourage them to come up with their own ideas and add them to the lists. Draw the learners' attention to the grammar box and read through the forms. Explain that these are personal object pronouns and we use them to say who we do things with when we don't want to repeat the name of the person. Write the sentence *I like cooking with my husband* on the board and then below it *I like cooking with him* allowing the learners to provide *him*. Once learners understand the forms, you could drill them briefly.

When the learners have finished, check their ideas in plenary and write new items on the board.

- b** Explain that the learners are going to listen to a radio interview with the people in 5a and compare with their own ideas in 5a. Learners check in pairs before checking in plenary.

Key: **Sam** dancing tango **William** playing tennis **Amanda and Michael** playing cards

Extension: Write other listening comprehension questions on the board, for example *When does William play tennis? What job do Michael and Amanda have? Do Michael and Amanda like gardening?* Learners listen again and answer the questions.

- c** Play the recording again for learners to complete the exercise.

Key: 2 my wife; 3 our grandchildren

Now add *Who do you like cooking with?* to the board and highlight the position of the preposition. Show learners the order of the verb and preposition in the affirmative structure and that this is the same in the question form. You could remind the learners of *listen to: I listen to classical music. What kind of music do you listen to?* Elicit the questions for the people in 5a making sure learners use *do* and *does* correctly.

Extension: Learners can now ask their classmates who they like doing their free-time activities with. This provides authentic practice of the question form.

- d** Explain that Larry from the radio show has a forum where listeners can write their feedback and comments. Learners read the listener forum in groups and discuss which comments are true for them. If the learners aren't familiar with the at sign (@), explain that it indicates a response to a comment a person made earlier. Learners then write a comment for the forum, saying what they like / don't like doing with different people.

Variation: Learners write their comments on pieces of paper, but without their names. Then hang them up around the room and learners try to guess: *I think this is Gabriele's comment.*

Further practice: *Go for it! A1 Teacher's Resource Book, Unit 4, Activity 2 "The 'I like you' chant"*

Task: Go for it! A perfect weekend

Aim:	Learners will practise talking about free-time activities and hobbies and create a package for the perfect weekend.
Grammar:	–
Lexis:	free-time activities, hobbies, likes / dislikes

- a** Explain that in this task learners discuss and plan a perfect weekend away. To begin, learners talk with a partner about where they look for holiday ideas. You could collect their answers on the board.

- b** Learners now read an extract from travel brochure and identify what kind of weekend break is offered.

Key: cultural

- c** Learners look at the activities listed here and sort them into the three categories. Make them aware that some activities can go into more than one category. In plenary you could find out how learners have chosen to categorise the items.

Key: (possible answers) **an active weekend** dancing, hiking in the mountains, skiing; **a cultural weekend** wine tasting, eating gourmet food, sightseeing, going to a museum, going to a concert, going to an art gallery; **a relaxing weekend** having a massage, going for a walk in the park

- d** If you have a large class, you could divide the learners into a number of groups and assign each group one type of weekend package, making sure all the categories are covered. Learners discuss the questions and then design a poster similar to the brochure in the book, which should include the details listed here. Monitor the groups and help where necessary, giving ideas if the learners are struggling.
- e** The groups present their ideas to the class using their posters. Encourage the other learners to ask questions about the weekends using ideas from the unit, e.g. *Can I play tennis there?* In plenary give feedback on examples of good use of language from the unit and draw attention to any errors.
- f** To round off the task, hang the posters up and ask learners to go around the classroom in pairs and read them. They should decide which weekend break is best for them. Get feedback from the class and see which weekend trip was the most popular.

Song: Song and worksheets for Unit 4 → www.hueber.de/go-for-it

Go for it!

Reading and Listening



Reading

Aim:	Learners will be able to understand a short newspaper article and have a discussion on the topic with a partner.
Grammar:	-
Lexis:	revision of lexis from Units 1–4

- a** Have learners look at the newspaper article headline and the three photos and match the captions to the photos. Learners can then compare their answers with a partner before a brief plenary feedback.

Key: (from top to bottom) Julie and Sami Patel, A lovely terrace for sunny days, Home-made fruit cakes

- b** Learners read the article individually and then answer the questions. Monitor while they are reading, but point out that it is not necessary to understand every word in the article to complete the task. When they are finished, have learners compare their answers with a partner. Then check the answers in plenary.

Key: **1** He's 16 (years old). **2** He's from Delhi, India. **3** She's a bus driver. **4** He likes being with people. **5** Sandwiches, tea, coffee, and home-made cakes **6** They help in the café.

- c** Learners talk to a partner or in small groups about their favourite café.

Listening

Aim:	Learners will be able to understand short radio ads and note down details.
Grammar:	-
Lexis:	revision of lexis from Units 1–4

- a** To introduce the topic, write the word *radio* on the board and tell the class how often (every day? once a week?), when and where you listen to the radio. Then learners talk to a partner about when and where they listen to the radio.



- b** As preparation for listening to radio ads in the next step, learners work in pairs to match the names of businesses to photos.

Key: **a** Best Gifts.com **b** Webster's Wines **c** My Style Dance School
d The Perfect Couple.com **e** Hannah's Party Planning **f** City Pets

- c** Now learners listen to the radio ads and write the number of the ad (1–6) in the box below the matching photo. It may be necessary to play the recording twice, but avoid stopping the recording between ads until the next step. Check in plenary.

Key: a5 b6 c3 d4 e1 f2

- d** Have learners first read the questions and point out that there is one question for each ad and that the number of the question corresponds to the number of the ad. Then play the recording and learners note down the information. If necessary, pause the recording between ads to allow learners time to finish writing. After answering all six questions, learners compare their answers with a partner. Then check answers in plenary.

Key: **1** 01754 6229380 **2** 74 King's Road **3** 82 London Road
4 theperfectcouple.com **5** bestgifts.com **6** Friday at 8 p.m.

- e** In plenary, brainstorm information which is important to have in a radio ad and make a list on the board which learners can refer to. Then brainstorm kinds of businesses and services which advertise on the radio, e.g. a cake shop, a dog-walker, a theatre show, a restaurant. In small groups, the learners write their ad. Monitor their solutions. Each group chooses a "speaker". Play a block of ads like on the radio: groups take turns one after the other to read out their ads "live" on the radio.