## 7A Spend, spend, spend

Activity type: Vocabulary, writing and speaking - Mingle - Pairs / Whole class

**Aim:** To practise using expressions with *spend* **Language:** *spend* – Use at any point from p59.

**Preparation:** Make one copy of the worksheet for each learner.

Time: 20-30 minutes

- Give a copy of the worksheet to each learner. Learners read the information they are asked to find out and then work in pairs to decide what questions they need to ask other learners. They write these questions on the lines in each box 1–8. Go through the example with the class.
- 2 Learners add two extra items using *spend* and add them to boxes 9 and 10 at the bottom of the table.
- 3 Learners walk around and try to complete the table by asking their questions to other learners. When they find someone whose answer fits each statement, they should write that learner's name and any further information in the right-hand column.

## Note

Some items, such as 3 and 6, are open to differences of opinion. You could elicit from the learners before they start the mingle how much time they think is a lot to spend getting ready to go out, or how much is too long to spend on the internet.

When they have finished, ask learners to compare their answers with their partner and find out how similar or different their answers are.

## **Extension**

Learners could work in groups and use the information they have gathered to produce a report on their classmates' habits.

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FIND SOMEONE WHO	NAME ANSWER
1 spends more than one hour cooking every day.	Cassandra
How much time <u>do you spend cooking every day?</u>	an hour and a half
2 spends more than 10 hours a week watching TV.	
How many?	
3 doesn't spend a lot of time getting ready to go out in the evening.	
How much time?	
4 spends more than five hours a week on public transport.	
How much?	
5 spends most of their free time outdoors.	
Do you?	
6 spends too long on the internet.	
?	
7 spends more time with their friends than with their family.	
?	
8 doesn't spend enough time doing exercise.	
?	
9	
?	
10	
?	