

Lesson Name: Hobbies

Class/Level High School, Hobbies, Intermediate Skill, English Conversation

Day/Date Third lesson of the first semester.

Materials

Laptop, projector, whiteboard, colored whiteboard markers, bingo mingling worksheet, and six blank sheets of paper (for YouTube competition).

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 free time interests.

Function Students will ask about someone's hobby and describe their own.

Grammar Structures Employed

What's your hobby? My hobby is ____.
What's her/his hobby?
Her/his hobby is _____.

Questions and Answers/Warm-Up

Q:) What did we learn in our last lesson? A:) We learned about recreational activities.

T:) In your groups of 4 write down the activities you see in the YouTube video clip. The group that writes down the most hobbies will get a sticker for their team.

A:) There are 10 hobbies. They are basketball, sewing, fishing, knitting, making model trains, doing magic tricks, playing board games, collecting stamps, doll making and playing video games. Please note that in the

previous lesson some of the hobbies were introduced. Therefore, there are only a few new ones.

YouTube: <http://www.youtube.com/watch?v=2Nc5AAIrlpM>

Q:) After watching the video, what are hobbies?

A:) They are activities.

T:) Do you do any of these hobbies? What do you do? My hobby is Cross Country running (make a gesture).

A:) My hobby is fishing.

Q:) What are some other examples of hobbies people do? (use the whiteboard to write down student examples)

A:) My hobby is snowboarding, etc...

In the previous lesson students studied the present continuous grammar structure. The topic was describing recreational activities and the target language used was: Q:) What activities do you like doing? A:) I like _____ing. How about you? (swimming, playing cards, playing ping pong, etc).

The first lesson of the semester focused on third person introductions in groups of three. The target language was:

S1:) _____ this is _____.
Name Name

S2:) Nice to meet you, _____.
Name

S3:) Nice to meet you, too.
(combining the second lessons language focus).

S2:) So, what activities do you like doing?

S3:) I like playing ping pong. How about you?

S2:) I like playing video games.

S1:) Me, too!

Engage 1 This stage is the small group writing competition. Students watch a YouTube video clip and write as many hobbies as they can. The group with the most hobbies will each get a sticker. (both a competition and collaboration task)

Study 1 T:) Repeat after me. Whaz yer hobby?
Sall:) Whatz yer hobby?

- T:) Ok. Three times fast. Whaz yer hobby?
Sall:) Repeat three times fast.
T:) Please ask me the question.
Sall:) Whatz yer hobby?
T:) My hobby'z hiking. Please repeat.
Sall:) My hobby'z hiking.
T:) Points to fishing on the whiteboard. My hobby'z _____.
Sall:) My hobby'z fishing.
T:) Points to remaining hobbies on the whiteboard using sentence completion drills.
T:) Half of the class asks the question. The teacher points to a hobby and the other half answers (switch).

Continue with drills until students are competent with the language; boys versus girls, front row versus back row, middle rows, etc.

Students stand up with a pair playing *rock, paper, scissors*. The winner can choose whether to ask or answer the question. Then switch roles and sit down. The teacher is roving around the room encouraging the students, correcting pronunciation, intonation and assessing student pairs.

- T:) Introduces the his/her component. Her hobby is playing volleyball and his hobby is swimming. The teacher uses a pair to demonstrate using the target language.
T:) Whaz his hobby?
S1:) His hobby is playing basketball.
T:) Please repeat. What's his hobby?
Sall:) Whaz his hobby?
T:) Points to a girl. Please repeat. Whaz her hobby?
Sall:) Whaz her hobby?

***Note:** Teacher asks individual students about their hobbies and students repeat. This information will become important in the activate activity.

Teacher explains short listening activity: stomp your feet if I say *his* as in whaz *his* hobby? Clap your hands if I

say *her* as in *whaz her* hobby? Ok. Close your eyes and let's practice our listening.

Teacher explains the 'beep' listening activity.

T:) Whaz her 'beep'?

Sall:) hobby

T:) Good job. Please repeat the full question. Whaz her hobby?

Sall:) Whaz her hobby?

Continue with 'Beep' his hobby, Whaz 'beep' (teacher points to themselves) hobby? Whaz 'beep' (teacher points to a boy/girl) hobby? My hobby'z 'beep' (teacher points to a hobby on the whiteboard), etc.

The teacher leads into the activate stage by selecting two capable students to demonstrate the bingo mingling game and how the language will be assessed.

T:) I know S1 and S2 but they don't know each other.
S1 this is S2.

S1:) Nice ta meet cha.

S2:) Nice ta meet cha, too.

T:) Her hobby'z playin' volleyball (referring to S2).

S2:) Whaz yer hobby?

S1:) My hobby'z doing magic tricks.

Activate 1 Students are given a bingo mingling game worksheet and instructed to play rock, paper, scissors. The winner can choose the role of student 1, 2, or 3. Students collect two signatures for each square. When all students have 18 different signatures they return to their desks. The teacher roves around the room at this time assisting students with pronunciation and assisting where needed. The teacher explains on the whiteboard 3 X's across, 3 X's down or 3 X's diagonally will be a winner. Students listen for a classmates name and cross them out on their bingo worksheets. This activity can have one or two rounds depending on time. When a student yells bingo they are given a sticker. See bingo mingling game worksheet

Conclusion What did we study in today's lesson? With a show of fingers (1 finger the lesson was too difficult, 3 fingers the lesson was not difficult but

not too easy in the middle and 5 fingers you understood the lesson perfectly). The teacher gestures to get the concept across. This is student self assessment and a subtle form of teacher assessment.

Reflection Students write in their notebooks for homework the answers to the following questions:

1. What did you like best=1# about the lesson?

I liked _____.

2. What do I have to review again for the next=↗ lesson?

I want to review _____ again.

3. My understanding of today's lesson was: Please circle one.

1 (20%) 2(30%) 3 (50-60%) 4 (70-80%) 5 (90-100%)

***Note:** Students have had the same reflection based homework since the start of the semester. This will be assessed each week on Friday and returned to the student on Monday.

Play rock, paper, scissors.
 Winners choice!

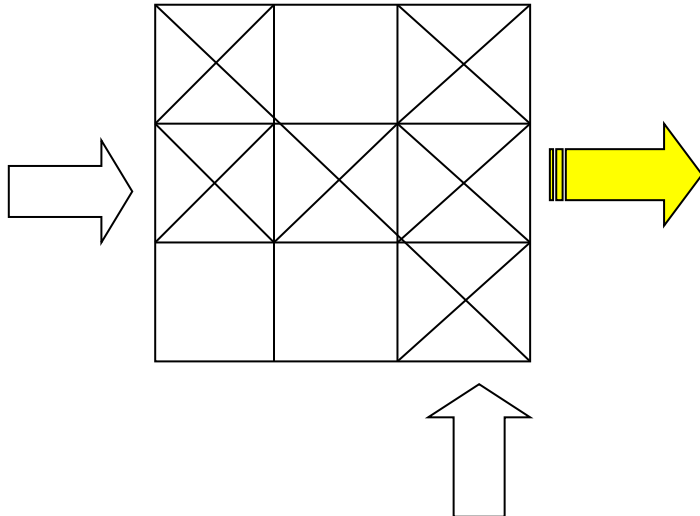


S1:) _____ this is _____.
 S2:) Nice ta meet cha.
 S3:) Nice ta meet cha, too.
 S1:) His/her hobby'z _____. (S2)
 S2:) Whaz yer hobby? (S3)
 S3:) My hobby'z _____.

Learn2introduce people

Bingo Mingling Worksheet

Names: _____ _____	Names: _____ _____	Names: _____ _____
Hobby: (S2) _____ Hobby: (S3) _____	Hobby: (S2) _____ Hobby: (S3) _____	Hobby: (S2) _____ Hobby: (S3) _____
Names: _____ _____	Names: _____ _____	Names: _____ _____
Hobby: (S2) _____ Hobby: (S3) _____ Names: _____	Hobby: (S2) _____ Hobby: (S3) _____ Names: _____	Hobby: (S2) _____ Hobby: (S3) _____ Names: _____
_____ Hobby: (S2) _____ Hobby: (S3) _____	_____ Hobby: (S2) _____ Hobby: (S3) _____	_____ Hobby: (S2) _____ Hobby: (S3) _____



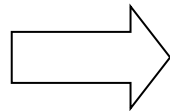
Study 1: Board Work Example

Date:
Friday February 3rd, 2012

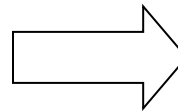
WALT: Today we are learning to ask and answer questions about our hobbies and interests.



Target Vocabulary:
Playing basketball
Sewing
Fishing
Making model trains
Doing magic tricks
Playing board games
Collecting stamps
Doll making
Playing video games



Target Language:
Q:) What's your hobby?
A:) My hobby is _____ing.
Q:) What's her/his hobby?
A:) Her/his hobby is _____ing.



Q:) Whaz yer hobby?
A:) My hobby'z playin' _____.
Q:) Whaz her/his hobby?
A:) Her/his hobby'z playin' _____.

S1:) _____ this is _____.
S2:) Nice to meet you.
S3:) Nice to meet you, too.

Nice ta meet cha.