

## Activity 2: Free time activities

**Level:**  
CEFR A2

**Time:**  
60 minutes

**Resources:**  
▶ Handouts

**Aims:**

- ▶ To review vocabulary related to free time activities
- ▶ To give learners practice exchanging information about free time activities
- ▶ To give learners practice writing text messages and short articles
- ▶ To raise learners' confidence in describing places and things; expressing views; expressing preferences; responding to a request

**Exam task focus:** Task 2

### Procedure

1. Tell learners they are going to talk about things to do (activities) in the local area. Ask them to give you a few suggestions which you could note on the board. Tell half the class that they are Learner A and the other half that they are Learner B. Explain that the As need to make a list of places to visit in the area. Then tell the Bs that they need to make a list of things to do (activities). Suggest that they look at the images in Activity 1A to help them. Do an example eg *place – leisure centre / swimming pool; activity – swimming*. You could do this as a competition ie who can produce the longest list within a set time limit. You might also consider getting the learners working in pairs ie two Learner As working together and two Learner Bs.
2. When the time is over, ask them how many things they came up with but don't go over the answers. Change the grouping so that a Learner A is with a Learner B. Tell them to compare their lists. Conduct whole class feedback and check that they know all the activities and places in Activity 1A.

**Suggested answers:**

Places	Activities (things you can do)
a fair (ground)	go swimming
a bowling alley	go to the/a fair
a swimming pool	go for a boat ride
an amusement arcade	go bowling
a lake	go fishing
a cinema	visit a museum
a shopping mall	go shopping
a playground	go to a café
a museum	go for a bike ride
a café	play (video) games

3. Tell learners that they are now going to think about how they feel about the different activities. Choose swimming again and elicit words (adjectives) that can be used to describe how they feel about swimming. Focus attention on the Language Box in Activity 1B ie ways of describing how you feel about places and things, and use the structures to talk about how they feel about swimming. Also check understanding and pronunciation of the adjectives in the box.
4. Tell learners to complete the sentences for themselves using the adjectives and structures from the Language Box. Monitor closely, making a note of any errors (grammatical or spelling). Once they have finished, suggest they compare their answers with a partner to find out what they have in common. Conduct whole class feedback and highlight what they did well but also focus on any errors you saw.
5. **Extension activity:** If you have time, tell learners to discuss which of the activities or places would be good for the people highlighted in Activity 1C.
6. Set the context by asking whether anyone has had any visitors from other places in the UK since they have lived here. Then explain that Irina, her husband Piotr and their 8-year-old daughter Anna are coming to visit you next month. Tell learners to read the text message from Irina in Activity 2A and ask learners what she wants to know. **Suggested answer:** *what you are going to do together*. Tell learners they need to think about what they can do in the local area and complete the sentences with their ideas. Conduct whole class feedback ensuring that their ideas are grammatically correct. Then tell learners to complete the text message with some of their ideas. At this point, it would be useful to focus on how to write a text ie the fact that they are generally short, often leave out the name of the person who is receiving the message and sending it. If time permits, you could talk about possible abbreviations that are used in text messages. Monitor whilst they are doing the activity and offer help as necessary.
7. Explain that Irina and her family went to visit some friends in Cardiff recently and she wrote an article for her teacher about it. Ask learners to read the article individually in Activity 3A, choose the correct spelling and tick (✓) the things she wrote about. Then put them into pairs to compare their responses. Conduct whole class feedback.

**Suggested answers:** Correct spelling: *bowling, boring, frightening, exciting, relaxing*. She wrote about: *the journey; what they did; what she liked / didn't like; how she felt about the different activities*.

8. Set the context for Activity 3B and explain that the learners are now going to write their own article. Highlight the information that they need to include in their article. Point out that they will have to write an article for Task 2 of their writing exam. Tell learners that they should write around 80 words.
9. Give learners time to write their article. Monitor and offer support as necessary. Ask learners to work in pairs to check their work using the checklist in Activity 3C before sharing their articles with you.
10. Finish the lesson by asking the learners whether they have visited friends in other places in the UK or had friends visit them. Talk about journey options and ways of finding cheaper tickets such as buying advanced tickets or getting rail or coach cards.

**Notes on cultural awareness and appropriacy**

Most learners will have friends or family living in other parts of the country and will therefore be likely to travel to visit them at some point. Since many of them will be without a car, it's useful to spend some time focusing on public transport options and ways of cutting the cost of travel. If time permits, you can direct learners to the websites below and discuss options such as coach and rail cards with them.

<https://www.railcard.co.uk/>

<https://www.nationalexpress.com/en/offers/coachcards>

# Handout activity 1

## Activity 1A

### Learner A

Make a note of different places you can visit in your local area. Use the pictures to help you.

### Learner B

Make a note of different things you can do in your local area. Use the pictures to help you.



Places	Activities (things you can do)

**Activity 1B**

Use the words in the box to write about how you feel about the different places and activities.

exciting    boring    dangerous    expensive    free  
interesting    cheap    crowded    frightening    relaxing

**Language Box: describing how you feel about places and things**

I think X is + adjective eg *I think fishing is boring.*  
 [name of an activity] is + adjective eg *Going to a fairground is expensive.*  
 [name of place] is / are + adjective eg *Shopping malls are often crowded.*  
 I like / don't like + [name of place or name of activity] eg *I like going bowling.*

Finish the sentences for you.

I think \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_.

I \_\_\_\_\_.

Write 2 more sentences.

\_\_\_\_\_.

\_\_\_\_\_.

Share your ideas with your classmates.

**Activity 1C**

Which of the places or activities are good for:

- ▶ young children
- ▶ teenagers
- ▶ older people
- ▶ young couples
- ▶ people who are visitors to the area

## Handout activity 2

### Activity 2A

Irina, her husband Piotr and their 8-year-old daughter Anna are coming to visit you next month. You receive this text message from her.

Thanks for inviting us to stay with you. We're very excited about seeing you all again. What are we going to do together?  
Irina

Complete the sentences with some ideas of places to visit or things to do in your local area.

We're going to ...

We will probably ...

We want to show you ...

Perhaps we'll take you to ...

Reply to Irina with some of your ideas.

We're looking forward to seeing you too. We

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## Handout activity 3

### Activity 3A

Read about Irina's visit to some friends in Cardiff. Circle the correct spelling.



Last week we visited our friends in Cardiff. We bought a family railcard and went by train. The journey took 4 hours. On the first day, they took us **bowlling / bowling**. I thought it was **boring / boreing** but Piotr and Anna loved it. In the evening, we went to a fairground. Some of the rides were **frightening/ frightning** but they were also very **exiting / exciting**. The next day we had a picnic in a park with their dog. It was a very **relaxing / relaxzing** / visit.

Tick the things she writes about.

- ▶ the journey
- ▶ what they ate
- ▶ what they did
- ▶ the people they met
- ▶ what she liked / didn't like
- ▶ how she felt about the different activities



**Activity 3C**

Before you show your article to your teacher, work with a friend to check your article and their article.

- ▶ Is the information in the correct place?
- ▶ Did you use 'or', 'and' or 'but' to join information together?
- ▶ Did you use capital letters in the correct place?
- ▶ Did you use full stops correctly?
- ▶ Did you spell words correctly?
- ▶ Did you use adjectives correctly?