

MODULE 6 Hobbies

Unit 1

Do you collect anything?

Listening and vocabulary

Preparation

- On the board, write “fan”, “stamp”, “ticket”, “postcard” and “model car”. Ask students if they can think of one hobby that they can do with each of the five things on the board.
- Tell students to open their books at Page 48 and match the five pictures to the words on the board. Students then look at the page to find the name of the hobby that can be done with all five items (collecting).

1. Listen and find out who collects the things in the pictures.

- Tell students they are going to listen to a recording and match the people to the pictures of the things they collect. Ask students if they can predict who would collect which of the items and ask them to explain why (e.g. I don't think Tony's mum collects model cars because normally men collect them.)
- Discuss ideas and write them on the board.
- Ask students not to write anything, only to listen and find out if their predictions are correct. Play the recording twice if necessary.
- Put students in pairs. Decide which items the people collect.
- Play the recording again for them to check.
- Check answers as a class.

Answers

Tony — a, c
Tony's dad — b, c
Tony's mum — d, e

Tapescript

Tony's mum: Tony, can you tidy up your room, please?

Tony: OK, Mum. I'll do it right away.

Tony's mum: You need to find a place to put all those toy cars.

Tony: That's not easy. I've got so many toy cars now!

Tony's mum: Yes, you have! You know, your dad collected cars too when he was your age. He also collected stamps.

Tony: Well, stamps are too expensive for me. But I've collected a lot of tickets. Did you collect anything when you were young, Mum?

Tony's mum: Yes, I collected postcards and fans — you know, Chinese fans.

Tony: I see.

2. Answer the questions. Use the words and expression in the box to help you.

- Read the words and expression in the box as a class. Check students' pronunciation.
- Make sure students know the meaning of the words and expression in the box.
- Tell students to answer the questions from memory, using the words and expression in the box.
- Tell students to check their answers with a partner.

Now listen again and check.

- Play the recording again for students to check their answers.
- Check answers as a class.

Answers

1. She wants him to tidy up his room.
2. Tony thinks stamp-collecting/collecting stamps is expensive.
3. (Possible answer) I think collecting toy cars takes up the most space.

3. Listen and read.

• Write the words “coins” and “notes” on the board and ask students if they know what they mean. If not, play a guessing game: tell students you are going to give them five clues, one by one. They can have three guesses after each clue. If no one is correct, you give them another clue. The first student who guesses correctly is the winner. Clues:

- I’ve got some.
- They are not very big.
- I can use them in some machines.
- I have to use different ones in different countries.
- I can use them to buy things.

• Ask students to read the conversation quickly and tell you where Betty, Lingling and Tony are, and what they are talking about. Discuss as a class.

• Read the conversation as a class. Let students work out the meaning of any unknown words.

• Tell students to listen to the recording and notice what the intonation is like when a sentence is an exclamation, then play it again sentence by sentence and ask them to repeat, chorally and individually.

• Ask students to read the conversation in groups of three. Tell them to play each part in turn. Play the recording again if necessary for students to check any pronunciation queries they may have.

• Ask some groups to perform for the class.

Now complete the notes.

• Ask students to cover the conversation and read the notes.

• Put students in pairs and tell them to try to complete the notes from memory.

• Allow students to check their answers by reading the conversation again.

• Invite a student to the front and ask him/her to write the answers on the board.

• Discuss as a class.

Answers

Lingling’s hobby — collecting fans

Betty’s hobbies — collecting coins and notes; collecting stamps

Tony’s hobby — collecting bus and train tickets

Everyday English

Sorry, it’s a bit of a mess. — informal expression to apologise to visitors when the place is a little untidy

Let me have a look./Can I see them? — informal expressions used to mean “May I see it/them, please?”

Right! — informal expression used here to mean “I understand/I see.”

Extension

• Put students in pairs and ask them to write further examples of short conversations, using the **Everyday English** expressions.

4. Complete the passage with the correct form of the words in the box.

• Explain to students that they are going to complete the passage with the words in the box. Tell them that they may need to use a different form of a word, for example, the plural form or a different tense. Ask students to tell you which words can change form (all of them except “somewhere”).

• Tell students to read the passage and decide which space needs a noun and which space needs a verb. Check as a class.

• Ask students to complete the passage with the correct form of the words and discuss the answers with their desk partner.

• Check answers as a class.

Answers

- | | | |
|--------------|------------|-------------|
| 1. somewhere | 2. shelf | 3. coins |
| 4. pounds | 5. dollars | 6. remember |

Pronunciation and speaking

5. Listen and notice the intonation.

• Tell students to look at the sentences. Ask them if they are yes/no questions or questions that need more specific information in the answer.

• Ask students to look again and tell you how the intonation of the yes/no questions is different from that of the other two sentences. (The intonation of the yes/no questions goes up at the end; the intonation of the other two sentences goes down).

- Invite volunteers to model how they think the questions and the sentences will sound.
- Play the recording for students to listen to and find out if they were correct.
- Play the recording again and check that students can hear the difference between the rising intonation and the falling intonation.

Now listen again and repeat.

- Play the recording one more time for students to listen to and repeat, then put students in pairs to take turns reading the questions and sentences and listening to their partner's pronunciation. Tell students to help each other if necessary.

6. Work in pairs. Ask and answer questions about your hobbies.

- As a class, brainstorm the names of as many hobbies as possible and write them on the board. For example, reading, playing chess, collecting comics, playing the piano, etc.
- Ask students to read the questions and check meanings.
- Tell students to think about and write down their answers to the questions, using complete sentences and looking at the list of hobbies on the board for help.
- Monitor and help as necessary.
- Put students in pairs to take turns asking and answering the questions. Point out that they will need to adapt Questions 4 and 5, depending on their partner's hobby. For example: How often do you read a new book/play chess/buy a new comic/play the piano?
- Ask students to report back to the class about their partner's answers.

Extension

- Ask students to write down their partner's answers from memory, and then check their information by asking their partner again.
- Ask students to change partner and repeat the activity.

Unit 2

Hobbies can make you grow as a person.

Reading and vocabulary

Preparation

- Put students in threes to play a guessing game. Ask them to take turns miming or drawing clues for their partners to guess some of the hobbies they listed towards the end of the last lesson.
- Tell them they win a point for each correct guess. After five or six minutes, find out which students have the most points.

1. Work in pairs. Talk about your hobbies. Use the words and expressions in the box to help you.

- Have students look at the words and expressions in the box and check meanings.
- Ask students to put the hobbies in the box in order of interest for them.
- If necessary, as a class review the present perfect with the words "never", "for" and "since".
- Ask students to write at least five sentences about the hobbies in the box, for example:
I like growing vegetables. I've grown vegetables since I was eight years old and I have my own garden.
I've never tried climbing and I don't want to try it. It's scary.
I've never played volleyball but I want to learn.
- Put students in pairs to compare their sentences. Tell them to try to ask each other more questions about their sentences. For example:
Why do you like growing vegetables?
Why do you want to play volleyball?
- Invite students to tell the class about their partner's hobbies.
- If you wish, tell students to repeat the activity with a different partner.

Extension

- Ask students how each of the hobbies in the box could make a person grow. Then make a table as follows.

| | |
|-----------------------|---|
| climbing | braver, stronger, more careful |
| dancing | fitter, more graceful and organised |
| growing vegetables | more patient and careful |
| looking after animals | kinder, gentler, more patient |
| painting | more artistic, more feeling for beauty |
| playing volleyball | more team spirit, fitter, faster |
| singing | more musical, more able to express feelings |
| writing | more able to communicate and explain ideas and feelings |

2. Work in pairs. Choose the words from the box to describe your hobbies.

- Ask students to read the adjectives in the box and check meanings. Invite volunteers to give you example sentences using the adjectives, ensuring they can pronounce and understand them.
- Tell students each to write at least five sentences using the adjectives to describe their hobbies. They may either write about hobbies from Activity 1 or about their real hobbies.
- Monitor and help as necessary.
- Put students in pairs to compare ideas.
- Invite volunteers to report back to the class about their partner's ideas.

3. Read the passage and answer the questions.

- Ask students to look at the photograph and tell you what they think David's hobby is.
- Set a time limit of 30 seconds for students to read the passage very quickly and find out if they are correct or not. Check as a class. (His hobby is writing.)
- Ask students to read the passage again and find the names of eight hobbies.
- Tell students to compare answers with their desk partner before checking as a class (reading,

painting, growing vegetables, looking after animals, writing, sailing, climbing, playing volleyball).

- Ask students to read the passage again and find any new words. Put them in pairs to compare new words and help each other work out the meaning from the context.
- As a class, discuss the meaning of any new words.
- Put students in groups of four. Tell them that, in each group, one student should prepare to read the first paragraph, one the second, one the third and one the fourth.
- Tell them they are going to listen to the recording of the passage and that they should listen to their paragraph while they read it again. Play the recording.
- Play the recording again sentence by sentence for students to repeat chorally, if you wish. Then ask groups to practise reading the text together.
- Invite two groups to read out the passage. When they finish, encourage the class to clap.
- Have students read the questions and check meanings, then have them try to answer the questions from memory.
- Tell students to compare their answers with their desk partner before reading the passage again to check.
- Check as a class.

Answers

1. Hobbies can make you grow as a person, develop your interests and help you learn new skills.
2. David likes writing, playing volleyball and many other things.
3. After his story about the life of a sixteen-year-old boy came out as a book in 2012.
4. Maybe. The passage doesn't say.

Extension

- Ask students what they would like to write books about. Tell them the answers do not matter as long as they use English to express their ideas.

Learning to learn

- Read the information as a class. Find out if any of

the students do any of the things suggested, and if so, which things they think are the most useful.

- Put students in groups of three and ask them to think of more hobbies that could help them with their English. Ask them to make a short list.
- Elicit ideas from the class and write them on the board.
- Ask students to discuss the ideas with a partner and choose two or three that they think would be the most fun and the most useful.
- Tell students to try one of the two or three hobbies they have chosen, for at least three weeks and then to write a paragraph describing what they did and if it was enjoyable. Use the paragraphs to make a wall display. Encourage students to read all the paragraphs and try another hobby.

4. Complete the sentences with the correct form of the words in the box.

- Explain to students that they are going to complete the sentences with the words in the box but that they may need to use a different form of the words. Tell them that they need to decide if the words are nouns, verbs or adjectives as this will help them decide how they can change form.
- Tell students to read the sentences and complete them with the correct form of the words in the box.
- Allow students to discuss the answers with their desk partner before checking the answers as a class.

Answers

- | | |
|----------------------|-----------|
| 1. activities | 2. skills |
| 3. pleasure; success | 4. result |

5. Work in pairs. Ask and answer the questions in Activity 4.

- Give students a minute to think about their answers to the questions in Activity 4, and then set a time limit of four minutes for them to write them down.
- Put students in pairs to compare their answers, and then compare as a class.
- Write their answers on the board and encourage them to give you as many answers as possible. Correct any errors as a class.

Extension

- Set a time limit of two minutes for students to read the complete answers on the board and memorise them. Clean the board.
- Ask students to work in pairs and rewrite the answers from memory.
- Ask pairs to read out their sentences and check as a class.

Writing

6. Look at the following sentences.

- Ask students to read the expressions and sentences and find them in the text. Ask them if they can guess the meaning of the expressions in bold from the context in the text.

- Ask students to notice where the expressions are in the sentences and what comes after them.

- “As well as” marks an **addition**. It comes at the beginning of the sentence or in the middle. It is followed by a noun, a pronoun like “him”, “me”, “these”, etc., or an -ing form. If “as well as” is at the beginning of the sentence, there is a comma at the end of the expression and then a “subject + verb” sentence structure follows. For example:

As well as the usual activities, there was a writing class. = There was a writing class, as well as the usual activities.

- “Such as” introduces **examples** and is followed by a noun, a pronoun like “him”, “me”, “these”, etc., or an -ing form. For example:

Many students have hobbies, such as reading, painting, growing vegetables and looking after animals.

- “As a result” indicates the consequence, effect or impact that something has. It introduces a sentence or clause and is followed by a normal “subject + verb” sentence structure. For example:

Many young people love his book, and as a result, David has become a successful young writer.

Now rewrite the following sentences using *as well as*, *such as* or *as a result*.

- Put students in pairs. Tell them to read the sentences and find the words that mean the same as “as well as”, “such as” and “as a result”. Ask them to decide which of the words they have found expresses addition (also), which introduces

an example (for example) and which introduces a result (so). Check as a class.

- Ask students to work with their desk partner to rewrite the sentences, using the correct expressions and the correct form of the words. Tell them to refer to the example sentences if they need help.
- Check as a whole class.

Answers

1. Some hobbies, such as reading and painting, are very relaxing.
2. David likes writing as well as playing volleyball.
3. Many young people love David's book, and as a result, his hobby has brought him success.

7. Work in pairs. Find out about your partner's hobby and make notes.

- Put students in pairs and tell them to write down at least four questions to ask their partner about his/her hobby. For example:

How did you learn your hobby?

When did you start it?

How often can you do it?

Is it an expensive hobby?

- Tell them to ask and answer in pairs. Remind them to note down their partner's answers. Monitor and help as necessary.
- Ask students to change partners and take it in turns to ask and answer their questions. Tell them to make notes about the questions and answers.

Now write a short passage called *My classmate's hobby*. Use *as well as*, *such as* or *as a result*. Use the following example to help you.

- Ask students to use the notes they have made to write about their partner's hobby. Encourage them to include "as well as", "such as" and "as a result" to connect pieces of information.
- Tell them to exchange their passages with their partner to check for spelling or other errors.
- Ask some students to present their passages.

Possible answer

My classmate's hobby

My friend Paul plays chess. His father taught him to play when he was only five years old, and as a result, he is good at it now. He has played in the school team as well as in many competitions. Paul is not just a chess player. He also enjoys outdoor activities, such as walking in the countryside and climbing.

Unit 3

Language in use

Language practice

Preparation

- Have students read the example sentences and tell you which are about the past, which are about the present and which are about the future.
- Ask students to copy the sentences into their notebooks, but to use three colours: one for the subject, one for the verb form and one for the object or complement. If they do not have colours, ask them to underline the subject and to circle the verb form.
- When they have finished, ask them to compare with their desk partner.
- Check as a class (*italic* = subject, **bold** = verb form, underline = object/complement)
David Smith **is** a student.
It **came out** as a book in 2012.
David **wrote** a story about the life of a sixteen-year-old boy.
Hobbies **can make** you grow as a person.
I **will show** you my stamps too.
There **was** a writing class.

1. Read the sentences and pay attention to their structures. Write new sentences.

- Ask students to read the sentences and tell you where the subject is in each.
- Check answers as a class, and write the sentences on the board, underlining the subject, the verb form

and the object or complement.

- Tell students to think about one of their hobbies and write similar sentences about it.
- Monitor and help as necessary.
- Put students in pairs to compare and check their sentences.
- Compare sentences as a class, inviting volunteers to dictate their sentences to you to write on the board.
- If necessary, correct any errors on the board as a class.

Possible answers

1. In my spare time, I write.
2. My hobby is writing.
3. My grandfather loves writing too.
4. He gave me a lot of books.
5. Writing can make you happy.
6. There are many good stories in books.

2. Work in pairs. Look at the picture. Ask and answer the questions about the activities in it.

- Ask students to look at the picture and write down what activities it shows. Elicit ideas. (Riding a bicycle, making a model plane, painting, reading, looking after animals.)
- Read the questions together as a class and check students' understanding.
- Set a time limit of five minutes and ask students to think about and write their answers to the questions.
- Put students in pairs to take turns asking and answering the questions. Monitor and help as necessary.
- Ask individual students to report back to the class about their answers.

3. Complete the sentences with the correct form of the words or expressions in the box.

- Explain to students that they are going to complete the sentences with the words or expressions in the box. Tell them that they need to decide which words or expressions can change form (activity; come out), which can't change form (as a result), and which can but do not usually change (pleasure; success).

- Tell students to read the sentences and complete them with the correct form of the words or expressions.
- Tell students to compare their answers with their desk partner before checking as a class.

Answers

- | | | |
|----------------|---------------|------------|
| 1. pleasure | 2. activities | 3. success |
| 4. As a result | 5. come out | |

4. Complete the passage with the correct form of the words and expressions in the box.

- Tell students to read the passage and tell you who and what it is about (the writer's father and his collections from around the world).
- Ask them to read the passage again and complete it on their own, using the correct form of the words and expressions in the box.
- Allow students to compare with their desk partner then check answers as a class.

Answers

- | | | |
|----------------|----------------|------------|
| 1. tidying up | 2. interesting | 3. hobby |
| 4. As a result | 5. stamps | 6. such as |
| 7. fan | 8. model | 9. ticket |

5. Put the words and expressions in the boxes into the correct columns.

- Ask students to read the words and expressions and check meanings.
- Tell students to put them into the correct columns.
- Have students check answers with their desk partner.
- Before checking answers as a class, read the words together and check pronunciation.
- Check answers as a class.

Possible answers

| Sports | Collections | Others |
|--|-------------------------------------|---|
| climbing swimming tennis volleyball | fans models stamps tickets | camping growing vegetables looking after animals painting taking photos |

Now make at least five sentences about your hobbies.

- Tell students to write at least five sentences about their hobbies, using the words and expressions in the boxes. Ask them to make their sentences as interesting and creative as possible. Monitor and help as necessary.
- Put students in small groups to read their sentences to others and then vote for the two best sentences.
- Ask one student from each group to read out the two best sentences from their group. Tell the class to vote for the two best sentences in the class.

Possible answers

Collecting models is great fun, but I can't afford many!
Tennis is more exciting when the wind is strong. I love it.
Growing vegetables is difficult for me in the city.
Collecting concert tickets is a hobby I like because it helps me remember good times.
I sometimes go camping with my family.

6. Listen and complete the diagram.

- Tell students they are going to listen to a boy and a girl talking about the results of a class survey. They should listen and complete the diagram with the hobbies.
- Check that students understand the diagram (the area in the middle indicates hobbies that both girls and boys like).
- Ask students to make predictions about what hobbies they think will be in the diagram. For example:
We think boys and girls like riding bicycles.
I think girls like drawing and boys like sports.
- Elicit their ideas and write their predictions on the board.
- Play the recording. Ask students to listen and check if their predictions were correct.
- Discuss as a class.
- Play the recording again and ask students to complete the diagram. Play the recording a final time if necessary.

- Ask students to compare their answers with their desk partner before checking as a class.

Now listen again and answer the question.

- Ask students to read the question and answer from memory.
- Students compare their answer with a partner, then listen to the recording again to check.
- Discuss as a class.

Answers

Girls: singing, dancing

Both: playing table tennis

Boys: playing football, watching football

Because you can learn about new things and develop new skills.

Tapescript

Girl: We have some interesting results from our survey on hobbies.

Boy: What's the most popular hobby?

Girl: Well, boys and girls have different hobbies. The girls like singing and dancing, but the boys like playing football, and watching it.

Boy: Oh, I see. Is there anything that both boys and girls like doing?

Girl: Yes, both boys and girls enjoy playing table tennis.

Boy: Why is it good to have hobbies?

Girl: You can learn about new things and develop new skills. For example, collecting stamps helps people learn about other countries, and playing chess develops thinking skills.

Boy: I see. My hobby is growing vegetables. Is that a popular hobby?

Girl: Yes, it is. And your hobby helps the whole family!

7. Read the passage and complete the notes.

- Ask students to read the notes below the passage and explain to you what the notes tell them. (The notes tell them about a teenager called Seb who likes sailing, about the best and worst things that happened to him during a journey by boat, and about his plans for the future.)
- Tell students to read the passage and find

information to complete the notes.

- Check as a whole class.

Answers

1. get ready for the journey (from Tenerife to Antigua)
2. alone/his 9.8-metre-long boat/5,000 km
3. fish and other sea animals
4. chocolate
5. go sailing with his friends

Extension

- Ask students to read the passage again and write questions about it for a partner to answer. For example:

What is Seb's full name?

How did Seb feel when he arrived in Antigua?

- Tell students to re-read the passage for three minutes and memorise as much as possible.
- Students close their books and, working with a partner, take it in turns to ask and answer their questions.

Around the world: Living history

- Read the passage together with the class and check students' understanding.
- Discuss the topic with the class and ask what period of history they would enjoy re-enacting for a weekend. Ask them what sort of clothes they would need to wear, what kind of food they would or wouldn't be able to eat, etc.

Extension

- Ask students to find out as much information as possible about life in the period they have chosen, and make a poster showing the clothes, food, typical jobs, houses, etc. from that period.
- Use the posters to make a wall display.

Culture box: Historical re-enactments

Some people who are interested in one period of history do a lot of research into it, reading books and magazines and collecting things such as model soldiers from that period. They visit buildings and sites connected to that period, and finally they organise or attend large re-enactments of battles and

other events of the past. At these re-enactments, everyone must wear the correct clothes from the period and carry the right weapons. The organisers set out clear rules to keep everything safe and running smoothly.

Life in the Middle Ages is especially popular, and people spend weekends living the same way as people did then. It is also possible to attend dinners which are re-enactments of dinners in the 15th century!

Module task: Making a survey of hobbies

8. Work in pairs. Plan your survey on hobbies.

- Put students in pairs and tell them they are going to plan a survey on hobbies. Tell them to think of four to six questions they can ask people in the class about their hobbies.
- Tell them to look at Point 2 to give them some ideas about the questions they need.
- Allow them to use dictionaries to look up any words they think they will need to use.

9. Write your survey.

- Ask students to write their questions clearly and make a table to record their answers. Tell them they need one column for their questions and one column for the answers of each person they ask. They also need a row for the headings and then a row for each question. Monitor and help them write their questions.
- Allow students to check their questions in different pairs.

Possible answers

| Questions | Answers |
|--|---------|
| 1. What are your three favourite hobbies? | |
| 2. What hobbies would you recommend for a local teenager? | |
| 3. Are hobbies important to you in choosing a friend? | |
| 4. Do you have the same hobby as anyone else in your family? | |
| 5. Do your parents think you have good hobbies? | |

| Questions | Answers |
|---|---------|
| 6. Are your hobbies educational? | |
| 7. What percentage of your pocket money is spent on your hobbies? | |
| 8. Do you collect anything? | |

10. Do your survey with other students.

- Ask students to move around the room to ask their questions and note down the answers in their tables.
- If students cannot move around the room, put them with a partner to take turns asking and answering the questions, and tell them to note down their partner's answers. Then tell them to repeat with a different partner. Ask them to repeat with five

or six different partners.

11. Present the results of your survey to the rest of the class.

- Tell students to put their results in the form of a table, a graph or a pie chart.
- Tell them to write a summary of the main results, including three sentences containing the most interesting things they found.
- Ask each pair to display their results by sticking them on the board, on the wall or on desks for others to stand and read.
- As a class, discuss the results and find out what is the most interesting result, the strangest result, etc.