

Activity 5: Free time activities (CEFR A1)

Level:

CEFR A1

Time:

90 minutes

Resources:

- ✓ Brochures for local attractions/links
- ✓ A picture of Alan (a friend)
- ✓ Handout: Listening texts

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Entry 1
- ✓ To practise listening for specific information
- ✓ To practise expressing likes and dislikes
- ✓ To build free time activity vocabulary

Exam task focus: Component 2 Task 3

Procedure:

1. Ask Students (SS) to think of three things they do in their free time and then discuss in break out rooms (BORs) pairs. Open BORs. Close BORs after a couple of minutes.
2. Elicit suggestions and write up on the board, try to ensure you get *going to the park/gym/ playing a game/ watching TV with my family/going on the computer/playing with children/meeting friends/sewing/cooking/gardening*.
3. Check understanding and model and drill new words.
4. Build a model conversation on the board, eg
S1 - I like cooking at home.
S2 - Oh, what's your favourite recipe/dish?
S1 - Spaghetti Bolognese.
5. Model and drill, then provide further prompts to model and drill, eg
 - i. I like watching TV.
 - ii. What's your favourite programme?
 - iii. I like going to the gym.
 - iv. What's your favourite activity there?
 - v. I like meeting my friends.
 - vi. What's your favourite activity to do together?
6. Put Students (SS) in in BOR pairs or threes for exam practice in which case they take turns to lead and ask the question to the two others in the group. Open BORs. Visit BORs to monitor. Close BORs and return to main room.
7. Lead feedback by inviting a couple of groups to perform their conversations for the rest of the class.

8. Put up a picture which could represent the person in the text. Ask SS *What does he/she do in his/her free time?* Elicit ideas onto a list on the board.
9. Ask SS to discuss in BOR pairs and tick a maximum of 3 from the list. Open BORs. Close BORs after a minute.
10. Read the text to SS, and ask them to check their predictions.
11. Ask SS to listen again, and this time to note down any more information they can.
12. Now, share handout via chat box and ask SS to read and check the information they missed.
13. Introduce the idea of local leisure opportunities (*You will need to have some images of brochures and publicity material or web links*).
14. As you display the images of the brochures on the board, ask questions to elicit information, eg *Where is it? Is it near your home?*
15. Model and drill expressions for likes and dislikes, eg *I like/don't like walking in the park/visiting new places/ doing sport.*
16. Introduce idea of reading and researching to create a poster entitled *Local free time activities*.
17. Elicit ideas of what should be included on the poster and list on board, e.g. *Where is it? /What can you do there? /How much does it cost?*
18. Choose one free time activity example from a brochure and answer the questions as a whole class.
19. Put SS into groups making sure you have one reasonably confident reader in each group to find the answers in the material ready to report back. The material will have to be found on webpages, so it is a good idea to select links in advance and share through the chat box to each group.
20. In BOR groups, SS create a poster for their chosen free time activity. Open BORs. Visit to monitor and guide. Close BORs and return to the main room.
21. SS screenshare pictures of their posters and vote for the best one.
22. Once SS have voted for the best poster, elicit/build a roleplay planning to do the activity that afternoon.
23. Write it up on the board, eg
 - i. What shall we do today?
 - ii. Let's go to the park!
 - iii. Oh, I don't like going to the park
 - iv. Why not.
 - v. It's too far/ too cold today.
 - vi. What can we do there?
 - vii. We can see the flowers/ play football/have a picnic.
 - viii. That sounds nice!

24. Model and drill, and then allow SS to create their own dialogues for practise in BORs. Open a BOR per pair. Close BORs.

25. Invite a couple of pairs to act out their dialogues to the whole class.

Cultural awareness and appropriacy

New arrivals and students who have spent their time in the UK entirely within their own cultural group will be very unaware of the opportunities in the local area. It is well worth taking the class out on short visits to parks, libraries, leisure centres etc. With advance warning staff will be only happy to help and you can prepare students to ask simple questions so they use their language authentically.

Handout Activity: Listening Texts

Free time activities

Alan is a busy man. He's got a wife and two children and he works at the Post Office. He starts work very early and he goes home at 2.30 in the afternoon. In the summer he likes gardening. He grows lots of vegetables. His wife Anita is happy. She likes cooking them.

In the winter he likes to do some exercise. There is a leisure centre near their house and he likes swimming there in the swimming pool. It is indoors and the water is always warm.

At the weekend he enjoys doing different activities with the family. In sunny weather they all go to the local park. Alan and Anita like walking and sitting in the sun and the children like the play area there.

At home the family watch TV together. On Sunday afternoons Alan plays video games with his son Gary. At bedtime Alan reads story books to Gary and his little sister.