# UNIT 11 Hobbies

### Vocabulary and real-world link

Lesson objectives talk about hobbies and activities; distinguish between indoor and outdoor hobbies

Key language dance, do gymnastics, draw, dress up, listen to music, make models, play baseball, play chess, play computer games, play the guitar, play tennis, read; hobbies, indoor, outdoor Materials Class CD



# Warmer Visualization

Have the children close their eyes and imagine some situations. Say slowly, with time for the children to think, *Imagine today there is no school! What do you do? Imagine you're at home—what do you do? Imagine you're at the park—what do you do? Imagine you're with friends—what do you do? Imagine you're alone, only you—what do you do?* Have the children open their eyes and tell a friend about the situations they imagined. Ask to hear some of their ideas.

# 1 (2.46 Presentation of new vocabulary

Have the children look at the picture and ask *What's this?* (a club/activity center). What can you see? (children playing). Tell the children to listen to people talking about the activities in the club and point to the different activities of the picture. Play the CD. Hold up your book and point, too.

#### **Audioscript**

Teacher: There are lots of things to do here, Mary. You can dress up. Boy 1: Look! I'm a pirate! Aaaaarggh! Teacher: You can draw. Mary: Can I borrow pencils? Teacher: Sure. You can listen to music. And you can play chess. Mary: That's great! Teacher: You can read or you can play computer games. Girl 1: Watch out! Aha! Too late. Teacher: You can play the quitar. Girl 2: That's great music. Let's dance! Boy 2: 0K! Teacher: And you can dance!

# 2 (2.47 Spoken production of vocabulary: pronunciation focus

Play the CD and have the children listen and repeat. For the words with more challenging pronunciation, e.g. *play the guitar*, have two or three children repeat each one individually.

As there is a challenging amount of new language, give the children a reason to listen to the CD again. Have the children look at the picture and try to remember the order the activities were mentioned on the CD. Get a class consensus and write the order on the board. Then play the CD to check.

# **Audioscript**

play chess // play the guitar // dance // draw // dress up // play computer games // read // listen to music

# Game On! Play a mime game

Call out the names of the hobbies and mime an action for each one. Encourage the children to join you. Say and mime all the hobbies once with the children doing the action with you. Then have the children do the action and say the hobby. Next say the hobbies and have all the children do the mimes without you. Finally do the mimes and have the children call out the hobbies.

Have the children continue in pairs: one child does a mime, the other says the hobby. Have several children do a mime for the whole class to guess.





# **3** 2.48 Real-world link: categorize indoor and outdoor hobbies

Have the children look at the pictures. Ask *What's your favorite hobby of these four*? Take a vote by a show of hands. Ask *Where are they? Are they outdoors* (indicate the outside through the window) *or indoors* (indicate inside the room)? Use the boy playing baseball as an example. *Where is he? (a park). Is that indoors or outdoors? (outdoors).* Have the children write *play baseball* in the space for outdoor hobbies. Have the children continue to categorize the other hobbies.

Have the children listen and check their answers. Have the children raise their hand to say the indoor and outdoor hobbies.

#### Audioscript

I like to play baseball. It's an outdoor hobby. I like to do gymnastics. It's an indoor hobby. I like to play tennis. It's an outdoor hobby. I like to make models. It's an indoor hobby.

#### **Answers**

Indoor hobbies: do gymnastics, make models Outdoor hobbies: play baseball, play tennis

# **Optional** Mini-extension: Can you think of two more hobbies for each group?

Give the children time to think of more indoor and outdoor hobbies. Ask for suggestions. The children may want to know how to say new hobbies, so insist on the question *How do you say ... in English?* Write the children's suggestions on the board. When finished, check each one by asking *Is it an indoor or outdoor hobby?* Have the children copy two more indoor and outdoor hobbies into their book.

- <image><image><image>
- 1 Have the children label the pictures using the words given. Call out the numbers and hobbies, but make sure you say some incorrectly, and have the children correct you! Check the children's books to ensure they have written the words accurately.

#### Answers

1 play the guitar 2 dance 3 play tennis 4 play chess 5 dress up 6 draw 7 read 8 listen to music

2 Have the children work in pairs to talk about their favorite indoor and outdoor hobbies (a minimum of two, but as many as they like). Give an example first: *I like to read and I like to play soccer*. Have the children repeat, then continue in pairs. Then have the children draw and label one indoor and one outdoor hobby in their notebook.

Cooler Play "Simon Says"



Play the game (see Games Bank p. 205) with the hobbies and activities from this lesson.



#### **Grammar and speaking**

Lesson 2

Lesson objective express preferences for different activities Key language Do you like to ...? I like to/don't like to ... Secondary language Great idea! Let's ...; That's too bad. This is fun!

Materials Class CD

#### Warmer Visual memory

Have the children look at the picture of the after-school club in Lesson 1 for 30 seconds. Have the children close their book. Sketch the club on the board. Stand facing the board, close your eves and say Where is "play computer games"? Play computer games ... ah. ves! It's here. Play computer games! Point to a space on the board that corresponds to the position of the activity. Have the children close their eyes and do the same. You call out the activity and they indicate, with their eyes closed, the area on the board where they think the activity is and repeat the hobby.

#### **Optional** Moving Grammar



Use the Moving Grammar presentation on the Teacher's Resource CD.

# 1 (2.49 Presentation and spoken production of new language

Have the children look at the story. Ask the children Where are Biddy and Bob? (at home). Play the CD and have the children listen and follow. Hold up your book and point, too.

Have the children listen again and say Stop! when they hear an activity or hobby. Have the children repeat what they heard. Help with pronunciation where necessary.

Divide the class into pairs. Have the children decide their role. Give the children a minute to look at their part, then have them act out the story. Circulate, encourage, and admire their work. When finished, have them change roles and act out again. Invite two or three pairs to act out the story for the whole class.

# Game On! Play "Biddy or Bob?"



Make statements about Biddy or Bob and have the children tell you who you are talking about, e.g. say I don't like to watch TV. Biddy or Bob? (Biddy). Continue making statements that are true for Biddy and/or

Bob, and have the children tell you who, e.g. I like to listen to music (Biddy and Bob)/I like to watch TV (Bob).





Take Note! Say What about you? I'm going to ask "Do you like ...?" questions. If you like to do an activity, raise your two hands and say "Yes, I do". If you don't like to do it, put your hands on your desk and say "No, I don't". Do you like to dance? Continue with listen to music, watch TV, play computer games, speak English.

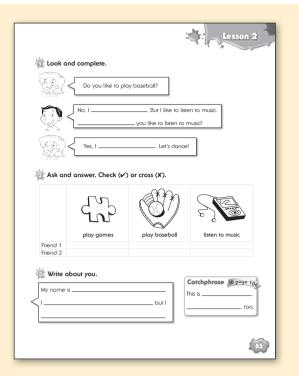
Have the children look at the Take Note! feature in their book. Then have them think of more examples of the question and answer.

# **2** 💽 2.50 Personalized spoken production of new language

Have the children listen to the mini-dialogues and repeat. Have the children ask you questions. Write True on one side of the board with a big check next to it. Write False on the other side with a big cross. Invite *Do you like to ...?* questions from the children and answer Yes, I do or No, I don't. Each time, have the children point and say True! or False! Confirm their guesses each time.

Have the children continue the same activity with *true/false* answers in pairs. Finish with several open questions. Have the whole class guess True! or False!





**1** Have the children complete the sentences using *do* and *don't*.

#### **Answers**

1 don't 2 Do 3 do

2 Have the children work in groups of three. Give the children a minute to look at the pictures. Ask the children *A check is I like or I don't like? (I like). A cross is I like or I don't like? (I don't like).* Have the children ask and answer with their friends about the three activities. Have them put a check or cross as appropriate under each picture. Invite groups to share their questions and answers with the class. Help if necessary. **3** Have the children complete a similar sentence about themselves. Have them share their answer with a friend.

**Catchphrase** Have the children complete the blanks in the Catchphrase box by looking for the missing words in the Student Book.

Answers

This is fun. Me, too!

# My Grammar (p. 110)

- Explain that when we want to ask people about the things we like and don't like to do in our free time, we can use *Do you like to …?* We answer *Yes, I do* or *No, I don't.*
- Draw attention to the Be Careful! box and make sure the children realize we have to use the word *to*. Copy the box onto the board and ask and answer questions with the children to check their understanding.
- Have the children do the activity. Check answers.

#### **Answers**

1 Do you like to dance? Children's own answers. 2 Do you like to play tennis? Children's own answers.

#### **Cooler** Play a memory game



Have the children remember from Activity 2 what you like and don't like to do *You (don't) like to ...* Each time they remember correctly, mark a point on the board. The objective is eight points.



#### **Listening and vocabulary**

Lesson objectives listen to descriptions of bedrooms and hobbies; talk about hobbies

Key language There's a .../There are ...; I like to ... /run, skate, swim

Materials Class CD

Lesson 3

# Warmer Play the "Yes/No Game"



Explain to the children that everyone will ask questions and give answers, but will NOT use the words *Yes* or *No* in the answers. Have the children

ask you *Do you like to ...?* questions about hobbies. Avoid saying *Yes* or *No* by answering *It's OK/(Not) Very much!/ Sometimes/Possibly ...* It's not easy and the children will probably catch you out! Now ask questions to volunteer children (remind them of the alternative answers). The children can also ask and answer in pairs.

#### **1** Pre-listening

Have the children look at the pictures of the two bedrooms and talk to a friend about what there is in the rooms. Read out the examples: *There are CDs. There's a guitar.* Have the children continue in pairs.

# 2 🔕 2.51 Listening

Listening 1: play the CD and have the children listen and count all the hobbies mentioned. Every time one is mentioned raise another finger so the children can count with you and recognize the hobbies (six different ones).

Listening 2: play the CD and have the children listen and decide which is Sarah's bedroom and which is Mike's. Play the CD again and stop after each *I like* and say *Bedroom 1 or bedroom 2?* Have the children raise their hand to answer.

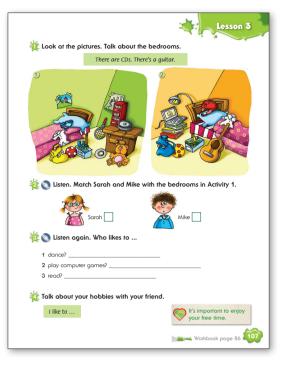
#### Audioscript

Sarah: Hi! I'm Sarah. I like to read. I like to play computer games, too. And I like to play the guitar.
Mike: Hello! I'm Mike. I like to draw. Look at my pictures! I like to listen to music. And I like to dance, too.

Answers Sarah 2 Mike 1

### **3 2.51** Listening for detail

Play the CD again and have the children listen and write *Sarah* or *Mike* in the space after the questions. Ask the



children what they need to listen for to find the information *(I like to ...).* Ask the three questions to the whole class.

#### **Answers**

1 Mike 2 Sarah 3 Mike

#### 4 Post-listening

Have the children talk about their hobbies with a friend.



# Happiness—It's important to enjoy your free time

Ask the children if they have a lot of free time. They will probably say *no*, because they have to go to school and do homework and chores. Tell them that this is why it's important to make the most of their free time. Ask *What can you do in your bedroom?* Elicit and write on the board a list of activities that they can do in their bedroom. Ask *Is it good always to be in your bedroom?* (*No.*) Elicit and write on the board a list of activities that they can do outside. Have the children tell a friend *I like to … What about you?* Encourage the children to do something different now and again: *It's fun!* 

**Optional** Use the Values Worksheet on the Teacher's Resource CD.



Lesson 3

Lesson 3										
🔆 💽 Look and complete. Then listen and sing. 🖡 run skate sw	im									
Let's Do It Together										
I like to       Do you like to         Do you like to donce?       I like to donce?         Do you like to donce?       I like to donce?         Whotever the weather.       I like to donce?         Lefs do it togethed       I like to         Yu ond me, me and you, Hobbes are more fun with two.       I like to	, ,									
Write three hobbies that you like to do.         1         2         3         Wow ask and answer. Can you find a friend with the same three         Do you like to play the guitar?         Do you like to watch TV         Yes, I do.										
86										

**1** (2.52) Have the children complete the song with the verbs according to the pictures. Play the CD to check.

Play the CD again, and have the children repeat the affirmatives and questions in each verse. Play the CD again and have the children sing along.

# <u>Audioscript</u>

Let's do it together

I like to dance. Do you like to dance? I like to dance. Do you like to dance?

#### [Chorus]

Whatever the weather, Let's do it together! You and me, me and you, Hobbies are more fun with two.

#### I like to swim. Do you like to swim? I like to swim. Do you like to swim? [Chorus]

I like to run. Do you like to run? I like to run. Do you like to run? [Chorus] I like to skate. Do you like to skate? I like to skate. Do you like to skate?

Answers Verse 2 swim Verse 3 run Verse 4 skate

2 6 3 Have the children write three hobbies they like to do in the blanks. Do the same in your book. Ask a child questions (referring to the hobbies in your book): *Do you like to ...?* When finished, say to the class, e.g. *Two yes, one no! I want three yes!* Have the children ask as many of their friends as possible *Do you like ...?* questions and try to find a friend with three *yes* answers. When finished, ask if anyone has three *yes* answers. Have them share their answers with the class: *We like to ..., and ...!*

# **Optional** Projectable Poster



Use the Unit 11 poster on the Teacher's Resource CD to consolidate new language and develop the real-world theme.

#### **Cooler** Change it around



2.51 Play the CD of Sarah again. Have the children repeat phrase by phrase and write it on the board. Now underline key words, e.g. *Hi! I'm* 

<u>Sarah</u>. I like to <u>read</u>. I like to <u>play computer games</u>, too. And I like to <u>play</u> the <u>guitar</u>.

Have the children suggest changes to the underlined words and tell them to use their imagination. Once children get the idea, they find they can be a little crazy, but still make sense!

# **Teacher Time**

Many short texts can be used as in the Cooler. The more the children do it, the more they discover they can be funny in English!



#### **Grammar and speaking**

Lesson objective ask and answer about hobbies Key language What do you like to do on weekends? I like to ...; I don't like to...; bike riding, skate, swim, jog Materials Class CD; letters envelopes (see Games Bank p. 204)

### Warmer Play "Tic-Tac-Toe"

Draw a "Tic-Tac-Toe" grid on the board (see Games Bank p. 205) and number the spaces. Divide the class into two teams. Each team chooses a number, watches you mime a hobby, and says

what the hobby is to get "O" or "X" for that space.

#### **Optional** Moving Grammar



Use the Moving Grammar presentation on the Teacher's Resource CD.

#### 1 Lead-in

Have the children look at the pictures. Ask *Where are the children? (1 in the country, 2 in the street, 3 in the swimming pool, 4 in the forest)*. Ask the children to raise their hand if they like the activities. Ask *Do you like bike riding? Do you like to skate?,* etc. Count hands to find the most popular activity.

# 2 (2.53 Listening: presentation of new language

Have the children listen and write the number of the activity next to each name. Call out the names and have the whole class tell you the number.

Have the children listen again and repeat.

#### **Audioscript**

1

*Speaker*: John, what do you like to do on weekends? John: I like to swim. I don't like to skate. 2

Speaker: What do you like to do on weekends, Anna? Anna: I like to jog. I don't like to go bike riding.

*Speaker*: Emma, what do you like to do on weekends? Emma: I like to skate. I don't like to jog.

Speaker: What do you like to do on weekends, David? David: I like to go bike riding. I don't like to skate.

#### Answers

John—3; Anna—4; Emma—2; David—1





# **3** Personalization of the language

**Take Note!** Have the children look at the Take Note! feature in their book. Say *I like to swim. I don't like to jog.* Invite children to say what they like to do and don't like to do.

Have the children ask and answer in pairs about their weekend activities. Drill the question *What do you like to do on weekends?* and have the children ask you. Give a sample answer: *I like to read, I like to listen to music, and I like to dance, too! I don't like to do the chores!* Have the children continue in pairs.

#### **Teacher Time**

"Backchaining" is very effective for drilling longer phrases. Start drilling the final word, then add more words towards the beginning. So for the activity above, you could drill *weekends*, then *do on weekends*, then *like to do on weekends* and finally *What do you like to do on weekends*?

# **Optional** Mini-extension: Which hobby is the favorite in your class?

Tell the children to ask *Do you like to ...?* questions about ten different hobbies and count the *Yes, I do* answers to find the favorite hobby in the class. Draw a grid on the board at child height. It should have two columns, one for the hobbies and the other for the number of *yes* answers. Have the children raise their hand to ask a question. Choose a child.

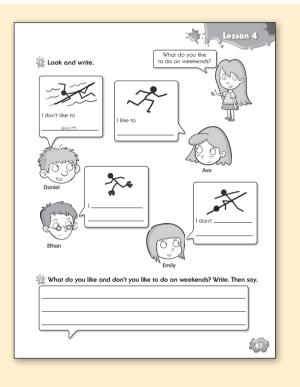
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Have the child come to the board, ask the question, and (with your help) count the number of raised hands for *yes* answers. You write the hobby and the child writes the number. Choose another child for another question and continue until the grid is complete. Ask *What's the favorite hobby in the class?* 

# **Quick Stretch**

Establish that the classroom represents the club in Lesson 1. Give two or three children the role of each hobby. Have each group invent a mime for their hobby. Walk around the room giving a tour. Say *Here, you can do all kinds of hobbies. Look, you can play chess, you can listen to music,* etc. and have the children say what their hobby is while they do the action. Refer to the Cooler in Unit 5, Lesson 1 for more information.



1 Have the children look at the pictures and complete the sentences. Call out the name of each child in the pictures and have the whole class read out the answer.

#### **Answers**

Daniel—swim Ava—run/jog Ethan—like to skate Emily— like to play soccer

2 Have the children write a sentence about themselves and their weekend hobbies: *I like to ..., I don't like to ...* 

# My Grammar (p. 110)

- Explain that we can talk about what we do in our free time by using *I like to ...* and *I don't like to ...*
- Draw attention to the Be Careful! box. Copy the box onto the board and ask and answer questions with the children to check their understanding.
- Have the children complete the activity. Check the answers.
- End the lesson by putting the children in pairs so they can ask and answer about what they like to do.

#### **Answers**

What do you like to do? 1 Children's own answers. 2 Children's own answers.

#### Cooler Play "The Letters Game"



Play the game (see Games Bank p. 204) with the hobbies and activities vocabulary in this unit. Use the letters envelopes from Materials.



#### Spelling

Lesson objective recognize compound nouns and the equal pronunciation stress on both components

Key language airport, baseball, bookcase, rainbow, skateboarding, skyscraper, snake, strawberries, sweatpants, waterfall

Materials Class CD; word cards with the two parts of the compound nouns written on separate cards (optional)

#### Varmer Play "Jump the Line"



Write a big YES, I DO on one side of the board and a big *NO*, *I DON'T* on the other. Ask guestions about the children's hobbies, e.g. Do you like to make models? Do you like to skate? Play the game (see Games Bank p. 204).

# **1** Recognition of compound nouns and presentation of vocabulary

Have the children look at the items in the pictures and say the names of any that they know. Bookcase may be new for them but is possible to guess through elimination.

Have the children join the parts of the words they know, then compare with a friend. Then have them label the pictures. Have the children raise their hand to give their ideas and ask the other children to agree Yes or no? You may want to highlight that the stress on all these words falls at the beginning. Do this by exaggerating the stress and making a hand gesture as though using a hammer.

# **2** (2) 2.54 Focus on pronunciation

Play the CD and have the children listen to confirm their answers. Play the CD again and have the children repeat. Do a final check of the answers. Ask a different child to tell you each of the answers. Point out that all these words are made of two words joined together. You may want to highlight that the stress on all these words falls at the beginning. Do this by exaggerating the stress and making a hand gesture as though using a hammer.

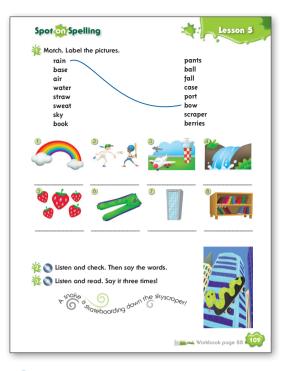
#### Audioscript

rainbow // baseball // airport // waterfall // strawberries // sweatpants // skyscraper // bookcase

#### Answers

1 rainbow 2 baseball 3 airport 4 waterfall 5 strawberries 6 sweatpants 7 skyscraper 8 bookcase





# **3** (2.55 Spoken consolidation of the spelling/pronunciation pattern

Play the CD and have the children listen to and read the tongue twister. Ask How many words in the phrase are made of two words joined together? Snake? (No.) Skateboarding? (Yes.) Skyscraper? (Yes.)

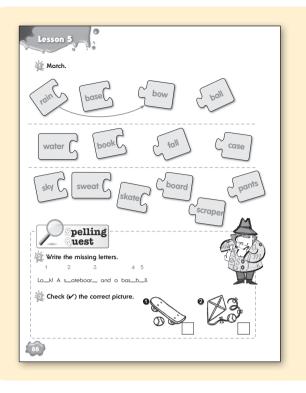
Have all the children repeat the phrase three times and join in the mimes as well. Have the children practice in pairs. Ask if anyone wants to repeat the phrase three times for the class.

#### **Optional** Find more two-part words.

Have the children search previous units to find other nouns. Have them circle the compound nouns and alert their friends when they find one. Look!

Answers Children's own answers.





**1** Have the children join the halves of the words and check with a friend.

#### **Answers**

rainbow baseball bookcase waterfall skateboard sweatpants skyscraper

#### 2 & 3 Spelling Quest

Have the children complete the phrase. The words are all from Lesson 5 in the Student Book. When finished, have them check the box of the corresponding picture and show you.

#### **Answers**

1 o 2 k 3 d 4 e 5 a Picture 1 is correct.

#### **Cooler** Join the half words

Stick the word cards from Materials on the board. If you don't have any cards, write the two parts of the compound nouns on the board at child height in random order. Invite children to come and match the two parts of the words. Have the other children confirm each time by asking *Yes or no?* 



# Reading and writing

Lesson 6

Lesson objective read, understand, and write a letter about a bedroom and hobbies

Key language What's it like? a lot of ..., because, CDs, posters

### Warmer Sing "Let's Do It Together"

2.52 Sing the song on p. 86 of the Workbook.

#### **Pre-reading**

Have the children look at the picture of the bedroom and say what they can see (*There is ... a bed, a teddy bear, a desk, a CD player, a closet, a lamp*). Ask *Do you like the bedroom*?

#### **1** Reading

Reading 1: have the children quickly read the letter and compare with the picture of Logan's bedroom.

Reading 2: have the children complete the picture of the bedroom with the extra objects. Have the children show their finished picture to a friend and compare.

#### Answer

Children should draw soccer posters on the wall and CDs.

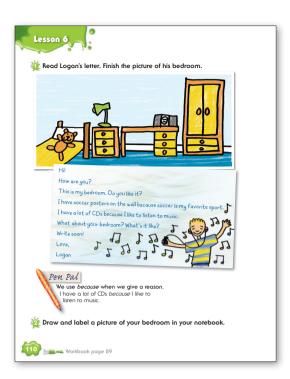
# Pen Pal Use of "becquse"

Write the following part sentences in a column on the board: *I have soccer posters because ... I have a lot of CDs because ... I have colored pencils because I like to ... I go to school because ...* 

Have the children find the completion of the first two sentences in Logan's letter and tell you. Write them on the board. Now ask the children to think of possible completions for the next sentences, e.g. *I have colored pencils because I like to draw.* Ask the children if they can find an equivalent word in their language for *because*.

#### 2 Post-reading

Have the children draw and label a picture of their bedroom in their notebook.







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Pen Pal Motch.											
1 I'm excired	a because I like to listen to music.										
2 I have lots of CDs	b because I like to read.										
3 I have lots of clothes c because it's my birthday today.											
4 I'm cold d because It's snowy today.											
5 I have lots of books e because I like to dress up.											
🙀 Look at your picture in yo	our noi	tebo	ok. 1	hen	com	plet	e a	lette	r to	Logan.	
Dear Logan,											
Thank you for your letter. This	s is my	bedr	oom.	l like	e itt l	have			<u></u>		
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# 1 Pen Pal

Have the children join the two parts of the sentences. Have two children read out each sentence. The first child reads the left-hand column, and the second child from because to the end. Ask the other children to confirm Yes or no?

Answers 1c 2a 3e 4d 5b

**2** Have the children look at the picture they drew in Student Book, Activity 2 and complete the letter about their bedroom. Have them share with a friend.

# **3 Spelling Quest**

Have the children complete the question. Tell them they need to refer to the Spelling Quest in Lesson 5 for the letters. When finished, have them write the answer and show you.

#### Answers

Do you like to read? Yes, I do./No, I don't.

# **Picture Dictionary**

Have the children look at the Picture Dictionary and draw another item. Then use one of the Picture Dictionary activities (see pp. 200-201).

# **Optional** Projectable Poster



Use the Unit 11 poster on the Teacher's Resource CD to review the language from the unit.

# Cooler Play "Bingo!"



Draw a grid on the board with six spaces. Have the children copy it into their notebook. Tell them each space needs to be big enough for the name of a

hobby. Have the children look back over this unit and write six different hobbies, one in each space. Tell the children you will say all the hobbies from the book. If you say one of the hobbies they have, they say Yes! and mark it with a cross. When they have crossed all six, they say Bingo!

# **Teacher Time**

It always seems to take longer than you think to have the children fill in the six words in the "Bingo" grid. Keep an eve on those who are slow starters and encourage them to keep up.

