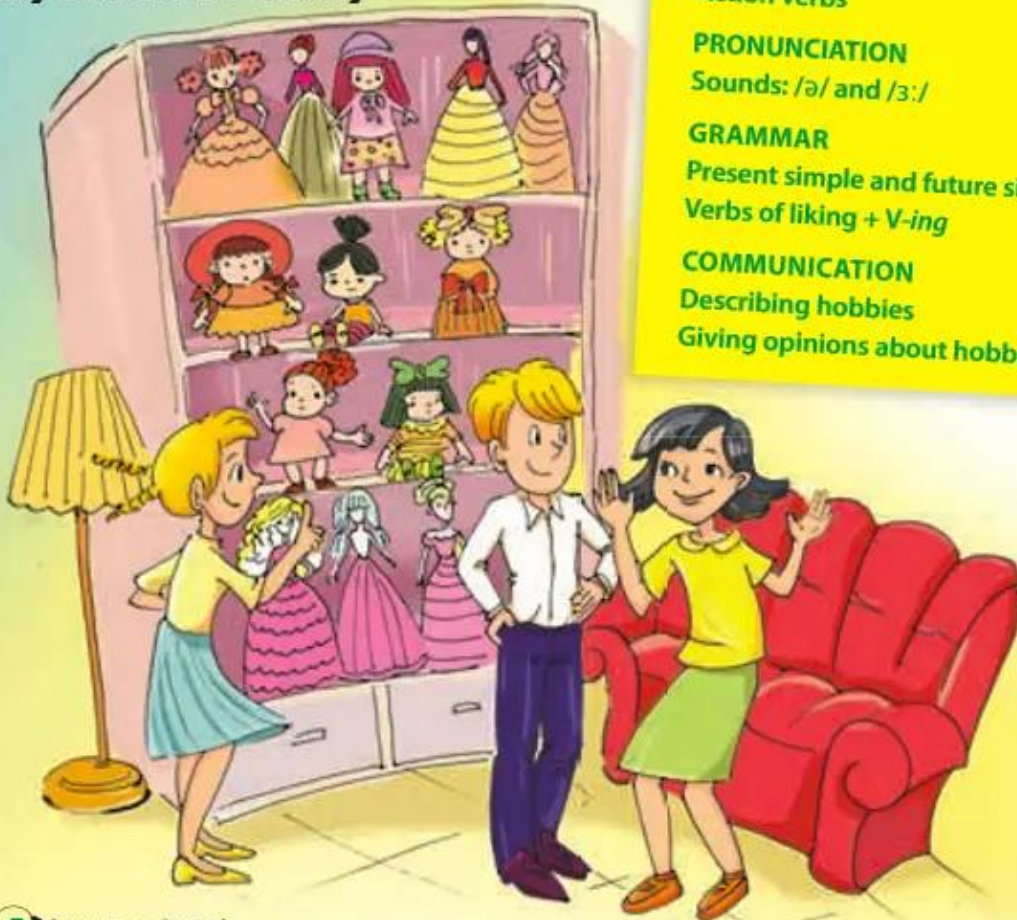


## GETTING STARTED

## My favourite hobby



## THIS UNIT INCLUDES:

## VOCABULARY

Hobbies

Action verbs

## PRONUNCIATION

Sounds: /ə/ and /ɜ:/

## GRAMMAR

Present simple and future simple: review

Verbs of liking + V-ing

## COMMUNICATION

Describing hobbies

Giving opinions about hobbies

## 1 Listen and read.

**Nick:** Hi Mi, welcome to our house!

**Elena:** Come upstairs! I'll show you my room.

**Mi:** Wow! You have so many dolls.

**Elena:** Yes. My hobby is collecting dolls. Do you have a hobby?

**Mi:** I like collecting glass bottles.

**Elena:** Really? That's very unusual. Is it expensive?

**Mi:** Not at all, I just keep the bottles after we use them. What about doll collecting? Is it expensive?

**Elena:** I guess so, but all of my dolls are presents. My parents, and my aunt and uncle always give me dolls on special occasions.

**Mi:** Your dolls are all very different.

**Elena:** Yes, they're from all over the world!

**Nick:** I don't know why girls collect things. It's a piece of cake.

**Mi:** Do you have a difficult hobby, Nick?

**Nick:** Yes, I enjoy mountain climbing.

**Mi:** But Nick, there are no mountains around here!

**Nick:** I know. I'm in a mountain climbing club. We travel to mountains around Viet Nam. In the future, I'll climb mountains in other countries too.

## Objectives

By the end of this unit, Ss can:

- pronounce the sounds /ə/ and /ɜ:/ correctly in isolation and in context
- use lexical items related to hobbies
- use the present simple, the future simple and verbs of liking + V-ing correctly and appropriately
- describe and give opinions about hobbies
- read for specific information about an unusual hobby
- listen to get specific information about a hobby
- write a paragraph about a classmate's hobby

## GETTING STARTED

### My favourite hobby

#### Introduction

Before Ss open their books, ask Ss what they like doing for pleasure in their free time. Summarise Ss' answers and ask them what all these activities are called. Elicit the word 'hobbies' from Ss. Write the unit title on the board 'My Hobbies'. Let Ss open their books and start the lesson.

1 Ask Ss to look at the picture on page 6 and answer the questions below:

- *Can you guess who they are?*
- *Where are they?*
- *What can you see on the shelf? What may the hobby be?*

Ss answer question 1, then T should introduce Elena, Nick's sister. Quickly write Ss' answers to questions 2 and 3 on the board. Play the recording. Ss listen and read. Ask Ss if their guesses on the board are correct.

## Look out!

'It's a piece of cake' is an idiom. Do you know what it means? Can you guess its meaning from the conversation? Can you think of any other idioms?

Remember, idioms usually have a different meaning than the normal meaning of each word.



### a Are the sentences below true (T) or false (F)?

- |  |                          |                          |
|--|--------------------------|--------------------------|
|  | T                        | F                        |
| 1. Elena's room is on the first floor.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There are a lot of dolls in Elena's room.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mi has the same hobby as Elena.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Elena's grandparents usually give her dolls.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Nick thinks mountain climbing is more challenging than collecting things. | <input type="checkbox"/> | <input type="checkbox"/> |

### b Answer the following questions.

- When does Elena receive dolls from her family members?
- Are her dolls the same?
- How does Mi collect bottles?
- Does Mi think collecting bottles costs much money?
- Has Nick climbed mountains in other countries?

## 2 Listen and repeat.

cycling	arranging flowers
taking photos	skating
cooking	playing the guitar
bird-watching	playing board games
gardening	

### 3 Choose the words/phrases in 2 that match the pictures below. Write them in the spaces.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_



7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

### 4 Work in pairs and complete the tables below. Do you think the hobbies in 3 are cheap or expensive, easy or difficult?

Cheap hobbies	Expensive hobbies
_____	_____
_____	_____

Easy hobbies	Difficult hobbies
_____	_____
_____	_____

Can you add some other hobbies to the lists?

### 5 Game: FIND SOMEONE WHO ...

- a In three - five minutes, ask as many classmates as you can about which hobbies from 3 they like. Use the question 'Do you like ...?'

**Example:**

A: Do you like gardening?

B: No, I don't.

- b In the table below, write your classmates' names beside the hobbies they like. The student with the most names wins.

Find someone who likes ...

cycling	_____
arranging flowers	_____
taking photos	_____
skating	_____
cooking	_____
playing the guitar	_____
bird-watching	_____
playing board games	_____
gardening	_____



**Look out!**

Have Ss guess the meaning of the idiom 'It's a piece of cake' from the conversation. Explain that it means 'a thing that is very easy to do'. Ask them if they know any other idioms. T may give them some simple idioms: *as easy as pie/ as ABC = very easy, or very easily; all of a piece = all at the same time, etc.*

- a Ss work independently. Ask them to read the sentences and decide if they are true or false. Allow them to share answers with a partner before discussing as a class. Elicit the answers from Ss. Have them correct the false sentences. Write the correct answers on the board.

**Key:**

- 1. F (They go upstairs to her room.)      2. T      3. F (Mi's hobby is collecting glass bottles.)
- 4. F (Her parents, aunt and uncle)      5. T

- b First, ask Ss to answer the questions orally without reading the conversation. Call two Ss to the board and write their answers. Ask Ss to read the conversation and check their answers. Confirm the correct answers.

**Key:**

- 1. She receives dolls on special occasions.      2. No, they aren't.
- 3. She keeps the bottles after using them.      4. No, she doesn't.      5. No, he hasn't.

- 2 Ss listen to the recording and repeat the words/ phrases. Have some Ss practise reading the words/ phrases out loud.
- 3 Ss work individually to match the words/ phrases from 2 with the pictures. Have them compare their answers with a partner. Ask for Ss' answers. Give feedback and confirm the correct answers.

**Key:**

- 1. playing board games      2. taking photos      3. bird-watching
- 4. cycling      5. playing the guitar      6. gardening
- 7. cooking      8. arranging flowers      9. skating

- 4 Ss work in pairs and complete the table. Write their answers on the board. This is an open exercise, so accept all Ss' answers. T may ask them to explain their answers. Have Ss add more words to the table.

**Suggested answers:**

Cheap hobbies	Expensive hobbies
playing board games, gardening, bird-watching, collecting old bottles, ...	taking photos, cycling, playing the guitar, cooking, arranging flowers, collecting watches, ...
Easy hobbies	Difficult hobbies
playing board games, gardening, bird-watching, collecting old bottles, taking photos, ...	playing the guitar, cooking, arranging flowers, making short films, ...

- 5 Set a time (three-five minutes) for Ss to do this activity. They ask their classmates to complete the table, using 'Do you like...?' The student with the most names wins. He/She has to read aloud the names on the list.

## A CLOSER LOOK 1

### Vocabulary

1 Match the correct verbs with the hobbies. Some hobbies may be used with more than one verb.

- |  |  |
|--|--|
| <p><b>A</b></p> <ol style="list-style-type: none"> <li>1. go</li> <li>2. do</li> <li>3. collect</li> <li>4. play</li> <li>5. take</li> <li>6. watch</li> </ol> | <p><b>B</b></p> <ol style="list-style-type: none"> <li>a. TV</li> <li>b. bottles</li> <li>c. photos</li> <li>d. mountain climbing</li> <li>e. horse-riding</li> <li>f. the piano</li> <li>g. gymnastics</li> <li>h. badminton</li> <li>i. camping</li> <li>j. dolls</li> </ol> |
|--|--|

2 Fill in each blank in the sentences with one hobby or one action verb from the box below.

Hobbies	Action Verbs
listening to music	listen
gardening	plant
fishing	catch
painting	swim
swimming	paint

1. I like \_\_\_\_\_. There is a pool near my house, so I go there four times a week and \_\_\_\_\_. It is fun because you can play in the water and keep fit at the same time.
2. I always \_\_\_\_\_ to Ngoc's songs. I love the sweet melodies. At home I have to use my headphones because my parents don't like loud noise. \_\_\_\_\_ is my favourite hobby.
3. I love being outdoors with the trees and flowers. There is a small garden behind my house. I \_\_\_\_\_ flowers and vegetables there. I like \_\_\_\_\_ a lot.
4. My father and I share the same hobby. At weekends, we usually go to a small lake in Ha Tay. It's exciting when you can \_\_\_\_\_ some fish for dinner. We love \_\_\_\_\_!
5. My sister's favourite hobby is \_\_\_\_\_. She is very creative and she \_\_\_\_\_ very well. I like the colours in her pictures.

3 Do you know what a keyword is? Work in pairs and write down keywords to describe the hobbies in the table below. You can use the words in the sentences from 2 to help you.

Hobbies	Keywords
listening to music	melody, songs ...
gardening	
fishing	
painting	
swimming	

**Look out!**  
Keywords help you understand a text quickly and take good notes! Learn how to identify them and keep practising.

4 Game: THE KEYS TO MY HOBBY!

1. Work in groups.
2. Each student thinks of a hobby and says the keywords out loud.
3. The rest of the group tries to guess what the hobby is. One point is given for each correct guess.
4. The student with the most points is the winner.

**Example:**

**A:** water, grow, flowers, vegetables

**B:** Is it gardening?

**A:** Yes, it is.



## A CLOSER LOOK 1

Have some Ss repeat the words/ phrases indicating the hobbies they learnt in the previous lesson. Move on to this lesson which focuses on hobbies, action verbs, and the sounds /ə/ and /ɜː/.

### Vocabulary

- 1 Have Ss read the action verbs in column A and match them with the suitable words/phrases in column B. Remind them that a verb can go with more than one word/ phrase. Ss work in pairs to compare their answers before giving T the answers. Check and confirm the correct answers.

**Key:**

1. d, e, i      2. g      3. b, c, j      4. f, h      5. c      6. a

- 2 Ss work in pairs to do this activity. Have Ss read all the sentences carefully to make sure they understand the sentences. Ss share their answers. Write the correct answers on the board.

**Key:**

1. swimming, swim      2. listen, Listening to music      3. plant, gardening  
4. catch, fishing      5. painting, paints

- 3 Ask Ss if they know what a keyword is. Explain that a keyword helps Ss understand a text quickly and it is usually a noun, a verb, an adjective or an adverb. Model the way to locate keywords for 'listening to music'. Have Ss look at sentence 2 in activity 2 and read out the keywords. In pairs Ss do the same. Ss can add more words to the table. Call on Ss from different pairs to go to the board and write the words. This activity can also be organised as a competitive game. The pair with the most words is the winner.

**Key:**

Hobbies	Keywords
listening to music	melody, songs, headphones, noise, rhythm, lyrics ...
gardening	trees, flowers, garden, plant (v/n), vegetables, grow, fruit ...
fishing	lake, exciting, catch, fish, water, boat ...
painting	creative, colours, pictures, artist, painting ...
swimming	pool, fun, water, keep fit, swim ...

- 4 Ss work in groups to play the guessing game. One student is the group leader who records other Ss' points. One student is the group secretary who writes down other Ss' hobbies. When time is up, call on some group secretaries to share the group's hobbies.

## Pronunciation

/ə/ and /ɜ:/

5 Listen and tick (✓) the words you hear. Repeat the words.

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> bird-watching | <input type="checkbox"/> answer    |
| <input type="checkbox"/> away          | <input type="checkbox"/> neighbour |
| <input type="checkbox"/> burn          | <input type="checkbox"/> singer    |
| <input type="checkbox"/> hurt          | <input type="checkbox"/> heard     |
| <input type="checkbox"/> birth         | <input type="checkbox"/> common    |

6 Listen again and put the words in the correct column.

/ə/	/ɜ:/

7 Listen to the sentences and tick /ə/ or /ɜ:/. Practise the sentences.

	/ə/	/ɜ:/
1. His hobby is collecting toy cars.		
2. My sister has a lot of photos.		
3. When I have free time, I usually go surfing.		
4. I love the colours in their paintings.		
5. My friend has an unusual hobby: learning foreign languages.		

## A CLOSER LOOK 2

### Grammar

The present simple and the future simple: review

1 Complete the sentences. Use the present simple or future simple form of the verbs.

- Ngoc (love) \_\_\_\_\_ cartoons, but she says she (not/continue) \_\_\_\_\_ this hobby in the future.
- They usually (take) \_\_\_\_\_ a lot of beautiful photos.
- What (your brother/do) \_\_\_\_\_ in his free time?
- I think 10 years from now more people (enjoy) \_\_\_\_\_ gardening.
- \_\_\_\_\_ you (do) \_\_\_\_\_ morning exercise every day?
- \_\_\_\_\_ you still (play) \_\_\_\_\_ badminton next year?

2 The table below shows the results of Nick's survey on his classmates' hobbies. Read the table and complete his report using the present simple.

Activity \ Name	Boys			Girls	
	Nam	Son	Binh	Ly	Hue
Watching TV	every day	every day	every day	every day	every day
Swimming				x 3 per week	x 3 per week
Playing badminton	every day	every day		x 4 per week	every day

#### Nick's report

I asked some classmates about their hobbies and I got some interesting results. Everybody (1. like) \_\_\_\_\_ watching TV, and they (2. watch) \_\_\_\_\_ it every day. The three boys, Nam, Son, Binh (3. not love) \_\_\_\_\_ swimming, but the two girls, Ly and Hue, (4. go) \_\_\_\_\_ swimming three times a week. Most of them (5. enjoy) \_\_\_\_\_ playing badminton. Nam, Son and Hue (6. play) \_\_\_\_\_ badminton every day, and Ly (7. play) \_\_\_\_\_ the sport four times a week. Only Binh (8. not like) \_\_\_\_\_ badminton; he never (9. play) \_\_\_\_\_ it.

## Pronunciation

/ə/ and /ɜ:/

- 5 Have some Ss read out the words first. Then play the recording. Ask Ss to listen and tick the words they hear. Play the recording as many times as necessary.

**Key:**

<input type="checkbox"/> bird-watching	<input checked="" type="checkbox"/> answer
<input checked="" type="checkbox"/> away	<input checked="" type="checkbox"/> neighbour
<input checked="" type="checkbox"/> burn	<input type="checkbox"/> singer
<input checked="" type="checkbox"/> hurt	<input checked="" type="checkbox"/> heard
<input checked="" type="checkbox"/> birth	<input checked="" type="checkbox"/> common



**Audio script:** answer    away    neighbour  
burn    hurt    heard  
birth    common

- 6 Play the recording again. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks their answers with the whole class.

**Key:**

/ə/	/ɜ:/
away, answer, neighbour, common	burn, birth, hurt, heard

If time allows, ask Ss to give more examples for each group. Suggested words are:

/ə/: teacher, doctor, agree, ...      /ɜ:/: prefer, fur, mermaid, ...

- 7 Ss do this exercise individually first, then compare their answers with a partner. Check Ss' answers. Ask some Ss to say the word that has /ə/ or /ɜ:/ in each sentence. Ss practise the sentences.

**Key:**

	/ə/	/ɜ:/
1	✓	
2	✓	
3		✓
4	✓	
5		✓



**Audio script:**

1. His hobby is collecting toy cars.
2. My sister has a lot of photos.
3. When I have free time, I usually go surfing.
4. I love the colours in their paintings.
5. My friend has an unusual hobby: learning foreign languages.

## A CLOSER LOOK 2

### Grammar

#### The present simple and the future simple: review

Have Ss present the form and usage of these two tenses before asking them to do the exercises.

- 1 Ss do this exercise individually and then compare the answers with a partner. Check the answers and write the correct answers on the board.

**Key:**    1. loves; will not/ won't continue    2. take    3. does ... do  
4. will enjoy    5. Do ... do    6. Will ... play

- 2 Ask Ss to look at the table and make sure that they understand it. T may explain that x 3 per week means three times a week. Ss do this activity in pairs. If necessary, T may model the first answer for Ss. Check Ss' answers and write the correct answers on the board.

**Key:**    1. likes    2. watch    3. don't love    4. go    5. enjoy  
6. play    7. plays    8. doesn't like    9. plays



**3a** Work in groups. Think of some activities (such as listening to music, playing basketball, or going shopping) and make a table like the table in **2**. One student in the group asks the other group members about the frequency they do these activities while another student in the group records the answers.

**b** Now, as a group, write a short report about what you have found out. Use Nick's report in **2** as an example. I asked some classmates about their hobbies and I got some interesting results. ...

**Verbs of liking + V-ing**

**Look out!**

We often use the *-ing* form after verbs of liking and not liking. These verbs are *like, love, enjoy, and hate* (not like).

Example: *I like going to the cinema.*  
*She hates cleaning the floor.*



**4** Complete the sentences, using the *-ing* form of the verbs in the box.

- walk      play
- watch     ride
- talk        eat
- go

1. My dad enjoys \_\_\_\_\_ his bike to work.
2. My mum doesn't like \_\_\_\_\_ films on TV. She loves \_\_\_\_\_ to the cinema.
3. I like \_\_\_\_\_ to my friends in my free time.
4. My younger brother loves \_\_\_\_\_ monopoly with me every evening.
5. They hate \_\_\_\_\_ noodles. They prefer rice.
6. Does your grandma enjoy \_\_\_\_\_?

**5** Look at the pictures and write sentences. Use suitable verbs of liking or not liking and the *-ing* form.

**6** What does each member in your family like or not like doing? Write the sentences.

1. My father likes \_\_\_\_\_.
2. My father hates \_\_\_\_\_.
3. My mother enjoys \_\_\_\_\_.
4. My mother doesn't like \_\_\_\_\_.
5. My brother/sister loves \_\_\_\_\_.
6. My brother/sister doesn't like \_\_\_\_\_.

**3a** Ss do this activity in groups. They should draw a table similar to the one in **2**. The number of columns depends on the number of group members. The activity works best if the number of group members is five or more. If there are five members in a group, a table with five columns is needed. The first column is for the activities. The other four columns are for the rest of the group. One group member asks and records the answers, so his/ her name is not necessary to be included in the table. T should explain that 'frequency' means how often someone does something in a given time frame.

Each group completes their table. Remember to set a time limit for this.

**b** Each group writes a short report similar to Nick's report in **2**. T may give each group a big piece of paper. When the time is up, groups stick their reports on the wall. T and other Ss read and comment. After that the class votes for the best report.

### Verbs of liking + V-Ing

Have Ss read the **Look out!** box. Explain the structure if needed. T may call on some Ss to make sentences with the verbs of liking.

**4** Ss do the exercise individually, then compare their answers with a classmate. Call on some Ss to read out the answers.

#### Key:

- |            |                    |            |
|------------|--------------------|------------|
| 1. riding  | 2. watching; going | 3. talking |
| 4. playing | 5. eating          | 6. walking |

**5** Ss do this activity in pairs. First, T may have Ss read the example and explain the way to do this activity. Ss write sentences using the pictures as clues. Call on some Ss to write their sentences on the board. Check and comment on Ss' sentences.

#### Suggested answers:

1. He doesn't like eating apples.
2. They love playing table tennis.
3. She hates playing the piano.
4. He enjoys gardening.
5. She likes dancing.

**6** Ss do this exercise individually, then compare their sentences with a classmate. Call on some Ss to write their sentences on the board. Ask other Ss for their comments. Correct any mistakes if there are.

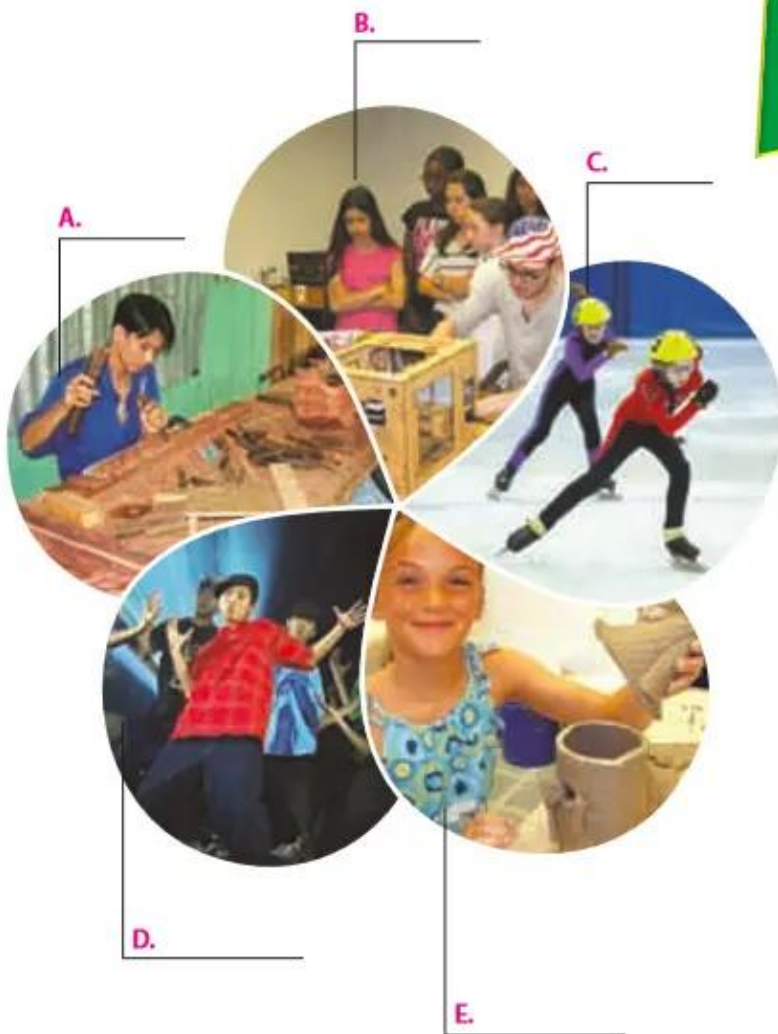
## COMMUNICATION

### Extra vocabulary

making pottery      carving wood  
 unusual              take up sth  
 making models

1 Match the activities with the pictures.

making models      dancing  
 making pottery      carving wood  
 ice-skating



2 What do you think about the hobbies in 1? Look at the table below and tick the boxes. Then, complete the sentences below by writing one reason to explain your choice.

	boring	unusual	interesting
making pottery			
dancing			
ice-skating			
making models			
carving wood			

### Look out!

When you give your opinion about something, you can use:  
*find sth/doing sth + adj* or  
*think (that) sth/doing sth is + adj.*

- I find making pottery \_\_\_\_\_ because \_\_\_\_\_.
- I think dancing is \_\_\_\_\_ because \_\_\_\_\_.
- I find ice-skating \_\_\_\_\_ because \_\_\_\_\_.
- I think making models is \_\_\_\_\_ because \_\_\_\_\_.
- I find carving wood \_\_\_\_\_ because \_\_\_\_\_.

3 Now, interview a classmate about the hobbies in 1. Take notes and present your partner's answers to the class.

#### Example:

**You:** What do you think about making pottery?/How do you find making pottery?

**Mai:** I think it is \_\_\_\_\_./I find it \_\_\_\_\_.

**You:** Why?

**Mai:** Because \_\_\_\_\_.

**You:** Will you take up making pottery in the future?

**Mai:** Yes, I will./I'm not sure.

## COMMUNICATION

### Introduction

Go through the Extra vocabulary with Ss. If Ss do not know any word/ phrase in the box, quickly teach it.

- *making pottery*: making pots, dishes ... from clay
- *making models*: making copies of things, usually smaller than the original objects
- *carving wood*: making objects, and patterns by cutting away material from wood
- *unusual*: different from what is usual or normal
- *take up sth*: learn or start to do something, especially for pleasure

- 1 Ss do this exercise individually and give T the answers. Confirm the correct answers. If time allows, ask Ss to make one sentence with each picture.

#### Key:

A. carving wood    B. making models    C. ice-skating    D. dancing    E. making pottery

- 2 Before Ss do this activity, have them look at the **Look out!** box. Write some example sentences on the board and underline the two structures.

E.g.: *I find swimming interesting.*

find + doing sth + adj

*They think (that) swimming is interesting.*

think (that) + doing sth + is + adj

If time allows, call on some Ss to give some examples.

Ss work individually and tick the appropriate boxes. Then, they move on to complete the five sentences. T may call on a student to model the first sentence. When Ss finish, have them compare their sentences with a partner. Ask some Ss to write their sentences on the board. Other Ss and T give comments.

- 3 Ss work in pairs to make conversations as in the example. Ss take turns being the person who asks the questions. This student has to note down his/ her partner's answers to report to the class later. Call on some Ss to report the answers to the class.

**Game** (extension activity): The purpose of the game is to consolidate the structure and vocabulary the Ss have learnt in this lesson as well as in other lessons.

- Ss are divided into two big groups.
- T says an activity/ hobby and points at a student from one group. This student has to make a sentence with this activity/ hobby, using the structure in the **Look out!** box together with a reason. If this student makes a correct sentence, he/ she earns one point. Then, he/ she says an activity/ hobby and points at one student from the other group. This student makes a sentence, and if it is correct, he/ she gets one point.
- The game continues until time is up. If a student cannot make a correct sentence, the group loses one point.
- T keeps record of the groups' points on the board and announces the winner at the end of the game.

## SKILLS 1

### Reading

**1** Work in pairs. Look at the pictures and discuss the questions below.

1. What can you see in the pictures?
2. What do you think the objects are made of?
3. Can you guess what hobby it is?



Now, read about Nick's father's unusual hobby and check your answers.

*My father has an unusual hobby; carving eggshells. As everyone knows, eggshells are very fragile. My dad can make beautiful pieces of art from empty eggshells. It's amazing!*

*He started the hobby five years ago after a trip to the US where he saw some carved eggshells in an art gallery. My father did not go to class to learn how to carve. He learned everything from the Internet.*

*Some people say that this hobby is difficult and boring, but it isn't. All you need is time. It may take two weeks to complete one shell. I find this hobby interesting because carved eggshells are unique gifts for family and friends. I hope that in the future he'll teach me how to do eggshell carving.*

**2** Read the text and answer the questions.

1. Why does Nick think his father's hobby is unusual?
2. Where did his father see the carved eggshells for the first time?
3. How do some people find this hobby?
4. Does Nick like his father's hobby?

**3** Read the sentences below and use no more than three words from the text to complete them.

1. Nick's father enjoys \_\_\_\_\_.
2. He took up this hobby when he came back home from \_\_\_\_\_.
3. He learned to carve from \_\_\_\_\_.
4. Nick thinks you can learn to carve if you have \_\_\_\_\_.
5. Carved eggshells can be used as \_\_\_\_\_ for your family and friends.

### Speaking

**4** Nick says that carved eggshells can be used as gifts for your family and friends. In pairs, discuss other uses of these pieces of art. Share your ideas with the class.

**5** Work in groups. Take turns talking about your hobbies. Use the questions below, and your own to help.

1. What's the name of your hobby?
2. When did you start your hobby?
3. Is your hobby easy or difficult? Why?
4. Is your hobby useful? Why/Why not?
5. Do you intend to continue your hobby in the future?

**Who do you think has the most exciting hobby?**



## SKILLS 1

### Reading

Ask Ss if they know any unusual hobbies. Elicit answers from Ss. Lead to the lesson. Tell Ss that they are going to read about an unusual hobby.

- 1 Ss work in pairs. They look at the pictures and answer the three questions. Elicit the answers from Ss and quickly write them on the board. Ss quickly read the text and compare their guesses with the information from the text.

**Key:**

1. a teddy bear, a flower, a bird and flowers.
2. They are made of eggshells.
3. The hobby is carving eggshells.

- 2 Ss read the text again and answer the questions individually and then compare their answers with a classmate. Ask for Ss' answers and have them explain their answers. Ss can either paraphrase the original information from the text or read out loud the part of the text where the answer to each question is located. Confirm the correct answers.

**Key:**

1. He thinks his father's hobby is unusual because eggshells are very fragile and his father can make beautiful pieces of art from empty ones.
2. He saw the carved eggshells for the first time in an art gallery in the US.
3. They find it difficult and boring.
4. Yes, he does.

- 3 Ss try to complete the sentences without reading the text again. Then Ss can underline parts of the text that help them find the answers. Ss share their answers with a partner. Check and confirm the correct answers.

**Key:**

1. carving eggshells
2. the US
3. the Internet
4. time
5. gifts

### Speaking

- 4 Ss work in pairs to discuss the uses of carved eggshells. Encourage Ss to think creatively. Some uses: decorations at home, souvenirs, lights (with bigger eggs), etc.
- 5 Ss work in groups and take turns talking about their hobbies. Then they vote for the most exciting hobby. Call on some Ss to talk about the most exciting hobby of their group. T can monitor the conversations and note down common errors. If time permits, T can correct the errors with the class.

## SKILLS 2



### Listening

- 1 Do you know anything about collecting glass bottles? Do you think it is a good hobby? Why/Why not?
- 2 Listen to an interview about hobbies. A 4!Teen reporter, Ngoc asks Mi about her hobby. Complete each blank in the word web with no more than three words.



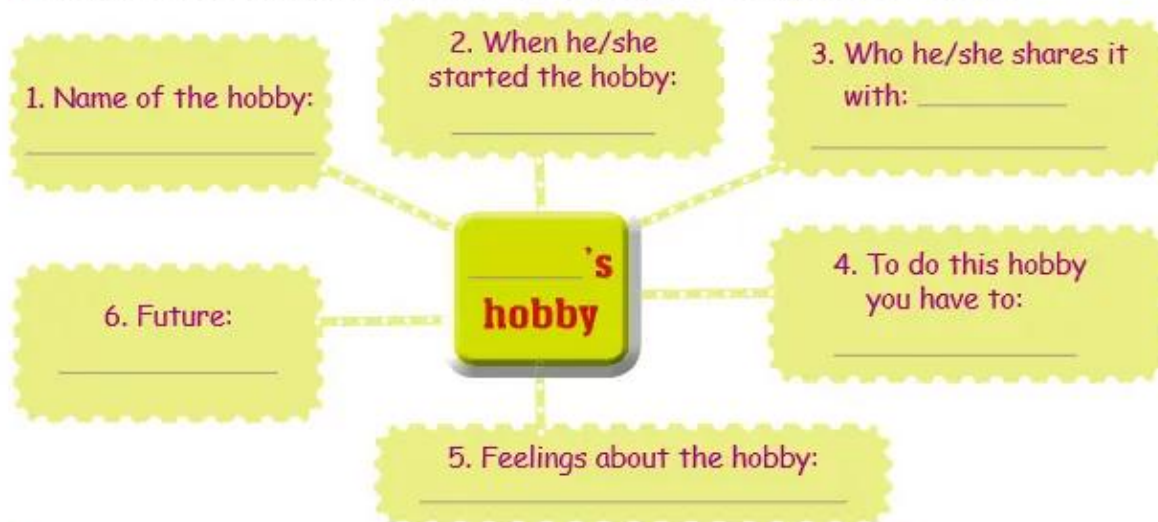
### Writing



#### Writing tip

You can use a word web as a way to organise the ideas for your writing.

- 3 Work in pairs. Ask and answer questions about each other's hobby. Take notes below.



- 4 Now, write a paragraph about your classmate's hobby. Use the notes from 3. Start your paragraph as shown below.

\_\_\_\_\_ is my classmate. His/Her hobby is \_\_\_\_\_.

## SKILLS 2

### Listening

- 1 Ask Ss if they know anything about collecting glass bottles and if they think it is useful. This is an open activity, so accept all answers provided that they make sense.
- 2 Tell Ss that they are going to listen to an interview about Mi's hobby. Ss read through the word web. Have Ss guess the word/ phrase to fill in each blank and write their guesses on the board. Play the recording and ask Ss to listen and complete the word web. Ss work in pairs to compare their answers with each other and with the word/ phrase on the board. Play the recording a second time for pairs to check their answers.

Ask for Ss' answers and write them on the board next to their guesses.

#### Key:

1. collecting glass bottles
2. two years ago
3. mother
4. a) grandmother; b) flower; lamps; c) home
5. useful
6. continue the hobby



#### Audio script:

**Ngoc:** Today we're talking about your hobby, collecting glass bottles. It's quite unusual, isn't it?

**Mi:** Yes, it is.

**Ngoc:** When did you start your hobby?

**Mi:** Two years ago. I watched a TV programme about this hobby and liked it right away.

**Ngoc:** Do you share this hobby with anyone?

**Mi:** Yes, my mum loves it too.

**Ngoc:** Is it difficult?

**Mi:** No, it isn't. I just collect all the beautiful glass bottles after we use them. My grandmother also gives me some.

**Ngoc:** What do you do with these bottles?

**Mi:** I can make flower vases or lamps from them. I keep some unique bottles as they are and place them in different places in the house. They become home decorations.

**Ngoc:** Do you think you will continue your hobby in the future?

**Mi:** Certainly, it's a useful hobby. It can help save the environment.

**Ngoc:** Thank you, Mi.

### Writing

Tell Ss that they are going to write a paragraph about a classmate's hobby. Ss will use the word web as a way to organise their ideas.

- 3 Ss work in pairs and interview each other about their hobbies. Ask Ss to take notes on each other's answers in the word web. If time allows, have some Ss present their friend's answers or write the answers on the board.
- 4 Ss write their paragraphs individually based on the information in their word webs. Ask one student to write his/ her paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to correct at home.

OR, ask Ss to work in groups and choose one hobby to write about. Give each group a big piece of paper to write on. Ask one or two groups to stick their compositions on the board. Other Ss and T give comments. Ss edit and revise their writing as homework.



## LOOKING BACK

### Vocabulary

**1** Complete the sentences with appropriate hobbies.

- If you have a lot of bottles, dolls or stamps, your hobby is \_\_\_\_\_.
- If you spend time watching birds in nature, your hobby is \_\_\_\_\_.
- If you like playing monopoly or chess, your hobby is \_\_\_\_\_.
- If you always buy flowers and put them in a vase to display in your house, your hobby is \_\_\_\_\_.
- If you spend most of your free time making vases or bowls from clay, your hobby is \_\_\_\_\_.
- If you enjoy moving your body to music, your hobby is \_\_\_\_\_.

**2** Put one of the verbs from the box in each blank. Use the correct form of the verb.

do collect listen play go read

- My sister \_\_\_\_\_ to pop music every day.
- They \_\_\_\_\_ shopping for food on Sundays.
- My mum wants to keep fit, so she \_\_\_\_\_ tennis three times a week.
- Do they \_\_\_\_\_ newspapers in the mornings?
- My grandparents \_\_\_\_\_ exercise in their free time.
- It is interesting to \_\_\_\_\_ tree leaves from different countries.

**3** Add hobbies to each of the following lists.

Easy hobbies	Difficult hobbies	Cheap hobbies	Expensive hobbies
collecting labels	skating	collecting used books	collecting cars

### Grammar

**4** Use the present simple or future simple form of each verb in brackets to complete the passage.

There are four people in my family. We (1. have) \_\_\_\_\_ different hobbies. My father (2. like) \_\_\_\_\_ playing badminton. He (3. play) \_\_\_\_\_ it almost every day. My mother (4. not like) \_\_\_\_\_ this sport. She (5. enjoy) \_\_\_\_\_ walking. Every morning she (6. walk) \_\_\_\_\_ for about two kilometres. Next year, I (7. join) \_\_\_\_\_ her. My younger sister (8. love) \_\_\_\_\_ reading books. There is a big bookshelf in her room. I (9. not like) \_\_\_\_\_ her books because they are usually picture books. She says she (10. read) \_\_\_\_\_ other kinds of books when she is older.

**5** Write true sentences about yourself.

- I like \_\_\_\_\_.
- I enjoy \_\_\_\_\_.
- I love \_\_\_\_\_.
- I don't like \_\_\_\_\_.
- I hate \_\_\_\_\_.

### Communication

**6** Role-play

Work in pairs. Student A is a reporter. Student B is a famous person.



**Example:**

- A:** Good morning. Nice to meet you.  
**B:** Good morning. Nice to meet you, too.  
**A:** Can I ask you some questions about your hobbies?  
**B:** Yes, of course.  
**A:** What is your favourite hobby?  
**B:** It's painting.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use action verbs to talk about many different hobbies			
• use the present simple/the future simple and verbs of liking + V-ing to talk about hobbies			
• describe and give opinions about hobbies			
• write about someone's hobby			

## LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to record their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

### Vocabulary

- 1 Ss do this activity individually then compare their answers with a partner. Check and confirm the correct answers. If time allows, have Ss work in pairs to make similar sentences. Then Ss read their sentences out loud for other Ss in the class to guess the hobby.

**Key:**

1. collecting                      2. bird-watching                      3. playing board games  
4. arranging flowers              5. making pottery                      6. dancing

- 2 Ss do this activity individually then compare their answers with a partner. Check and confirm the correct answers.

**Key:**

1. listens      2. go      3. plays      4. read      5. do      6. collect

- 3 Ss do this activity in pairs. Allow them five minutes to add as many hobbies to the table as possible. It can be a competition. The pair with the most hobbies wins and goes to the board to write down their answers. Give feedback.

**Suggested answers:**

Easy hobbies	Difficult hobbies	Cheap hobbies	Expensive hobbies
collecting labels collecting leaves playing board games	skating cooking painting	collecting used books collecting leaves painting	collecting cars taking pictures travelling

### Grammar

- 4 Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.

**Key:**

1. have      2. likes      3. plays      4. doesn't like      5. enjoys  
6. walks      7. will join      8. loves      9. don't like      10. will read

- 5 Ss do this exercise individually then compare their sentences with a partner. Some Ss write their sentences on the board. Give feedback.

### Communication

- 6 T may want to brainstorm interview questions on the board with the class before starting this exercise. Remind Ss to use question words and ask about opinions.

Ss work in pairs. One student interviews the other about his/ her hobbies. Set a time limit for the interview before beginning. Ask some pairs to act out the interview in front of the class. Vote for the best interview.

**Finished! Now I can...**

Ask Ss to complete the self-assessment. Identify any difficulties/ weak areas and provide further practice.

## PROJECT

# HOBBY COLLAGE



1. Work in groups of three or four.
2. Take turns talking briefly about your hobbies.
3. Work together to cut and glue pictures from magazines or draw pictures of your group members' hobbies.
4. Show and describe your collage to the class.

## **PROJECT**

### **Hobby Collage**

T explains the meaning of the word 'collage'. It is the art of making a picture by sticking pieces of coloured paper, cloth, or photographs onto a surface. It can also be a picture that you make by doing this. The pictures in the book can serve as examples.

Ask Ss to read the four instructions in the book. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may use magazines provided by T or bring some from home. Remember to have the 'show and tell' session in the next lesson and vote for the best collage.