

## Free time

### LEARNING OUTCOMES

- I can learn about how teenagers spend their free time in other cultures and use what I learn to make connections with my own culture.
- I can talk about free-time activities and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

### VOCABULARY FOCUS

**active** [adj]: full of activity

**attend** [v]: to be present at an event or activity

**babysitting** [n]: to care for other people's children

**building** [n]: a structure made of material such as stone or wood that has a roof and walls

**careful** [adj]: thinking about what you are doing so that you don't do anything wrong

**dangerous** [adj]: something that might cause harm or hurt you

**explore** [v]: to go to a place in order to learn about it

**fold** [v]: to bend a piece of paper and press one part of it over another part

**gymnastics** [n]: a sport involving difficult physical exercises

**heritage site** [n]: a special building or place that is important to history and culture

**model** [n]: small copy of something

**passive** [adj]: without controlling events

**perform** [v]: to do something in front of an audience

**precious** [adj]: valuable

**wall** [n]: a strong upright structure made of stone or brick

### WARMER

Ask students to work in pairs and make a list of all the things they enjoy doing in their free time. Then share ideas as a class and write activities on the board. Ask them which of the activities they think are more passive (e.g. listening to music, reading, surfing the Internet), and which are more active (e.g. sports, volunteering).

- 1** In pairs, students discuss the statistics and answer the questions. Allow time for ideas to be shared with the rest of the class. Ask if students think the percentages would be higher, lower, or the same in their country.

### Possible answers

Students might find it surprising that so many UK teenagers participate in the activities mentioned, as most are quite cultural and maybe even a little old-fashioned.

- 2a** Ask students to read the texts quickly and find the answer. If they are struggling, tell them that they need to find 11 free-time activities in the text.

### Answer

watching TV, listening to music, playing video games, (playing) football, going to the gym, dancing, performing music, babysitting, parkour, origami

- 2b** Students read the texts and the sentences and write *Parkour* or *Origami*.

### Answers

**1** Parkour **2** Origami **3** Parkour

**4** Parkour **5** Origami **6** Origami

- 2c** Students read the texts again and circle the correct alternative. When students have finished, check the answers as a class.

### Answers

**1** explore their interests **2** a passive **3** running

**4** with friends **5** paper **6** it's relaxing

- 2d** Students read the sentence beginnings 1–5 and then match them with the endings a–e. Check answers as a class.

### Answers

**1** e **2** c **3** d **4** a **5** b

### Gateway to culture

- 3a** Students work in pairs and discuss their answers to the questions. Invite some students to share their ideas with the class.

### PROJECT

- 3b** Explain to students that they are going to work in groups of three or four to prepare a poster. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1, students work with their group to choose two countries they are interested in to research information about how teenagers spend their free time. Try to ensure a good mix of countries between groups. For Step 2, students follow the points for their Internet research to prepare information for their poster. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class. For Step 3, students share the results of their research and discuss their findings. They decide what information to include and make a poster, including pictures. Allow some time for preparation in class before each group presents their ideas to the class.

- 3c** Students present their posters to the class. They should compare the countries they researched with their own country, considering the similarities and differences.