Objectives

In this lesson you are going to talk about, and investigate, the leisure activities people in your class enjoy.

After completing this lesson you should be able to:

- Say how you feel about your free time and the recreational activities and pastimes you pursue.
- Review and extend vocabulary you can use to talk about leisure activities.
- Find out some facts about what people in your class do for recreation using survey questions and report these facts back.
- Read a report about young people and discuss the information it contains.
A

Read these extracts from texts written to attract tourists to different places.

Chennai’s amazingly diverse neighbourhoods give you an enticingly close-up flavour of South India. Explore tradition at a leisurely pace or stop off for an afternoon’s shopping at the many surprisingly upmarket boutiques. A real mix of styles are to be found here by the discerning traveller.

Globally renowned for its panoramic views and amazing cableway, Rio de Janeiro’s iconic Sugar Loaf Mountain is a must for visitors to Brazil’s truly ‘marvellous city’. From its summit you’ll view lushly forested hillsides, refreshingly clear coastal waters, and superbly enticing beaches, as well as uniquely awe-inspiring cityscapes at your feet.

Grand Cayman in the western Caribbean for most people brings to mind prohibitively expensive shops, global finances and cocktails overlooking the white sands of Seven Mile Beach. Head east and you’ll find a completely different side to the island. Here you’ll escape the crowds and experience maritime natural wonders first hand.

B

Work with a partner.

Find examples of these patterns.*

- adjective + noun, e.g. diverse neighbourhoods
- adverb + adjective, e.g. amazingly diverse

*See last page for suggestions

C

Read this description of a city.

Situated at the confluence of two great rivers, Recife, in north-eastern Brazil, is considered by many of its four million inhabitants to be the jewel of the state of Pernambuco. Not only is Recife widely acknowledged as a cultural and educational centre of importance, its proximity to rainforests and many fabulously relaxing beaches make it a true magnet for tourism. The city is also a financial and business centre boasting a diverse range of industries, including a high concentration of hi-tech companies. Celebrations are held year round but preparation for Carnival starts in December and groups of musicians can be seen practicing on the streets from this month onwards.

D

Work with a partner. Plan and write a similar description about a city or region you know.

E

Show your description to the other students in your class.

Comment on the texts you read.
Recreation

Before you start.
Which of these comments comes closest to describing how you feel?

A
I’ve rarely got time to do the things I like doing for leisure.

B
I have to spend a lot of my free time looking after my brothers and sisters. I don’t get to spend more than a few hours a week on my personal interests.

C
My leisure pursuits are very important to me. I work hard at school but I feel that a balance between work and play is crucial for your well-being.

D
I need time for relaxation and socialising. I like to spend time with my friends. We don’t really do much but I feel better. It helps me to be with them.

E
I have a hobby which takes up a lot of my free time. It takes a lot of dedication to be good at it.

Tell the class some of your ideas about free time and recreation (using the comments in A as examples).

Read this definition from an online learner dictionary.

recreation noun (C or U) /ˌrek.rɪˈeɪ.ʃən/
Enjoyment
Ways of enjoying yourself when you are not studying or working.

Daniel’s only form of recreation seems to be playing on his games console.

Work with a partner.
Write a similar definition for one of these nouns.

amusement leisure activity pursuit pastime
interest game hobby relaxation fun

Work as a class.
Share your definitions.

Work out some differences in meaning between the items in the list.*

*See last page for suggestions

Which words are near synonyms?
Which one’s are distinctly different from the others? How?
## Recreation

### Leisure Activities

#### Task preparation.

**Work with a partner.**
List all of the words and phrases you can in each of these categories.

<table>
<thead>
<tr>
<th>Team games</th>
<th>Hobbies</th>
<th>Activities</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>basketball</td>
<td>...</td>
<td>reading</td>
<td>dinosaurs</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

#### Work with your partner.

Decide which of these words can go with the headings from the lists you made earlier.*

Give examples.

- main
- preferred
- favourite
- popular
- fashionable
- well-liked

#### Exchange your notes with another pair.

Add any items you think they missed to their lists.

#### Work as a group.

Talk about these ideas.

- Choose five or six items from your lists of interest to at least two members of your group.
- Say why you chose these activities.
- Decide where the activities are usually done.
- Say how much time is required to be good at them and whether it is necessary to be expert at them to enjoy them.

#### Check your ideas as a class.

Talk about these issues.*

- The relative formality of the words in the list.
- Contexts in which they might be used.
- If they are more likely to be written or spoken.

*See last page for collocations.

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**Example**

**Basketball** is one of the main games played in schools. It's the preferred sport for some teenagers and our favourite activity.

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**Basketball**

We chose ‘dinosaurs’...two of our group are interested in them. They find out information online...in libraries...at museums. It takes time to know a lot about dinosaurs but anyone can be interested...you don’t need to be an expert.
In this task you are going to use questions to find out which types of recreational activities people in your class spend time on, decide which types of things are most popular and report what you find out using the information you collect.

Work in small groups.

Look at this question from a questionnaire designed for a survey used to find out about the recreational habits of young people in the UK.

How much time do you spend in front of a screen for non-educational purposes?

1 never,  2 a little,  3 a bit,  4 quite a bit,  5 most of my time

Each group should use two items from the set in the box on the right to find out about your classmates.

Alternatively, you might like to use your own ideas.

- How much time they spend in front of a screen.
- If they play computer games - on their own or with friends.
- How much time they spend on social networks.
- The kinds of music they listen to.
- If they play a musical instrument regularly.
- If they are a member of a sports team.
- If they do any individual sports on a regular basis.
- If they are a member of a club of some sort.
- How much time they spend with friends each week.
- If they do something on a regular basis with one friend or a small group of friends.

Design survey questions like the one in the example in A.

Use your questions.
Ask and answer questions with all of the students who are not in your group.
A **Task feedback.**

Form new groups.

There should be at least one person from each original group in your new one.

Show the members of your new group your survey questions and explain the results you collected.

Say what you think the information shows about your class.

**Example**

Our first question was ‘How much time do you spend in front of a screen for non-educational purposes?’ From the twenty people I talked to nobody said they never do this, three said a little and most said quite a bit. Only two spend most of their time in front of a screen! I think this shows that we might spend too much free time with TVs and devices and so on…but we do other things too.

B Give each member of your group a mark out of 10 for these things.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>How well they presented the information they had collected.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How well they gave their opinion about what their information shows.</td>
</tr>
<tr>
<td></td>
<td>Use of grammatical forms.</td>
</tr>
<tr>
<td></td>
<td>Clear pronunciation.</td>
</tr>
<tr>
<td></td>
<td>Use of lexical items to do with the topic area ‘recreation’.</td>
</tr>
</tbody>
</table>

**FEEDBACK**

✔ Explain why you gave each of your scores to each member of your group

✔ Give examples of errors if any were made

✔ Tell your group which information they gave you was the most interesting

C **Work with another student.**

Talk about these things.

♦ What inspires them to do what they do for recreation.

♦ Which activities are most popular in your class. Try to explain why.
Leisure and our under 18s - cause for concern?

Fewer and fewer of our under-18s are playing outside these days as more and more of them spend their leisure time in front of a screen. Whether it's a game console, a tablet, their smartphone or just the good old-fashioned TV screen, nearly 90% of UK youngsters, according to a recent report, are not spending their free time with friends outside of the house. Over 60% have TVs in their bedrooms, an amazing 80% of children over 12 have their own mobile phones, and more than half the boys questioned for the survey said they had a game console on which they spent at least two hours a day. Most, in fact, spent three hours or more.

When we conducted a survey of parents in south Manchester they reported that they were concerned that their children weren't doing enough physical exercise. Less than 40% of their children are members of sports teams compared to 65% just 10 years ago. Even our kids seem to agree that British teenagers are getting lazier and more unhealthy but say that facilities like parks, tennis courts and football fields are either not safe or just don't exist. The problem is what can be done about it?

A

Task follow on.

Read this entry from a blog written by a group of parents in a UK city.

B

Work in pairs.

Talk about these ideas.

- Whether you agree that the young people spending less time outside and more sitting at home is a problem.
- Whether you think parents should be concerned.
- How the situation described in the blog compares with the situation in your country.
- If there are other reasons, not mentioned in the blog, why teenagers perhaps do less exercise than their parents.

C

Report your ideas to the class.

D

Suggest some solutions to the problem which might help UK teenagers.
Today you...

- Read and discussed some comments made by young people about recreation and leisure.
- Explored finer meanings of different words used to talk generally about what people do in their free time.
- Created a small number of survey questions and used these to gather information from your classmates. You then reported on what you had found out and discussed your overall findings as a class.
- Read about and discussed a report which outlined concerns of parents in the UK about the ways younger people there spend their leisure times.

Homework Idea

- Use the blog entry as a model and write about the most important things you found out from your class.
- Start a section in your vocabulary notes and note down new or interesting lexis from today’s lesson.
Recreation

Answers

Answers from page A:

Chennai

diverse neighbourhoods - a leisurely pace - upmarket boutiques - a real mix - the discerning traveller (Adj + n)

amazingly diverse - enticingly close-up - surprisingly upmarket (Adv + Adj)

Rio de Janeiro

panoramic views - iconic Sugar Loaf Mountain - a marvellous city - forested hillsides - clear coastal waters - alluring beaches - globally renowned - truly marvellous - lushly forested - awe-inspiring cityscapes (Adj + n)

refreshingly clear - superbly alluring - uniquely awe-inspiring (Adv + Adj)

Grand Cayman

Grand Cayman - western Caribbean - expensive shops - global finances - a different side-maritime natural wonders (Adj + n)

prohibitively expensive - completely different (Adv + Adj)

Answers from page B:

amusement (U) being entertained or finding something funny BUT (C) activities you can take part in e.g. at an amusement park such as Disneyland.

leisure (U) - the time you are not working

activity (C) - organised things you can do for leisure or at school or work

pursuit (U) - something you do which you take quite seriously

pastime (C) - something you do when not at school or studying and which you enjoy

interest (C) - something you enjoy studying, an activity you are enthusiastic about and want to learn more about

game (C) - an activity or sport which usually has a set of rules to be followed

hobby (C) - a regular activity or interest carried out when you're not studying or working

relaxation (U) - activities which make you feel less stressed and more comfortable

fun (U) - something that gives you enjoyment and which doesn’t involve responsibilities, or is not particularly serious
Answers from page C:

- main activities / interests
- preferred team games / activities
- favourite team games / activities
- popular team games / hobbies / activities / interests
- fashionable team games / hobbies / activities / interests
- well-liked team games / hobbies / activities

Register - main and preferred seem to have a more formal tone whereas well-liked, popular and fashionable might be construed as more neutral. Favourite is probably least formal.

Other useful items include mainstream, trendy, all the rage, etc.