

# Use Free Time to be Happy

## Goals


- › Talk about free time
- › Think about how we use free time
- › Read and learn about some young people's success stories
- › Describe free-time activities
- › Talk about likes and dislikes
- › Listen and learn about a community club
- › Write a leaflet for a community club
- › Project: A survey on free-time activities

1 What makes you happy? Look at the pictures and choose one that makes you happy. Think why.



**2** Put the letters in order to find the names of the activities. Then, label the pictures in Exercise 1.


- |              |                |           |                 |
|--------------|----------------|-----------|-----------------|
| 1 FIGSHNI    | 2 SELPENIG     | 3 NANDICG | 4 ANPILYG MGESA |
| 5 VLOLYELALB | 6 GERTETAININN | 7 NINTES  | 8 MIDATIETON    |
| 9 GINRADE    | 10 TAWHCING VT |           |                 |

**3**  Listen to Mercedes talking about free time. Number the pictures in the order she mentions the activities. Which activities are not mentioned?

### Your turn!

**Discuss with a classmate.**

Do you do any of these activities?  
What do you do in your free time?

**4**  **Discuss in pairs.**

- 1 Is free time wasted time? Why? / Why not?
- 2 Note down some ideas to share with the class.



### Think it up!

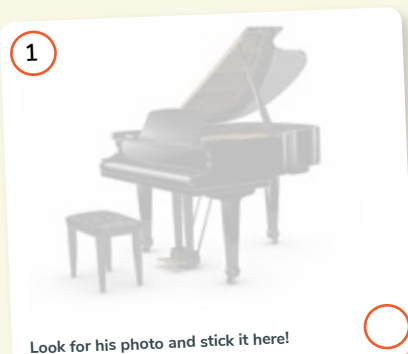
- You are going to do a survey to find out how your classmates spend their free time.
- When you have the results of the survey, you are going to reflect on how you use your free time.



## 1 Look at the article and answer.

- 1 Where do you think you could find this article?
- 2 What does the title of the article mean?

## Succeeding at any age



**A** Ilan Schnaider is an Argentine boy who is becoming very famous. He is eight and is in 3rd form at school. The FIDE (World Chess Federation) considers him the number one chess player in his category in the world.

Apart from this, Ilan is an ordinary boy. He lives with his parents, Carolina and Ram, and his younger sister, Dana. He is a football fan. He speaks Spanish, English and Hebrew. At the moment he is learning how to play the violin.



**B** Facundo is an ordinary boy from a not so ordinary family. He lives with his parents, Inocencia, a housewife, and Arnaldo, a casual labourer. They go to great efforts to educate their eleven children. Facundo goes to school in the morning and goes home to have lunch with his mum. Then he goes to the Fine Arts School. When he gets home he practises playing the piano. He doesn't have a real piano at home so he uses the small keyboard his father gave him when he was eight. At the weekends, he practises for eight hours a day.

And effort pays off. Facundo won a competition and is now studying in Russia, at the Moscow International Performing Arts Center.



**C** Delfina Pignatiello is an ordinary teenage girl. She likes hanging out with friends, listening to music, and eating her father's sandwiches. She's got a rabbit, Fox, and she enjoys reading the Harry Potter novels.

But her daily routine is unusual. Five days a week she gets up at 4:50 a.m., and has breakfast with her parents. Then her father drives her to the gym. She trains for two hours there before she goes to university where she is studying Communication Science. She has lunch and then goes swimming for two or three hours. When she gets back home she studies until she has dinner with her parents. She seldom goes to discos and says she doesn't like dancing.

So why does she make all this effort? It's because she is a swimming champion and she loves training and competing.

### 2 Match the photos (1–3) to the texts (A–C). Then look for the missing pictures and stick them in the correct places.

#### Your turn!

Join a classmate and discuss.

What do the three young people have in common?

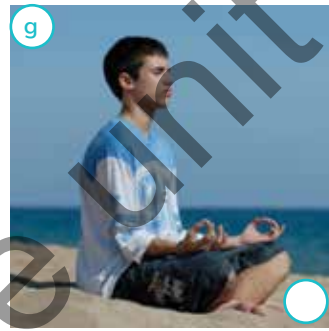
### 3 Circle the correct options.

- 1 **Delfina / Facundo** has breakfast with **her / his** family.
- 2 **Ilan / Facundo** is not wealthy.
- 3 **Delfina / Ilan** is a football fan.
- 4 **Ilan / Delfina** doesn't like going to discos.
- 5 **Ilan / Facundo** is the number one chess player in his category in the world.
- 6 **Facundo / Ilan** is studying in another country.

## Free-time activities

1 Cross out 3 letters to find the free-time activities. Then match them to the pictures.

- |              |                 |                  |              |
|--------------|-----------------|------------------|--------------|
| 1 plotaterly | 2 brasketoblall | 3 cohesisa       | 4 ajtudro    |
| 5 typogra    | 6 sparekosur    | 7 prhotsogeraphy | 8 coycarling |



2 Read the descriptions and complete the sentences.

- |   |   |
|---|---|
| 1 It's <b>fun</b> ! Especially when you practise it as a <b>group</b> sport. I usually go to the park with my friends. I go _____.            | 5 Mum makes a lot of things to give for Christmas. She says it's <b>creative</b> and <b>relaxing</b> . She does _____.                                  |
| 2 It's a <b>team</b> sport. It's <b>demanding</b> . You need <b>eye-hand coordination</b> to put the ball into the basket. We play _____.     | 6 Some people say it is <b>aggressive</b> . I don't agree. My kids practise it and learn to concentrate and move their bodies carefully. They do _____. |
| 3 It's an <b>individual</b> sport. You must practise a lot. It can sometimes be <b>dangerous</b> . But Jason loves adrenaline! He does _____. | 7 The equipment can be <b>expensive</b> , but then you can keep a record of all the places that you visit. You do _____.                                |
| 4 Sonya can play it for hours. It is <b>interesting</b> but <b>demanding</b> . She needs to concentrate. She plays _____.                     | 8 It <b>helps</b> us to <b>connect mind and body</b> . It can be <b>relaxing</b> too. We do _____.  |

## Your turn!

Join a classmate and discuss the different activities. Use the prompts for help.

Do you like (yoga)?  
Yes, I do. / No, I don't.

Why? / Why not?  
I think (it's relaxing). / I think (it's boring).

## Present Simple and Present Continuous

	Affirmative	Negative	Interrogative
<b>Present Simple</b>	I / You / We / They <b>go</b> cycling. He / She / It <b>plays</b> in the park.	I / You / We / They <b>don't go</b> skating. He / She / It <sup>1</sup> <b>play</b> in the kitchen.	<sup>4</sup> <b>I / you / we / they go</b> jogging? <b>Does</b> he / she / it <sup>5</sup> <b>in the garden?</b>
<b>Present Continuous</b>	I <b>'m doing</b> yoga. He / She / It <b>'s running</b> . We / You / They <b>'re painting</b> graffiti on a wall.	I <b>'m not doing</b> tai chi. He / She / It <sup>2</sup> <b>walking</b> . We / You / They <sup>3</sup> <b>painting</b> walls.	<sup>6</sup> <b>I doing</b> athletics? <sup>7</sup> <b>he / she / it swimming?</b> <b>Are</b> we / you / they <sup>8</sup> <b>the school?</b>

We use the **Present Simple**:

- to talk about facts. *E.g. Sport is good for teenagers.*
- to talk about habits. *E.g. I go to school by bus.*
- to talk about likes. *E.g. I like dancing.*
- with adverbs and expressions of frequency to say how often we do something. *E.g. I **always** brush my teeth **four times a day**.*

We use the **Present Continuous**:

- to describe actions taking place at the moment we are speaking. *E.g. I'm writing a letter.*
- to describe a scene. *E.g. The man in the picture is reading a book.*



We generally use **state and sense verbs** (*E.g. think, have, like, want, see, etc.*) in the **Present Simple**.

## 1 Read and circle the correct option.

The boy in the picture <sup>1</sup> **is / am** my friend Alfonso Gomez. In the picture he <sup>2</sup> **is receiving / receives** a medal because he won a Maths competition. He <sup>3</sup> **is / are** a hardworking boy. His parents <sup>4</sup> **isn't / aren't** wealthy, so all the members of the family <sup>5</sup> **work / works**. Mr Gomez <sup>6</sup> **sell / sells** bicycles and he <sup>7</sup> **sometimes repairs / repairs sometimes** them. Mrs Gomez <sup>8</sup> **teach / teaches** pottery in a workshop. Alfonso and his sister, Mariela, <sup>9</sup> **work / works** at a newsagent's in the morning and they <sup>10</sup> **study / studies** in the evening. At the moment, Alfonso <sup>11</sup> **trains / is training** to participate in a parkour competition. He <sup>12</sup> **likes / is liking** taking risks. I <sup>13</sup> **admire / am admiring** him. What <sup>14</sup> **are you thinking / do you think?**

## Talking about likes

I **love** playing tennis.



I **enjoy / like** riding my bike.



I **don't mind** doing the dishes.



I **hate** sweeping the floor.



## Expressions of frequency

every	day	<b>once</b> <b>twice</b> <b>three times</b> <b>four times</b>	a day
	week		a week
	month		a month
	year		a year
	morning		
	evening		



We use **expressions of frequency** after the actions.  
*E.g. We make our beds **every day**. We do yoga **twice a week**.*



## Your turn!

Write sentences that are true for you.  
How often ...

1 do you have Geography lessons?

\_\_\_\_\_

2 do you go to the cinema?

\_\_\_\_\_

3 does your mother cook lunch?

\_\_\_\_\_

4 does your English teacher give you homework?

\_\_\_\_\_

## Your turn!

Write ...

- 1 an activity you hate doing.  
\_\_\_\_\_
- 2 a sport you love practising / watching.  
\_\_\_\_\_
- 3 a household chore you don't mind doing.  
\_\_\_\_\_
- 4 a subject you like studying.  
\_\_\_\_\_
- 5 a music genre you enjoy listening to.  
\_\_\_\_\_

- 3 Write the complete answers from Exercise 2 to produce a paragraph about Facundo.


## Collocations with activities

We use **play** + ball games and board games. *E.g. You play rugby. They play backgammon.*

We use **go** + activities that end in -ing. *E.g. She goes running.*

We use **do** + other activities. *E.g. He does parkour.*

- 2 Complete the questions with *Wh-* words.

- 1 \_\_\_\_\_ is Facundo studying?  
In Russia.
- 2 \_\_\_\_\_ does he play the piano?  
Every day.
- 3 \_\_\_\_\_ does he have lessons?  
In the morning and afternoon.
- 4 \_\_\_\_\_ is his teacher?  
Ms Ana Fau.
- 5 \_\_\_\_\_ does Facundo like doing?  
Playing Rachmaninov.

- 4 Find ten activities in the rope. Write them on the correct line.

do \_\_\_\_\_  
go \_\_\_\_\_  
play \_\_\_\_\_



## Your turn!

Join a classmate and discuss how often you do different activities.

How often do you ... ?  
Once / twice a (week / month).

When do you do it?  
On (Mondays and Thursdays) /  
At weekends / etc.

## In action!

- Now you have a number of free-time activities.
- Prepare a list of activities and add columns to represent frequency.



# 1

## LISTENING AND SPEAKING

### The community club

1 Look at the picture and describe what you see.

- 1 Where are Magda and Allan?
- 2 Who are they talking to?



2 Listen and tick the activities that are mentioned.

- |    |                 |                          |
|----|-----------------|--------------------------|
| 1  | parkour         | <input type="checkbox"/> |
| 2  | basketball      | <input type="checkbox"/> |
| 3  | volleyball      | <input type="checkbox"/> |
| 4  | yoga            | <input type="checkbox"/> |
| 5  | tai chi lessons | <input type="checkbox"/> |
| 6  | chess           | <input type="checkbox"/> |
| 7  | pottery         | <input type="checkbox"/> |
| 8  | poetry readings | <input type="checkbox"/> |
| 9  | clown shows     | <input type="checkbox"/> |
| 10 | singing         | <input type="checkbox"/> |

3 Listen again and answer.

- 1 What do Magda and Allan want to organise?
- 2 When do they want to meet?
- 3 Where do they want to play sports?
- 4 What do they need to do now?

### Your turn!

Join a classmate and discuss.

Why are community clubs important?  
Are you a member of one? / Would you like to be a member of one?

## New members reception

4 Look at the picture and answer.

- 1 Where is Magda?
- 2 What is she doing?



5  Listen to Magda and complete the timetable.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4:00 p.m. 5:30 p.m.							
6:00 p.m. 7:00 p.m.							
7:15 p.m. 8:30 p.m.							

### Your turn!

Join a classmate and discuss the activities.

Imagine you are members of the community club. Which activities do you want to join? Why? Discuss the following ideas with a classmate:

- Frequency
- Time
- Cost
- Material / Equipment
- Helping out in the community



### Leaflet – Become a member of a club

A **leaflet invitation** must be attractive. It must get people **emotionally involved**.  
Use **rhetorical questions** and **exclamation marks**.  
The message must be **enthusiastic**. It must show a **variety of activities**.  
It must give **useful information**.

**A** **JOIN OUR COMMUNITY CLUB!**



**Are you between 12 and 17 years old?**  
**We offer a variety of activities to have fun and help others.**

Meet for after-school activities.  
Do you like singing? There's choir rehearsal twice a week.  
Do you like pottery? Create your own pieces on Tuesdays and Thursdays.

Do you like helping others? Join us on our visits to hospitals and nursing homes.  
We offer guitar lessons and crafts workshops too.  
And the best! Disco time! On Saturday evenings!

**No extra charge!**  
**Only \$50 monthly fee.**

Contact us at magdaandallan@gmail.com  
Or visit us at 278 47th Street E.

**B** **Come to our club!**

**Lots of things to do!**

**Choose one and have fun!**

*You can have a great time!*



**Phone us!**  
Leave a message and it asap.

2 Let's look at the style. Tick what you can find in each leaflet.

	Leaflet A	Leaflet B
1 rhetorical questions		
2 exclamation marks		
3 enthusiasm		
4 the promise of fun activities		
5 useful information		
6 description of a variety of activities		
7 a quick and easy way to contact the club		

3 Use the lists in Exercises 1 and 2 to prepare your own list for your ideal community club. Design a leaflet to attract people from school.

Sample writing area for Exercise 3.



#### In action!

- Now you can complete the list for your survey.
- Include important information to learn more about the activities.

1 Read the two leaflets and answer the questions.

	Leaflet A	Leaflet B
1 What kind of club is it?		
2 Who can be a member?		
3 Where do they meet?		
4 When do they meet?		
5 What can members do at the club?		
6 How much are the activities?		
7 How can you contact the club people?		



## GO FOR IT!

### A survey on free-time activities



#### Let's complete the Project!

- 1 Work in groups. Use the Writing tip on page 14 to help you write questions about the activities.
- 2 Share your list with the other members of the group and complete one list of questions for the survey.
- 3 Search for an online survey tool on the internet. Read the instructions and create your survey!
- 4 Invite your classmates to participate in the survey.
- 5 Collect the results and put them into **pie or bar charts**, or any other similar **infographics**. Your results must be easy to see and understand.
- 6 Display all the infographics and discuss what you do, what you don't do, what you can do, why all of that can be useful, etc.
- 7 Choose a member of the group to make notes. Each group can then report their findings to the rest of the class.



#### My learning record

			
Talk about free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think about how we use free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand a text about some young people's success stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe free-time activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about likes and dislikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand a conversation about a community club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a leaflet for a community club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a survey about free-time activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 = very well  
 = I can manage  
 = I need to revise