

**Lesson Name:** Hobbies

**Class/Level:**

High School, Hobbies, Intermediate Skill, English Conversation

**Day/Date:** 3<sup>rd</sup> English lesson of the new academic year

**Materials:**

We will need: Laptop computer and projector; YouTube video clips; Mingling worksheet; Biography worksheet; Whiteboard, markers, and eraser; Listening script; Alarm clock/timer.

**Textbook/Course book name:** N/A

**Unit—title—page number:** N/A

**Goal/Aim:**

*The students will be able to ask and answer questions about their hobbies and interests.*

**Function:** Asking and answering questions about hobbies and interests using adverbs of frequency.

What are your hobbies?

My hobbies are reading, playing ice hockey, and playing Play Station 3.

What do you do in your free time?

In my free time I like to read, cook, and listen to music.

How often do you (hobby/interest)?

I watch TV every day.

I play soccer every week.

I go to the movies twice a month.

I write poetry once a month.

**Grammar Structures Employed:**

General Rules for Adverbs of Frequency:

- Adverbs of frequency tell us how often something happens/is the case, happened/was the case, will happen/will be the case, etc.
- If the sentence has one verb in it (e.g. no auxiliary verb) we usually put the adverb in the middle of the sentence, i.e. after the subject and before the verb.

<i>subject</i>	<i>adverb</i>	<i>verb</i>	<i>Predicate</i>
Tom	usually	goes	to work by car.

- The adverb usually comes after the verb "be"

<i>subject</i>	<i>verb</i>	<i>adverb</i>	<i>Predicate</i>
Tom	is	often	late.
Anne	isn't	usually	late.

- If the sentence has more than one verb in it (e.g. auxiliary verb) we usually put the adverb after the first part of the verb

subject	verb 1	adverb	verb 2	Predicate
I	Can	never	remember	his name.
Anne	doesn't	usually	smoke.	about the state of the school toilets.
The children	have	often	complained	

- For emphasis we can put the adverb at the beginning or end of the sentence

adverb	subject	verb 1	predicate
Sometimes	we	go	to school by bus.

- When using adverbs of frequency in the question form, put the adverb before the main verb

Auxiliary verb	subject	Adverb	verb 1	predicate
Do	you	often	Go	to the cinema?

- When using adverbs of frequency in the negative form, put the adverb before the main verb.

subject	Auxiliary verb	Adverb	verb 1	predicate
They	don't	often	Go	to the cinema.

### Questions and Answers

Q1a) What are your hobbies?

A1a) My hobbies are...

Q1b) What do you like to do in your free time?

A2a) In my free time I like to...

Q2) How often do you (hobby)?

A2) I (hobby) (every day / every week / twice a month / once a month).

Warm Up

Review: Name, age, and country/city of origin.

Vocabulary Builder: Create a word map of recreational activities.

Engage 1 & Pre Testing: Q1a/A1a & Q1b/A1b through a game of gestures/charades (using vocabulary from the word map)

Study 1: Elicit the language used to play gestures (and note on the whiteboard). Have the students listen and repeat the Q & As used in the game.

Activate 1: Pair conversations:  
Have students talk about what they do on the weekends. Listen to see if they use any adverbs of frequency.

Engage 2: Teacher shows a couple of video clips of comedic video dating that use all of the target language.

Study 2: Teacher refers to the language written on the white board, introduces Q2 / A2, and goes over the pronunciation, linking, and respelling for the students. Have the students do the listen and repeat progression of the naturalized language.

Listen and repeat progression:

- First whole questions and answers
- Then, teacher only says the hobby and the question, and students say the whole answers
- Then, teacher only shows a picture of the hobby and asks the question, and students say the whole answers
- Then, teacher divides the class into 2 groups. 1 group is directed to ask each of the questions, while the other group answers (reverse roles after going through all language)

Activate 2: Teacher hands out a “mingling” style worksheet where students must find five classmates and ask them the above questions in order to fill in five empty squares with names, hobbies, and adverbs of frequency. The first student to finish is the winner.

Engage 3 / Listening/Writing:

Teacher hands out a biography worksheet. Based on a listening script similar to video dating, students complete the questions for various characters regarding: name, age, country & city of origin, and hobbies (including frequency of practice).

Students compare answers in small groups, then the teacher elicits answers from the class.

Study 3 / Writing b: Students complete a biography of themselves on their worksheets (based on an example completed by the teacher).

Activate 3 / Speaking: The classroom is set up in a large circle or square. Students are divided and told to sit at desk either facing the inside the shape or the outside. Students say their biography to each other and follow a “speed dating” style of rotation (rotating every minute or two based on teacher discretion).

Conclusion:

Teacher states that: Today we learned how to ask and answer questions about their hobbies and interests. We also reviewed the language associated with introductions (name, age, country/city of origin).

Teacher asks: Are there any questions?

Teacher states that: Next lesson we will learn how to ask and answer questions about family members.

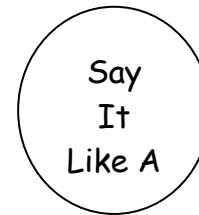
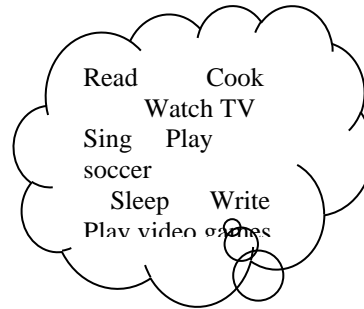
Teacher informs that: As homework, students are to collect hobby information from 2 family members to present next lesson during the review stage.

Board Work:

Date:

Wednesday February 5<sup>th</sup>, 2012

Today we are learning to ask and answer questions about our hobbies and interests.



Lesson Plan:

1. Review
2. Word Cloud
3. Gestures Game
4. Pair Conversations
5. Video
6. Language Practice
7. Mingle Game
8. Listening Challenge
9. Biography
10. Speed Dating

Q1a) What are your hobbies?

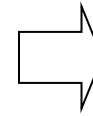
A1a) My hobbies are...

Q1b) What do you like to do in your free time?

A2a) In my free time I like to...

Q2) How often do you (hobby)?

A2) I (hobby) (every day / every week / twice a month / once a month).



Wa Chur Hobbies?  
My hobby zar...

Wadaya liketa do in your free time?  
In my free time I liketa...

How often duya (hobby)?  
I ...



Handout 1: Mingling Worksheet

<p>Name: _____</p> <p>Hobbies: _____ _____</p> <p>How Often? _____ _____</p>	<p>Name: _____</p> <p>Hobbies: _____ _____</p> <p>How Often? _____ _____</p>
<p>Name: _____</p> <p>Hobbies: _____ _____</p> <p>How Often? _____ _____</p>	<p>Name: _____</p> <p>Hobbies: _____ _____</p> <p>How Often? _____ _____</p>
<p>Name: _____</p> <p>Hobbies: _____ _____</p> <p>How Often? _____ _____</p>	<p>Name: _____</p> <p>Hobbies: _____ _____</p> <p>How Often? _____ _____</p>



Handout 2:  
Biography Worksheet



Character 1:

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
City of Origin: \_\_\_\_\_  
Hobbies: \_\_\_\_\_

Character 2:

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
City of Origin: \_\_\_\_\_  
Hobbies: \_\_\_\_\_



You:

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
City of Origin: \_\_\_\_\_  
Hobbies: \_\_\_\_\_



Your Best Match:

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
City of Origin: \_\_\_\_\_  
Hobbies: \_\_\_\_\_



Your Worst Match:

Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
City of Origin: \_\_\_\_\_  
Hobbies: \_\_\_\_\_