

# **Our Hobbies**

LLC © Thematic Unit

Level: High Intermediate/ Low Advanced

Developed by Emily Eisenberg  
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## Our Hobbies



Dauhajri is s student at the Community Women’s Education Project in Philadelphia.

### **Opening Story**

I like to take care of my plants, clean each leaf with olive oil and change their place. I really like to spend time with the plants because they relax my mind, and I teach my children to take care of the flowers. When I am doing this I like to listen to music and sing and sometimes dance.

--Dauhajri

1. Are there any new words in the story? Write them below.

## Playing with Language

Strip Story: Your teacher will give you sentences from Dauhajri's story. Put them in the correct order. Do not look at the story! When you are done, check your order with the person sitting next to you.

Illustrations: Your teacher will put you in a small group and give you one sentence from the story. On a separate piece of paper, draw a picture for that sentence. When you are done, show the rest of the class your picture.

Do they know what sentence you drew the picture for?

Can you guess what sentences the other groups drew pictures for?

Attach your sentence to your picture and give it to your teacher.

Discussion Question: Dauhajri likes to spend her free time with her plants. This is her hobby. Do you have any hobbies?

## Learn about Each Other

Talk to the person sitting next to you about their hobby. Write their answers below. Ask:

1. What is your hobby?

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2. How did you learn to do this?

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3. Did you teach this to anyone?

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**Hobby-** an activity you like to do; something you do when you do not need to work, sleep, or care for your family.

**Spend Time-** to take time to do something.

For example: "In the summer, I spend time reading."

Use "to do" when you are talking about an action or activity.

For example: "I like to do exercises."

Use "to make" when you are talking about something you create.

For example: "I like to make birdhouses."

## New Vocabulary and Phrases



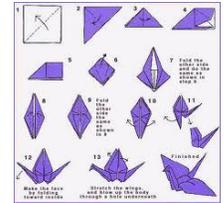
- Tools
- Needle
- Paint
- Yarn



- Hammer
- Brush
- Button



- Tweezers
- Instructions



- Learn
- Teach



- Make a mistake
- Try again



## Doing it in English

What things do you need to do your hobby?

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What places do you go to for your hobby?

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What people do you talk to for your hobby?

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Do you ever have problems finding places or talking to people? What problems have you had?

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### Instructions

Read the instructions out loud. What is different about the sentences?

When we tell people to do things, we use a different kind of sentence. Look at the examples:

Laura **opens** the book.

Say: Laura, **open** the book.

Write: **Open** the book.

Look at the list of things we do everyday. Choose one of them. Turn to the person sitting next to you and tell them how to do it. Practice the "Say" form.

1. Brush teeth
2. Make eggs
3. Make tea
4. Wash face
5. Go to class
6. Read mail

Now, think about your hobby. Write a list of things you need to do your hobby. Then, write some instructions to tell people how to do your hobby.

You will need:

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To do my hobby:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Give your paper to a partner to read. Read your partner's paper. Answer the questions.

1. Did you understand the story?

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2. What else do you want to know? (What can your partner add?)

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3. What did you like about the story?

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4. Did your partner say when they learned their hobby?

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5. Did your partner say who taught them their hobby?

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6. Did your partner say what is necessary to do their hobby?

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Read the story again. Are the words spelled right? Underline **in pencil** the words you think need to be fixed.

Show your answers to your partner. Read what your partner wrote about your paper. Do you have any questions for each other?

Take your paper back. The teacher will come and look at everyone's paper for spelling mistakes.

After the teacher checks your paper, copy your story again on a separate piece of paper with the corrections. Skip a line between each line that you write.

### **Bringing the Outside In**

Homework: What can you bring from home to show us about your hobby? Do you have something you made? Do you have some tools? Bring it to class to talk about.

Your teacher will show you some of the tools we talked about in the **Vocabulary** section. Follow the directions for each game.



## Listening

Listen to the speaker. Take notes to answer the questions:

1. What **tools** do you hear?
2. What **instructions** do you hear?
3. Can you guess what **hobby** the speaker is talking about?

## Ideas for Actions/ Project

Now it is time to share your hobby with other people in your community. The class will work together to plan a Hobby Fair where all the students can share their **Presentation**.

We need help with a lot of things:

Organize Participants (names):

1. Schedule a date and time for the Hobby Fair
2. Help edit students' presentations
3. Decide what order students should present in

Publicize the Hobby Fair (names):

1. Make posters to hang around the school
2. Make invitations for students, friends, and family
3. Make announcements about the Hobby Fair in the beginning of class

Refreshments (names):

1. Decide what kind of food or drinks you want to have
2. Decide where to get the food and drinks
3. Decide how to pay for the food and drinks

Decide what group you want to be in. Meet with your group and talk about answers to the questions you have. Share the answers with the whole class and see if there are any problems.

To Do List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Looking back

Talk to the person sitting next to you. Ask them these questions.

1. Did you like learning about hobbies?
2. Did you like the hobby fair?
3. What was your favorite part of these lessons?
4. What part of these lessons did you not like?

Share your answers with the class.

Answer the questions.

1. In this unit I learned \_\_\_\_\_

2. My favorite activity was \_\_\_\_\_

because \_\_\_\_\_

3. I did not like \_\_\_\_\_

because \_\_\_\_\_

4. Did you like the Hobby Fair?

\_\_\_\_\_

5. Why or why not?

\_\_\_\_\_

\_\_\_\_\_

6. Were you happy with your presentation?

\_\_\_\_\_

7. Why or why not?

\_\_\_\_\_

\_\_\_\_\_

Circle your answer.

|   |   |   |
|---|---|---|
| I learned new vocabulary about hobbies.                     | Y | N |
| I know how to give instructions.                            | Y | N |
| I can talk about myself and my hobby.                       | Y | N |
| I feel more comfortable using English to describe my hobby. | Y | N |

Check the words you understand.

- |          |                  |
|----------|------------------|
| ◇ Tools  | ◇ Tweezers       |
| ◇ Needle | ◇ Instructions   |
| ◇ Paint  | ◇ Learn          |
| ◇ Yarn   | ◇ Teach          |
| ◇ Hammer | ◇ Make a mistake |
| ◇ Brush  | ◇ Try again      |
| ◇ Button |                  |

## For the Instructor

These are some suggestions and resources I put together to help you and your students navigate this Thematic Unit. "Hobbies" is a pretty abstract topic, and so parts of this unit may be more challenging than others.

### Playing with Language (page 3)

#### Strip Story

I like to take care of my plants,

clean each leaf with olive oil

and change their place.

I really like to spend time with the plants

because they relax my mind, and

I teach my children to take care of the flowers.

When I am doing this I like to listen to music and sing

and sometimes dance.

#### Illustrations

I like to take care of my plants, clean each leaf with olive oil and change their place.

I really like to spend time with the plants because they relax my mind.

I teach my children to take care of the flowers.

When I am doing this I like to listen to music and sing and sometimes dance.

### **Doing it in English (page 5)**

I would suggest bringing in small craft kits (available at any craft store) for this activity section. Students should observe the command form from reading the instructions included in the kit. This is also a great opportunity to demonstrate some of the vocabulary encountered on page 3.

If this is not possible, you may also use the materials provided below.

#### Instructions for planting seeds

Put 3 cups of soil in a dish pan or other container.

Add a small amount of water.

Mix the soil with your hands.

Put 2 tbsp. of soil into a cup.

Put three seeds on top of the soil and cover them with 1 tbsp. of soil.

Water thoroughly.

Place the cup in a sunny spot until the seeds take root and sprout.

#### Instructions for sewing

Choose a needle and the color thread you want.

Measure how much thread you will need for your project.

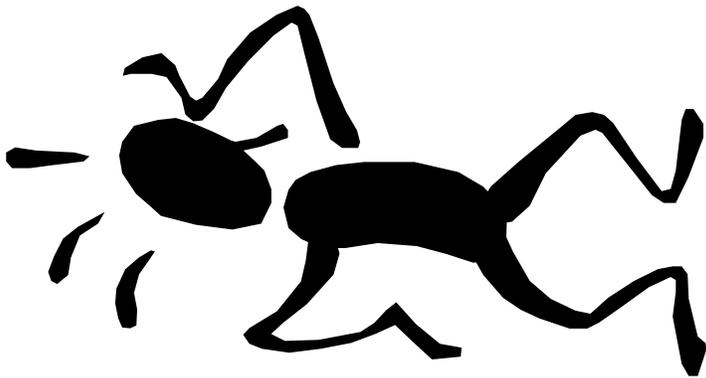
Cut twice as much thread as you need for your project.

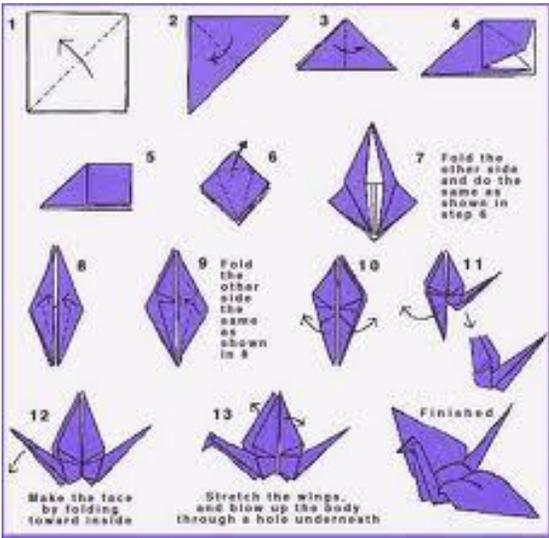
Put one end of the thread through the eye of the needle.

Tie both ends of the thread so that the needle hangs from the middle of the thread.

### **Bringing the Outside in (page 8)**

I would suggest bringing in as many authentic materials as you can for these games. If you are not able to do so, below you may find additional copies of the pictures used in the Vocabulary section for use in these activities.





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## Listening (page 10)

I would suggest finding a podcast or interview online to play for the students for this activity. If you are not able to do so, the following passage can be read aloud instead. Remember, the key is for the students to pick up on some basic vocabulary, instructions, and to guess at the hobby being described (key words in bold).

Ok, so today we're going to take a look at finishing our **birdhouses**. Remember yesterday we set them aside to let the **glue** dry, and today it's time to **paint** and hang them. The first step is deciding what color **paint** to use. Once you've settled on a color, be sure to **buy** a latex **paint**, which will be less harmful to the birds.

**Apply** the base coat of **paint** using a wide **paintbrush**. Any details or decorations you want to add should be done later with a thinner **brush**. You'll need to **read** the **instructions** on your **paint** to see how long to let the **birdhouse** dry. Usually a few hours is enough time.

When the **birdhouse** is dry, it's time to hang it up! **Choose** a place in your yard that would be safe for birds—up in a tree or hidden by bushes or other plants. **Take out** your trusty **hammer** and **attach** the **birdhouse** using **nails** or self-drilling **screws**. **Make sure** that the **birdhouse** is secure, but also that you can remove the fasteners if you need to move it in the future.