

Lesson Seven

My Hobbies

Sessions Snapshot

Session	Content	Activities
1	Objectives	To talk about hobbies and free time activities: watching TV, playing chess/tennis, horse riding, etc.
	Warm up	I do crossword puzzles as a hobby.
	Conversation	Do you have any hobbies? / What do you do in your free time?
	Practice (1)	Do you have any hobbies? / What's your hobby? What do you do as a hobby?
	Practice (2)	What do you do in your free time? What do you like to do in your free time?
2	Literacy skills: spelling & pronunciation; Reading	Spelling activities, pronunciation: [ing], [ou], [ow]; Sight Word Reading Talk To Your Teacher: How about...?
3	Listening & Writing	Purposeful listening
	Language use	Integration of skills: reading, speaking, writing Role play; Class Project: Hobbies Survey

NOTE: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

The First Session Teaching & Practicing Language Functions

Materials: A crossword puzzle from a newspaper or magazine for the WarmUp section;

Flash cards for hobbies and free time activities: reading, playing computer games, playing chess, playing tennis, horse riding, listening to the radio, watching TV, walking in the park, doing (crossword) puzzles, shopping

Interaction: Teacher–Students; Students–Students

Time: 50 minutes (*30 mins. for warm up and conversation; 20 mins. for Practice sections*)



1. Warm up

Greet the students happily and say that today they're going to have a wonderful lesson:

1.1

We're going to have a wonderful lesson today; Guess what!

And with your facial gestures, make them curious and guess the meaning of "Guess what!"

(حدس بزنید چی!)

Elicit the title of the new lesson: "My Hobbies"

(سرگرمی های من)

1.2 Write the words "Hobby / Hobbies" on the board and read it aloud. Then, install two or three Hobbies flash cards on the board and say,

**We'll talk about our hobbies today.
People have different hobbies like
playing chess, horse riding,
playing computer games, or other things...**

and point to each activity on the board as you name it.

1.3 Pick the crossword puzzle that you have cut from a newspaper or magazine, show it to class and say,

I do crossword puzzles as a hobby.

1.4 Now address a strong student and ask him/her,

Mina/Ali, what do you do as a hobby?

Elicit one of the hobbies you introduced on the board, or the hobby that s/he is interested in. If the student names an additional hobby in English that is not among your flash cards, ask him/her to explain it in English. Make sure the class understands.

If s/he names an additional hobby in Persian, provide the English equivalent.

NOTE 1: Make sure you will have a Persian–English–Persian dictionary with you to help students with the words they need and you may not know.

1.5 Now address another student and ask

Zahra/Amin, what’s your hobby?

Help him/her to choose an activity from the list on the board or say his/her own if it’s not listed in the flash cards. Provide the English equivalent if your student mentions a hobby in Persian.

2. Conversation

Tell the students they are going to listen to a conversation between a classroom teacher and her students about their hobbies. Ask them to listen carefully and say the names of the student and the teacher.

- a. Play the CD once and repeat your question, “Do you remember the students’ names?” Elicit “Zahra” and “Samira.”
- b. Now ask, “What’s the teacher’s name?” Elicit “Mrs. Emami.”

c. See if they can answer also these questions:

- a) What's Zahra's hobby?
- b) What's Samira's hobby?
- c) What does Mrs. Emami do as a hobby?

NOTE 1: Do not teach them the do/does question forms! You will confuse them more than help them if you explain these constructions at this stage. Just get them used to these question forms orally and elicit the answers provided in the Practice sections. They are required to use "What's your hobby" or "What do you do as a hobby" to ask about people's hobbies in this lesson. Third person question forms can be used informally in role plays with more proficient classes.

- d. Play the CD again, and ask the students more about Samira's hobby: "What sort of things does Samira read?" Elicit "Books, magazines, sports news, poems."
- e. Now play the CD one more time, and get them to repeat the turns. Attend to their pronunciation. Pause the CD player at mispronounced words if any, play back, and have them repeat the mispronounced word after the speakers.

WARNING! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the "Practice" and "Talk to Your Teacher" sections.

3. Practice 1–2

Warm up: Install all the Hobbies flash cards on the board, or, in case a video–projector is available, show the Hobbies slides on the screen. Your students are now ready to learn about other hobbies.

- a. Tell them they are going to listen to Q/As (Questions/Answers) about hobbies. Pre–view the hobbies on the board (slides). Say the word for each hobby and have them repeat after you. There is no need to provide the Persian equivalent for the words.

NOTE 1: Make sure you have already listened to the CD to pronounce the words correctly like the speakers.

- b. Play the CD for **Practice 1**. Ask them to follow the lines and listen only.
- c. Play the CD again and get them to repeat the turns. Attend to their pronunciations, especially their articulation of [ɪŋ (iŋ)] in “playing”, “shopping”, “reading”, etc. Make sure they do not produce a final [g] sound!
- d. Now divide the class into two groups. Have one group ask the questions and another group give answers as in the box.
- e. You may repeat 3.4 with two students from Group 1 and 2.
- f. Now Play the CD for **Practice 2**. Ask them to follow the lines and listen only.
- g. Play the CD one more time and pause after each question. Have them repeat the questions. After they repeat each question, show the flashcards for “horse riding”, “playing tennis”, “go shopping”, “walking in the park”, and “playing computer games”, and encourage them to answer using the activities in the flash cards. You can conduct this activity with groups or pairs.

If you detect mispronunciations, use appropriate facial gestures to make them aware of their mispronunciation. Without saying a word and using body language, encourage them to repeat the word with correct pronunciation. You should be the last one in the classroom to provide correct answers.

NOTE 2: Minimize Teacher Talk Time (TTT) as far as you can. Using body language, self and peer correction, and flash cards or other pictorial materials will help you minimize TTT and maximize students' interaction in English to a great extent.

4. Workbook Assignment

Refer to Work Book (WB) . Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

a. Before you finish the class, summarize the main teaching points of the session, e.g., “What’s your hobby/What do you do as a hobby”, and the different hobbies they practiced in this lesson.

NOTE 1: Tell the students that “hobby” and “free time” are mostly used interchangeably (like synonyms), but there is a slight difference: **hobby** is an activity that you do a lot regularly and in a specialized way, while **free time activity** is what you do just to enjoy yourself at your free time. So, for example, if you bike or play tennis or collect stamps regularly and/or several times a week, it’s your “hobby”, but if you do the same activities only to enjoy yourself whenever you have some free time, it’s your “free time activity.” However, most English speaking people consider them as synonyms.

NOTE 2: Inform the students that “**Pastime**” is a synonym for free time activities.

b. Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.



The Second Session

Teaching Literacy Skills

Materials: Flash cards for [ing], [ou], [ow];

CD player;

Interaction: Teacher–Student(s); Student–Student

Time: 50 minutes

1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

2. Spelling and Pronunciation: Literacy Skills

- 2.1 Write “shopping”, “playing”. Ask the class to pronounce the words, and attend to their pronunciation of [ing]. Show the flashcards for [ing] and emphasize that the final /g/ sound is not pronounced, rather, the combination of /ing/ is produced nasally (from the nose). You may as well write **inŋ** on the board to better show that /n/ and /g/ are pronounced simultaneously with no /g/ sound at the end.
- 2.2 Now write “plow” and “browse” on the board. Pronounce them yourself (with /au/ sound), showing them the flash cards for [ow] with /au/ sound. Have them repeat after you.
- 2.3 Write “house” and “about” on the board. Pronounce them yourself (with /au/ sound), showing them the flash cards for [ou] with /au/ sound. Have them repeat after you.
- 2.4 Tell them they are going to listen to a conversation between a student his/her teacher about the pronunciation of some words. Ask them to listen carefully and say what the student’s question is.
- 2.5 Play the CD once and repeat your question. Elicit “Pronunciation of [ing]”.
- 2.6 Draw their attention to the student’s second question. Tell them that the student starts by saying “**How about...?**” **چطور؟**, and that they can use the same expression when they have one question about 2 or more things. *The Talk To Your Teacher part introduces this expression.*



3. Spelling & Pronunciation: Sight Word Reading

Refer the students to this section in their Student Book.

Note that the new words and phrases are not for classroom quizzes or translation or end-of-the-year examinations. Treat this section as a consolidation practice on pronunciation and reading.

now, about, cloud, down, house, our, around, own, without,
mountains, round, power, thousand, count, shout, mouth, loud, cow,
allow, found

- 3.1 Write the words on the board. Ask them to look at the words and guess how each word would be pronounced. Elicit pronunciations, confirm and give positive feedback on the correct pronunciations, and correct them if they make mistakes.
- 3.2 Now play the CD for **Sight Words** section, and while the words are pronounced by the speakers, point to the same words on the board. Ask them to repeat and make sure they learn the correct pronunciation of the sight words.
- 3.3 For the last round of Sight Word reading, first ask a strong student to read the words from Sight Word Reading in the book, then practice with an average student, and then ask the whole class to read the words together.
- 3.4 If you consider it necessary, play the CD one more time and get them to repeat to make sure each and every student reads fluently and pronounces correctly.

4. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

- 4.1 Before you finish the class, summarize the main teaching points of the session

including the correct pronunciations of [ing], [ow], and the new vocabulary in the Sight Word Reading activity.

- 4.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.
- 4.3 Inform them of the roles they will play in the Role Play part next session. Half of the class should prepare for the role of the Interviewer and the other half for the role of a famous person they like.
- 4.4 Finally, brief them about the **Class Project** next session. The title of the project is “Hobbies Survey.”

NOTE on Class Project: Hobbies Survey

1. Divide them into 4, 5, or 6 groups depending on the class size.
2. Tell them about the meaning of Survey /s3: rvei/:
نظرخواهی از یک یا چند گروه از افراد جامعه در مورد یک موضوع خاص – پیمایش.
نظرخواهی از افراد در مورد سرگرمی ها و اوقات فراغت آنها: “Hobbies Survey”
3. Tell them they should collect data on popular Hobbies from 4 groups of people: (1) Senior Citizens (افراد سالمند), (2) Teachers (any subject, e.g., math, science, English, etc.), (3) Housewives, and (4) School boys/girls (Secondary school دوره متوسطه). They can add another group named “Other Jobs” and collect data about the hobbies and free time activities of people in 2, 3 other jobs. They can choose one or two or three persons for each group.
4. Each group should make a poster for their Hobbies Survey. They can take pictures of the groups of people or use other illustrations as labels for the four (or five) categories of popular hobbies among these people.

5. Students may come across hobbies and free time activities that they do not know in English. Tell them to find the English words for those new hobbies, or ask you for help during the week before Session 3.

The Third Session

Communicative Activities

- Materials:** Hobbies flash cards; 5 copies of the “Hobbies/Free time activities Worksheet” in the Appendix;
CD player;
- Interaction:** Teacher–Student(s); Student–Student
- Time:** 50 minutes

1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

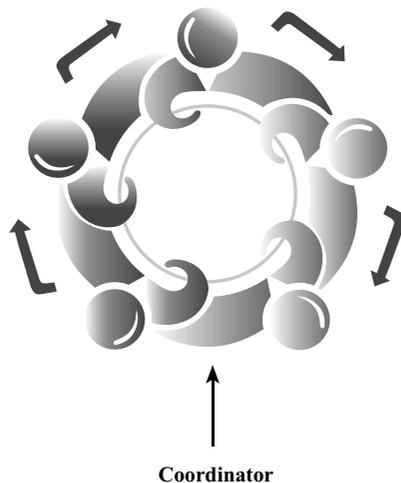
2. Listening and Writing

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation. Play the CD one more time and let them check their answers.

3. Reading, Speaking, and Writing

Review Note 3 in Session 2 about the slight difference between hobbies and free time activities (pastime).

- 3.1 Remind the students to mark “Free time activity” if they do that activity just for fun and not regularly, and “Hobby” if they do the activity regularly several times a week or a month at some degrees of specialty.
- 3.2 Divide the class into groups of 5. Choose one member (an average student) in each group as Group Coordinator to write down the other members’ answers in Hobbies/Free time activities Worksheet you have given them.
- 3.3 Apart from the Coordinator, there are 4 other members in each group. Each member should ask about his/her neighbor on his/her left side, “What’s your hobby?/What do you do (like to do) in your free time?” The neighbor may give two answers for Hobby and Free time, or just one answer for either Hobby or free time activity. The Coordinator will write down the member’s name in the Name column, and hobby and/or Free time activity in the second and/or third column.
- 3.4 This interaction will continue clockwise (from left to right) and the last member in the group will ask the same question from the Coordinator, and



the Coordinator will write down his/her name in the last row of the worksheet with his/her own information.

Monitor the groups' interaction to make sure they use the language correctly.

4. Role Play

Based on your briefing in Session 2, the students are ready to play The Interviewer and a Famous Person. The role play is about the famous person's Hobbies/Free time activities. The interviewer should start with greeting the famous person and then lead the conversation toward hobbies and free time activities.

As half of the class are prepared for the interviewer's role and the other half for the Famous Person's role, you can randomly choose two students from each role and pair them up with two students from the other role.

5. Class Project: Hobbies Survey

Based on your briefing in Session 2, the groups should bring their Hobbies Survey posters. Install the posters on the board or on the classroom walls, and together with all students, decide which hobbies or free time activities are the most popular ones among these groups of people.

List the new hobbies on the board and read them aloud together with the students.



6. Finishing the lesson

Recapitulate the main teaching points in Lesson 7 (different hobbies, how to ask about people's hobbies and free time activities), and see if they have any questions about the points taught in this lesson.

Tell them that they will now be able to talk to English speaking people about the topics they have learned in Prospect 2.

Wish them luck!

7. Your thoughts about Lesson 7

7.1 How well did your students perform in this lesson?

7.2 Are you happy with your teaching?

7.3 After studying 7 lessons in this year, how well can your students communicate in English?

7.4 How far has your teaching method changed in the past three years?

Appendix: Hobbies / Free time Worksheet

Name	Hobby	Free time activity
Group Coordinator:		

Sight Words List

Lesson 1: /sh/ , /ch/[tʃ] (15)

chair, chart, chin, cheese, chest, China, check, cherry, shark, sheep, shampoo, shoot, shower, shop, ship

Lesson 2: /st/ , /ee/ , /ay/ (20)

staff, stadium, star, stop, story, student, store, post, street, greet, keep, bee, canteen, sixteen, pray, pay, stay, today, say, way

Lesson 3: /oo/ , /ll/ , /pl/ , /sw/ (20)

zoo, kangaroo, tool, cool, call, small, still, spell, million, roller, plural, play, plant, plastic, play, swim, swan, sweet, swing, switch

Lesson 4: /ch/[k] , /ea/[e] (15)

chemist, architect, chord, chrome, chronic, anchor, orchid, school, spread, instead, bread, deaf, sweat, dead, heaven

Lesson 5: /ph/ , /th/ , /que/ , /wh/ (20)

what, whip, when, why, where, month, both, length, bath, thirteen, elephant, photo, paragraph, telephone, breath, wealth, question, query, quest, quench

Lesson 6: /fl/ , /th/ , /tr/ (20)

other, them, leather, feather, mother, that, weather, fly, flu, flower, flash, flag, flat, trip, electric, tree, track, traffic, trash, travel

Lesson 7: /ou/ , /ow/ , /ing/ (20)

now, about, cloud, down, house, our, around, own, without, mountains,
round, power, thousand, count, shout, mouth, loud, cow, allow, found

Audio Scripts

Listening for Lesson 1

1. Two girls speaking while looking at an album

A: Who's that in the picture?

B: She's my sister. She studies in France.

A: And who's the other girl?

B: That's Sheila, my sister's classmate.

A: Is she French?

B: No, she isn't. She is Spanish.

2. Two boys speaking while watching football on TV

A: Who's number 9? He's great.

B: Number 9? It's Charlie Nash.

A: Is he British?

B: No, he's originally Brazilian, but he plays in England.

Listening for Lesson 2

1. Two schoolboys speaking

A: Who's your English teacher this year?

B: Mr. Keivani.

A: What days do you study English?

B: On Monday mornings.

A: How do you like your English class?

B: It's great.

2. Two girls speaking

A: What do you do on weekends?

B: Nothing special. Why?

A: Let's do something together.

B: I just like to stay at home and relax.

A: Ummm, no problem.

Listening for Lesson 3

1.

A: Mother, my friend Arastoo can do a lot of things.

B: What can he do?

A: For example, he can draw very well.

B: Really?

A: Yes, he is very good at it. I have one of his drawings. Would you like to see it?

B: Oh, yes. This is really good.

A: He can swim very well, too.

B: Great! Do you like to learn, too?

A: Yes of course.

B: Ok...

2.

A: Hello class.

B: Hello teacher.

A: Today I am going to know about your abilities. Let's start it with Mehrnoosh.

Mehrnoosh, please tell me about your abilities. What can you do well?

B: Umm, I'm good at cooking, I cook a lot of foods, and I can make a cake, too.

A: That's so good. Are you good at searching the web?

B: Oh, yes. I can do it well.

A: So can you find the name of some special kinds of food from other countries?

B: Sure.

A: Thank you, Mehrnoosh. Sit down, please. Soodabeh, now it's your turn. What can you do well?

B: Uh, well, I'm good at ...

Listening for Lesson 4

1.

A: Mom!

B: What's wrong?

A: I can't do my homework.

B: What's the problem?

A: I've got a headache.

B: Get some rest. I'll call your teacher tomorrow.

2.

A: You don't look well.

B: I've got a sore throat.

A: We should see a doctor.

B: But I have to go to school now.

A: Don't worry. I'll talk to the principal.

Listening for Lesson 5

1.

A: Tom, I'm going to see my family in Iran for the New Year holidays.

Do you like to come with me?

B: Where in Iran are you from, Farhad?

A: I'm from Ilam. It's in the west.

B: What's it like?

A: It's a very old and beautiful city.

B: I'll think about it.

2.

A: Let's start the game. You should guess the name of the city.

B: OK.

A: It is a city in Iran. It is so big.

B: Is it Tehran?

A: No, it isn't. It is very famous for its holy shrine.

B: Is it Shiraz?

A: No, it isn't. It's in the north-east of our country.

B: I think it's Mashhad.

(Sound Effect: Clapping)

Listening for Lesson 6

1.

A: Where are you from, Amir Hossein?

B: A village near Fooman.

A: What's it like?

B: It is famous for its beautiful old houses.

A: What's the weather like?

B: It's wet most of the time.

2.

A: Where are you going on vacation?

B: To a famous village in East Azarbaijan.

A: Oh, great! What's its name?

B: Guess, it's a beautiful mountain village.

A: Where is it?

B: I think it's near Oskoo.

A: What's the weather like?

B: It is cold and dry in winter.

A: Oh, I think I know that. Is it Kandovan?

B: Yes, correct.

Listening for Lesson 7

1.

A: Do you have any hobbies?

B: Yes, I often play computer games.

A: And what do you usually do in your free time?

B: I go horse riding.

A: Great! I like it, too.

2.

A: What are you reading?

B: A sports magazine.

A: Do you like sports?

B: Yes, I often read about basketball. What about you?

A: Well, I watch basketball as a hobby. And I play it in my free time.

B: Sounds interesting!

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