

**Language objectives**

The learner:

- can talk on the topic of the photo,
- knows the names of various free-time activities,
- can chant about hobbies,
- can sing the song about the letters of the alphabet,
- understands expressions of frequency.

**Other skills**

The learner:

- knows the new Pupil's Book,
- can use her/his hands to make gestures for hobbies,
- knows how important a safety helmet is.

**Active vocabulary**

*Ride a bike, swim, play football, play the guitar, read books, dance, run in a gym, listen to music, go roller skating, jump, every day, often, at the weekend, sometimes.*

**Passive vocabulary**

*What's your name? What can you see? Who has got a bike? Hands up! What other hobby has the girl got? What hobbies have the boys got?*

**Materials required**

Pupil's Book, pages 4–5; CD; teacher to make alphabet letter cards A–D; a piece of A4 paper for each pupil.

**Warm-up**

- If you already know your class, greet them and ask: *How are you, (name)?* If you have new pupils or a completely new class, introduce yourself and ask: *Hello! What's your name?*
- Look through the new Pupil's Book with the pupils, and make sure they are familiar with the structure of the units, where things are and what to expect.

**Teaching tip**

In the following activity, be sensitive if most pupils have a bike but a few do not – they may feel embarrassed or upset. If this is the case, do not extend the work about their own bikes; just ask for a quick *Hands up!* and move on.

**1 Listen and say.**Recording 1/2

*We often ride our bikes. Riding a bike is a great hobby!  
What are your other hobbies?  
I swim at the weekend.  
I play football every day.  
And I sometimes play the guitar.*

- Say: *Open your book to page 4. Look at the photo.* Ask: *What can you see?* Elicit known vocabulary (e.g.: *girl, boy, bikes, helmet, trees, street/road, red shirt, blue shorts*).
- Ask: *Who has got a bike? Hands up!* Have the pupils ask each other what colour their bikes are and how old their bikes are. (*I've got a blue bike. It's two years old.*)
- Write the words *hobby–hobbies* on the board and make sure the pupils understand them.
- Say: *Listen carefully.* Play the recording all the way through twice.



Riding a bike is a great hobby.

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- Ask: *What other hobby has the girl got? What hobbies have the boys got?*
- Write: *often, every day, every weekend, sometimes* on the board, and ask questions about the children in the pictures, getting the pupils to answer using the frequency phrases.
- Say: *Listen and repeat.* Play the recording again, pausing after each sentence for the pupils to repeat chorally and individually.

**2 Listen and chant.**Recording 1/3

*I ride my bike, I dance and swim.  
I play the guitar and run in a gym.  
Hobbies are great, hobbies are cool.  
I read books and play football at school.  
I listen to music, I draw and play.  
I go roller skating and jump every day.  
Hobbies are great, hobbies are cool.  
I read books and play football at school.*

- Work out with the class a series of actions and/or gestures which represent the hobbies mentioned in the chant: *ride a bike, dance, swim, play the guitar, run, read, play football, listen to music, draw, go roller skating, jump.*
- Say: *Listen carefully.* Play the chant all the way through.



## You will learn:

- \* to talk about your hobby
- \* to talk about your collections
- \* to talk about things other people like doing.

**1 Listen and say.** 1/2

**2 Listen and chant.** 1/3

**Alphabet corner**

**3 Listen and sing.** 1/4

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- Have the pupils stand up – in a circle if you have the space, or in the aisle next to their desk. Say: *Listen and mime*. Play the recording all the way through and have the pupils mime as each action is mentioned.
- Play it again and have them join in with the words. Repeat until they can say the whole chant without the recording. They can keep the rhythm by clapping on their palms with two fingers, and/or tapping their desks with one finger.
- Finally have the class do the whole chant with actions.

### ➤ Additional activity

- Get the pupils into groups of five or six and have them take it in turns to mime one of the hobbies. The others in their group have to guess.
- You could continue the activity, letting the groups practise their actions/gestures together, and then miming as a group for the other groups to guess what hobby it is.

## Alphabet corner

### 3 Listen and sing.

Recording 1/4

*A and B and C and D*

*I like you and you like me.*

*D and C and B and A*

*Come with me. Let's play.*

(x2)

- Hold up the cards with the first four letters of the alphabet on them (A, B, C, D) one by one. Elicit and then say the names of the letters very clearly. Have the pupils repeat them chorally and individually.
- Say: *Listen carefully to the song*. Play the recording all the way through once.
- Play it again, pausing after each line for the pupils to repeat.
- Say: *Listen and join in*. Have the class sing along with the song and then sing it by themselves, if possible.

### ➤ Additional activity

- Give the pupils a piece of A4 paper each to fold into four and cut out four equal rectangles. They should write one letter (A, B, C or D) on each one.
- Then play the song again, having them hold up the letters as they sing them.
- Next, put the pupils in pairs, facing each other. Play the song again and have the pupils hold up the letters when they sing them. Have them point at their partner and themselves appropriately at the second line of the song, and then beckon to each other and walk off together at the last line.

## Homework

- Ask the pupils to practise the chant with the recording.

### Materials for the next lesson

Scissors.

Notes: \_\_\_\_\_

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# Unit 1 My hobby

## Lesson 1

### I ride a horse.

Write the words and expressions in your language in the 'My language' column of the Word list at the end of the book.

ride a horse      favourite      Let me ...      take a photo  
do karate      Help!      play the piano  
write a story/write stories

#### 1 Listen, say and play. 1/5

#### 2 Listen, read and make. 1/6

Story corner



6 1 Pupils learn the new words and play the Guessing Game. 218  
2 Pupils listen to the dialogue, follow the story and read the sentences. 219

#### Language objectives

The learner:

- knows the vocabulary about free-time activities,
- can follow the content of the picture story,
- can read the story,
- knows what different hobbies involve,
- can complete sentences with the correct words or phrases.

#### Other skills

The learner:

- can work in a team.

#### Active vocabulary

Ride a horse, favourite, Let me ..., take a photo, do karate, Help! play the piano, write a story / write stories, every day, often, sometimes, at the weekend.

#### Passive vocabulary

I'm falling off my horse. You two are funny. Who rides a horse? Who takes photographs? Who does karate? Who plays the piano? Who writes stories? What about Kate?

#### Materials required

Pupil's Book, pages 6–7; CD; Activity Book, pages 2–3, 69; scissors.

#### Warm-up

- Do the chant with actions from the previous lesson (Recording 1/3).

#### 1 Listen, say and play.

Recording 1/5

ride a horse, favourite, Let me ..., take a photo, do karate, Help!, play the piano, write a story / write stories

- Say: Open your book to page 6. Look at the words and expressions in the box. Listen carefully. Play the recording all the way through twice.
- Say: Listen and repeat. Play the recording, pausing after each word/expression for the pupils to repeat chorally and individually.
- Play the Guessing Game. Work out with the class a series of mime movements and/or gestures which represent the hobbies mentioned in the recording e.g.: ride a horse, take a photo, do karate, play the piano, write stories.
- Whisper the name of a hobby to a volunteer, who stands up and mimes doing the hobby. The others have to guess what it is.
- When they have guessed, whisper a different hobby to another volunteer, and so on.
- Check that the class knows the meanings of the words/expressions. If you teach a monolingual class and you share the mother tongue, you might ask the pupils to translate the words. Say: Look at the Word list on page 122. Find the words and write the translation in the 'My language' column.

#### 2 Listen, read and make.

Recording 1/6

Frame 1

Hi, Fred. I ride my horse every day. It's my favourite hobby. I like your horse! Let me take a photo of you. Yee haa!

Frame 2

Hii-ya! I do karate at the weekend! Help! I'm falling off my horse. That's a great photo. You two are funny.

Frame 3

I've got a new hobby. I take photos. Can I take photos of you, Snap and Honey?

OK, Fred. I've got a hobby, too. I often play the piano. Listen.


Very nice, Snap. Sometimes, I write stories. This story is about a cat.


Frame 4


These are photos of our hobbies. I take photos, Chatty rides her horse, Kate does Karate, Snap plays the piano and Honey writes stories. Have you got a hobby?


- Say: Look at the picture story in activity 2.
- Say: Listen to the dialogue and follow the story. Play the recording all the way through once.
- Say: Listen and read. Play the recording again, pausing after the sentences that appear in the Pupil's Book for the pupils to read them chorally.
- Say: Listen and repeat. Play the recording again, pausing after every sentence for the pupils to repeat chorally and individually.
- Ask questions, e.g.: Who rides a horse? Who takes photographs? Who does karate? Who plays the piano? Who writes stories? What is Honey's story about?
- Say: Look at picture 4. Ask: Have you got a hobby? Elicit some replies from around the class, giving them any new vocabulary they need (e.g.: fishing, collecting postcards, building LEGO® houses).


### 3 Stick and read.

1  \_\_\_\_\_

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

### 4 Write and read.

rides does writes takes plays

karate stories the piano her horse photos

- 1 Snap \_\_\_\_\_
- 2 Chatty \_\_\_\_\_
- 3 Kate \_\_\_\_\_
- 4 Honey \_\_\_\_\_
- 5 Fred \_\_\_\_\_

### 5 Listen and sing.

- 3 Pupils stick the correct sentences in the speech bubbles and read the sentences aloud.  
 4 Pupils complete the sentences about the characters using the words from the boxes and read them aloud.  
 5 Pupils listen to the song and sing all together. They do the actions. 

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- Put the pupils into pairs to ask and answer about their hobbies. Circulate and monitor their production, and help with any new vocabulary they might need.
- Activity Book, page 2, activity 1. Say: *Look at the photos and read the sentences. Then complete the sentences with the words from the box.* Have the pupils check their answers in pairs; then elicit the complete sentences from individuals around the class.

### 3 Stick and read.

- Say: *Find the stickers* and show the pupils where they are. Have them cut out the stickers, but not stick them in their books yet.
- Say: *Open your book to page 7, activity 3. Ask: Who reads which sentence?*
- Have the pupils put (but not stick) the sentences next to the characters and check with a partner.
- Say: *Stick the correct sentences in the speech bubbles.* Elicit the answers from the whole class, with different pupils reading each sentence aloud.

### 4 Write and read.

- Say: *Look at activity 4. Complete the sentences about the characters using the words from the boxes.*
- When they have completed the sentences, say: *Check your answers with your partner.*
- Elicit the complete sentences from individuals and then have the whole class read them chorally.

- Activity Book, *More Fun*, page 69, activity 1. Say: *Put the words in the correct order, and write sentences. Check them with a partner; then read them to each other.* Elicit the sentences from around the class.

### 5 Listen and sing.

#### Recording 1/7

*We go to school and learn English.  
 What about Snap? What about Snap?  
 Snap plays the piano. Snap plays the piano.  
 We go to school and learn English.  
 What about Chatty? What about Chatty?  
 Chatty rides her horse. Chatty rides her horse.  
 We go to school and learn English.  
 What about Kate? What about Kate?  
 Kate does karate. Kate does karate.  
 We go to school and learn English.  
 What about Honey? What about Honey?  
 Honey writes stories. Honey writes stories.  
 We go to school and learn English.  
 What about Fred? What about Fred?  
 Fred takes photos. Fred takes photos.*

- Say: *Listen carefully.* Play the song all the way through once.
- Make sure the pupils understand the text of the song.
- Say: *Listen to the song and sing all together.* Play the song all the way through in three-line sections, and have the pupils repeat the words, either saying them first and then singing them, or singing straight away if they can. They can also sing along with the CD.
- Decide on five actions for the activities mentioned in the song. Ask the pupils e.g.: *What does Snap do?* Elicit: *Snap plays the piano* (with an accompanying action).
- Activity Book, page 2, activity 2. Say: *Listen to the recording and circle the correct words to complete the sentences.* Play Recording 1/6; then have the pupils check their answers with a partner. Elicit the complete sentences from individuals around the class.

#### Additional activity

- Have the pupils stand in a circle (or two small circles if you have a class of more than 20).
- Start the activity by saying your hobby and then asking the pupil on your right about their hobby, e.g.: *I ride my bike. What about you, (name)?* Then do the same with the pupil on your left, with a different hobby. In this way the same question moves in two different directions. Tell the pupils that they must give a different hobby as an answer to each question.

#### Homework

- Activity Book, page 3, activity 3. Say: *Read the sentences and stick the correct stickers.*
- Activity Book, page 3, activity 4. Say: *Draw and colour a picture of your favourite hobby in the box. Then complete the sentences and read them aloud.*

#### Materials for the next lesson

A small soft toy; a stamp; a leaf.



# Unit 1 My hobby

## Lesson 2

## My collection

Write the words and expressions in your language in the 'My language' column of the Word list at the end of the book.

live	collect	soft toy	poster	stamp	leaf/leaves		
<b>30</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>70</b>	<b>80</b>	<b>90</b>	<b>100</b>
thirty	forty	fifty	sixty	seventy	eighty	ninety	one hundred

### 1 Listen, say and play. 1/8

### 2 Listen and read. 1/9

This is Sara-Lou. She lives in America. She collects soft toys. She has got fifty soft toys: teddy bears, dolls and toy animals.

Sara-Lou has got three brothers, Marcus, Jerry and Jonathon. They have got collections, too. Marcus collects posters. He has got thirty posters. Jerry has got eighty stamps and Jonathon collects leaves. He has got forty leaves.

What do you collect?



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- 1 Pupils learn the new words and play *Hunt the Thimble*.
- 2 Pupils listen to the recording, follow the text and read it aloud.

### Language objectives

The learner:

- can name things which can be collected,
- can say the numbers from 30 to 100,
- can read the text about different collections,
- can search for necessary information in a text,
- can talk about other people's collections,
- can recite the chant when given a role,
- can hold a conversation with a classmate about collections.

### Other skills

The learner:

- can work in pairs.

### Active vocabulary

*Live, collect, soft toy, poster, stamp, leaf, leaves, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred. What do you collect? I collect dolls.*

### Passive vocabulary

*What colour is 80? What number is orange? What can you see? What's the girl's name? Where does she live? How many brothers has she got? What does Marcus collect? How many posters has he got?*

### Materials required

Pupil's Book, pages 8–9; CD; Activity Book, pages 4–5; a small soft toy; a stamp; a leaf.

### Warm-up

- Practise the numbers 0–20 with the class. Ask, e.g.: *How many pupils are there in the class today? How many girls/boys? How many doors/desks/windows are there in the classroom?*

### 1 Listen, say and play.

#### Recording 1/8

*live, collect, soft toy, poster, stamp, leaf, leaves, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*

- Say: *Open your book to page 8 and look at the words in the box.*
- Say: *Read and listen carefully.* Play the recording all the way through twice.
- Say: *Listen and repeat.* Play the recording, pausing after each word for the pupils to repeat chorally and individually.
- Ask: *Which words do you know?* When a pupil offers a word, say: *Put it in a sentence.* Elicit a complete sentence and then elicit other similar sentences from the rest of the class, e.g. if one pupil offers: *I live in X Road,* elicit the same information from others, asking: *Where do you live?*
- Check that the class knows the meanings of the words. If you teach a monolingual class and you share the mother tongue, you might ask the pupils to translate the words. Say: *Look at the Word list on page 122. Find the words and write the translation in the 'My language' column.* If possible, actually bring in a small soft toy, a stamp, a leaf and use a poster on the classroom wall to illustrate the new vocabulary.
- Practise the numbers in the box using their colours; ask, e.g.: *What colour is 80? What number is orange?*

- Play *Hunt the Thimble* using your small soft toy as the 'thimble'. Instead of saying *cold/hot* to indicate how close the pupil is to the hidden object, use the numbers 10–100, with 10 being very close and 100 being far away.
- Play the game as usual, asking for a volunteer to leave the class and be the 'hunter'. Decide with the rest of the class where to hide the soft toy.
- Call: *Come in* to the volunteer, who goes around the class looking for the toy. The other pupils can help by saying the numbers as appropriate when s/he gets nearer or further away.
- Repeat the game as many times as you feel appropriate.
- Activity Book, page 4, activity 1. Say: *Circle the correct words and complete the sentences by writing the correct numbers.* Have the pupils check their answers with a partner by reading their sentences. Elicit the sentences from around the class.

### ➔ Additional activity

- Say a 'ten-number' (e.g.: 30); then ask a volunteer to *add 10 or 20,* and to *take away 10 or 20.*

### 2 Listen and read.

#### Recording 1/9

*This is Sara-Lou. She lives in America. She collects soft toys. She has got fifty soft toys: teddy bears, dolls and toy animals.*

### 3 Write and say.

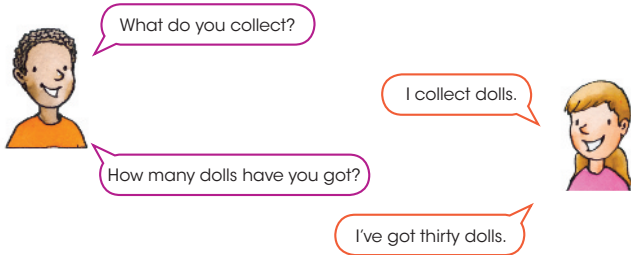
Name: _____	Name: _____
Collects: _____	Collects: _____
How many: _____	How many: _____
Name: _____	Name: _____
Collects: _____	Collects: _____
How many: _____	How many: _____



Sara-Lou collects soft toys.  
She's got fifty soft toys.

### 4 Listen and chant.

### 5 Look and talk.



3 Pupils complete the missing information about Sara-Lou and her brothers and talk about each collection.  
4 Pupils listen to the chant and chant all together.  
5 Pupils act out short dialogues.

Sara-Lou has got three brothers, Marcus, Jerry and Jonathan. They have got collections, too. Marcus collects posters. He has got thirty posters. Jerry has got eighty stamps and Jonathan collects leaves. He has got forty leaves.  
What do you collect?

- Say: Look at the photo in activity 2. Ask: What can you see? Elicit, e.g.: a girl, soft toys, a teddy-bear, a rabbit, a toy dog.
- Say: Listen to the recording and follow the text. Play the recording all the way through while the pupils follow the text.
- Say: Listen to the recording, follow the text and read it aloud. Play the recording again, pausing after each sentence for the pupils to repeat chorally and individually.
- Ask questions, e.g.: What's the girl's name? Where does she live? How many brothers has she got? What does Marcus collect? How many posters has he got?
- Say: Read the question at the end and answer it.
- Put the pupils in pairs to read the text to each other. They can take it in turns, reading alternate sentences. Then they read it again with the other pupil starting. Circulate and listen to their production. Help any individuals with particular problems and give feedback to the whole class on any general pronunciation issues.

### 3 Write and say.

- Say: Open your book to page 9 and look at activity 3. Say: Read the text in activity 2 again. Complete the missing information for Sara-Lou and her brothers.

- Say: Talk about each collection with a partner. Then have pupils read out the information to the class, using the formula illustrated in the speech bubble.
- Activity Book, page 5, activity 4. Say: Complete the table and the sentences with information about you. Then ask and answer in pairs. You may want to check the questions first: What's your name? What do you collect? How many have you got? Circulate and monitor their production.

### 4 Listen and chant.

#### Recording 1/10

Hello! What do you collect?  
Soft toys. I collect soft toys.  
How many soft toys have you got?  
Fifty. I've got fifty.  
Hello! What do you collect?  
Posters. I collect posters.  
How many posters have you got?  
Thirty. I've got thirty.  
Hello! What do you collect?  
Stamps. I collect stamps.  
How many stamps have you got?  
Eighty. I've got eighty.  
Hello! What do you collect?  
Leaves. I collect leaves.  
How many leaves have you got?  
Forty. I've got forty.

- Say: Listen carefully to the chant. Play the recording all the way through once.
- Ask: How many soft toys/posters/stamps/leaves? (soft toys – 50, posters – 30, stamps – 80, leaves – 40)
- Say: Listen and repeat. Play the chant again, pausing after each line for the pupils to repeat chorally.
- Say: Listen and join in. Play the chant again and encourage the pupils to join in with it.
- Let the class try to chant without the recording; they can clap their palms with two fingers, and/or tap the desk with one finger to keep the rhythm.
- Then divide the class into five groups. Group 1 asks the questions each time, Group 2 answers about soft toys, Group 3 answers about posters, Group 4 answers about stamps, and Group 5 answers about leaves. You can then swap the groups round so they have different roles.

### 5 Look and talk.

- Say: Look at activity 5. Read the dialogue.
- Divide the class into two groups (boys and girls as in the pictures, if you wish). Have half the class ask the questions chorally and the other half answer chorally.
- Put the class into pairs to repeat the example dialogue in the book and then to continue talking about other objects. The pupils can talk about things they collect or they can make up objects and numbers if they don't collect anything. Circulate and monitor their production.

### Homework

- Activity Book, page 4, activity 2. Say: Read the text aloud and complete it with the words from the box. Then listen to the recording and check your answers.
- Activity Book, page 5, activity 3. Say: Read the dialogues and number the pictures in the correct order.



# Unit 1 My hobby

## Language objectives

The learner:

- knows the new names of hobbies,
- can read the dialogue about favourite hobbies,
- can complete sentences with the correct names from the text,
- can number pictures based on the content of a chant,
- can answer about her/his preferences.

## Other skills

The learner:

- collaborates with classmates when reading the dialogues.

## Active vocabulary

*Baking, cookie, gardening, hiking, travelling. Me too! Do you like baking? Yes, I do. No, I don't.*

## Passive vocabulary

*Have you got a hobby? What do you collect? I bake cookies every day. I'm baking cookies now. What does Jeff like doing? Who likes gardening?*

## Materials required

Pupil's Book, pages 10–11; CD; Activity Book, pages 6–7.

## Warm-up

- Ask pupils about their hobbies and collections, e.g.: *Have you got a hobby? What do you collect?* Go around the class asking and getting answers.

## 1 Listen, say and play.

Recording 1/11

*baking, cookie, gardening, hiking, travelling. Me, too!*

- Say: *Open your book to page 10 and look at the words in the box.*
- Say: *Read the words and listen carefully.* Play the recording all the way through twice.
- Say: *Listen and repeat.* Play the recording, pausing after each word for the pupils to repeat chorally and individually.
- Make sure the pupils understand the meanings of the words. If you teach a monolingual class and you share the mother tongue, you might ask the pupils to translate the words. Say: *Look at the Word list on page 122. Find the words and write the translation in the 'My language' column.*
- Write the verbs *bake–baking, garden–gardening, hike–hiking, travel–travelling* on the board. Say: *I bake cookies every day. I'm baking cookies now.* Explain the difference between things we do *often*, and things we are doing *now*, as we are speaking. To reinforce the concept say, e.g.: *I ride my bike every day.* Ask: *Am I riding my bike now?* Say: *No, I'm not.* Make other similar examples using verbs the pupils know.
- Draw the pupils' attention to the fact that verbs ending in *-e* (e.g.: *hike, bake*) lose their *-e* when you add *-ing*.
- Play *Chinese Whispers*. Have the pupils sit or stand in teams of five or six in a line – the teams should be as far from each other as possible.
- Whisper a phrase (eg.: *I like baking*) into the ear of the first pupil and have them pass it back along the line. Check

## Lesson 3

## I like baking.

Write the words and expressions in your language in the 'My language' column of the Word list at the end of the book.

baking	cookie	gardening
hiking	travelling	Me too!

### 1 Listen, say and play. 1/11

### 2 Listen and read. 1/12



**Grandma:** What are you doing, Jeff?  
**Jeff:** I'm baking cookies. I like baking and I love cookies!



**Lucy:** Hello, Betty! What are you doing?  
**Betty:** I'm watering the tomatoes. I love gardening and I love tomatoes! Come and help me. We can make a tomato sandwich for lunch.



**Mummy:** Do you like hiking, Lizzie?  
**Lizzie:** Yes, I do. Hiking is cool!  
**Daddy:** I like hiking and I love travelling.  
**Lizzie:** Me too!

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1 Pupils learn the new words and play *Chinese Whispers*.  
2 Pupils listen to the dialogues and read them aloud.

what the last person says. You can award points to the teams, as you continue the game with different phrases about hobbies.

- Activity Book, page 6, activity 1. Say: *Look at the photos. Then read and tick the correct word.* They should check with a partner afterwards.
- Activity Book, page 7, activity 5. Say: *Rearrange the letters to make a sentence. Write the sentence; then draw your favourite cookies.*  
(Answer: I love cookies!)

## 2 Listen and read.

Recording 1/12

Frame 1

*What are you doing, Jeff?*

*I'm baking cookies. I like baking and I love cookies!*

Frame 2

*Hello, Betty! What are you doing?*

*I'm watering the tomatoes. I love gardening and I love tomatoes!*

*Come and help me.*

*We can make a tomato sandwich for lunch.*

Frame 3

*Do you like hiking, Lizzie?*

*Yes, I do. Hiking is cool!*

*I like hiking and I love travelling.*

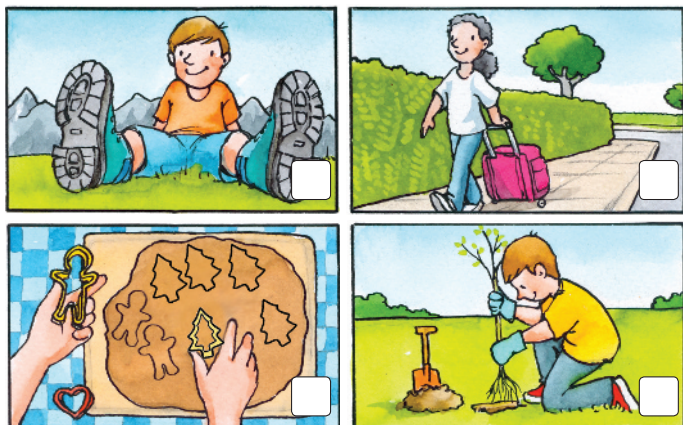
*Me too!*

### 3 Write and read.

Jeff  
Lizzie  
Daddy  
Betty

- 1 \_\_\_\_\_ likes tomatoes.
- 2 \_\_\_\_\_ likes baking.
- 3 \_\_\_\_\_ likes hiking.
- 4 \_\_\_\_\_ likes travelling.

### 4 Listen, number and chant. 1/13



### 5 Read and write.

Yes, I do. No, I don't.

- 1 Do you like baking? \_\_\_\_\_
- 2 Do you like hiking? \_\_\_\_\_
- 3 Do you like gardening? \_\_\_\_\_
- 4 Do you like travelling? \_\_\_\_\_

3 Pupils complete the sentences with the correct names and read them aloud.  
4 Pupils listen to the chant, number the pictures accordingly and chant all together.  
5 Pupils write their own answers, then read the questions and answers aloud.

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- Say: *Look at the photos in activity 2. Ask: What can you see? Elicit as much as you can in the way of words, expressions and sentences.*
- Say: *Read the dialogues and listen carefully.* Play the recording all the way through once.
- Say: *Look at photo one. Listen to the dialogue and read it aloud.* Play the recording, pausing after each sentence for the pupils to read chorally and individually. Check that they understand all the language.
- Repeat the procedure for photos two and three.
- Ask questions, e.g.: *What does Jeff/Betty/Lizzie like doing? Who likes gardening/baking/hiking?*
- Divide the class into two groups. Have the two groups ask and answer the questions in the three photos chorally.
- Put the pupils into pairs to ask and answer the questions.
- Activity Book, page 6, activity 2. Say: *Read the sentences and number them in the correct order.* Play Recording 1/12 again for the pupils to check their answers. Elicit the correct order from the whole class.

### 3 Write and read.

- Say: *Open your book to page 11. Look at activity 3.*
- Say: *Read the dialogues in activity 2 again. Complete the sentences with the correct names.*
- Say: *Read the sentences aloud to your partner.* Circulate and monitor their production.

- Elicit the answers from the whole class as complete sentences.

### 4 Listen, number and chant.

#### Recording 1/13

*Do you like baking? Do you like baking?*

*Yes, I do. Yes I do.*

*Do you like gardening? Do you like gardening?*

*Yes, I do. Yes I do.*

*Do you like hiking? Do you like hiking?*

*No, I don't. No I don't.*

*Do you like travelling? Do you like travelling?*

*No, I don't. No I don't.*

- Say: *Listen carefully to the chant.* Play the recording all the way through once.
- Say: *Listen and repeat.* Play the chant all the way through, pausing after each line for the class to repeat chorally.
- Say: *Listen and join in.* Play the recording and have the pupils join in with it.
- Say: *Look at the pictures in activity 4. Listen to the chant and number them one to four.* Play the chant again.
- Elicit the answers, asking: *What is number one/two/three/four?* (Answers: 1 baking; 2 gardening; 3 hiking; 4 travelling)
- Divide the class into two. Have one group chant the questions with the recording and the other group chant the answers. Then swap roles and do it again.
- You can then ask pairs to do the same thing, first with the recording, then with the whole class in unison, and finally in their own time without the recording.

### 5 Read and write.

- Say: *Look at activity 5. Write your own answers.*
- Have the pupils ask and answer the questions in pairs. Circulate and monitor their production.

#### ➔ Additional activity

- Have the class in a free space where they can walk around easily. Play some music (or clap a beat). When you stop the music, the pupils turn to the person nearest to them and ask and answer one of the four questions from activity 5. Start the music again for them to walk around again, and so on until they have all asked and answered at least four questions (encourage them to ask a different question each time).

#### Homework

- Activity Book, page 7, activity 3. Say: *Follow the lines to match the characters to what they like. Complete the sentences and read them aloud.*
- Activity Book, page 7, activity 4. Say: *Read the questions and circle the answers that are true for you.*

#### Materials for the next lesson

A piece of A3 paper for each pupil; crayons; scissors; glue; drawing paper; pictures from magazines depicting the pupils' favourite activities and things associated with them.



# Unit 1 My hobby

## Language objectives

The learner:

- knows the new hobbies,
- knows what things are associated with these hobbies,
- understands sentences about these hobbies when supported by photos,
- can ask and answer questions about someone's hobbies.

## Other skills

The learner:

- can illustrate her/his hobby,
- can work in pairs and groups.

## Active vocabulary

Pottery, archery, fishing, bird watching, fishing rod, good eyesight, arrows, bow, bird book, binoculars, clay, camera. Do you collect anything? What do you need for your hobby? Can you do this in winter? Is it a sport?

## Passive vocabulary

What do you need to do archery/pottery/fishing/bird watching?

## Materials required

Pupil's Book, pages 12–13; CD; a piece of A3 paper for each pupil; crayons; scissors; glue; drawing paper; pictures from magazines depicting the pupils' favourite activities and things associated with them.



### 1 Circle and read.



### 2 Match and say.

	clay	arrows	
hands			good eyesight
	Archery	Bird watching	
fishing rod			bow
	Fishing	Pottery	
binoculars			camera
	bird book		

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- 1 Pupils circle the names of hobbies and read them aloud.
  - 2 Pupils match the words to the correct hobby and read them aloud.

## Warm-up

- Say: *Tell me the names of hobbies that you know.* Elicit hobbies from different pupils, and write them on the board. Check that the class remembers what they all mean.
- Have the pupils tell a partner which ones they like and don't like. Circulate and monitor their production.

### 1 Circle and read.

- Say: *Open your book to pages 12 and 13 and look at the four photos at the top.* Ask: *What can you see?* Elicit known words and expressions.
- Say: *Listen carefully.* Read out the sentences next to the four photos.
- Check the pupils understand the meanings of the new words: *pottery, archery, fishing, bird watching, fishing rod, good eyesight, arrows, bow, bird book, binoculars, clay, camera.*
- Say: *Listen and read.* Read each sentence, pausing for the pupils to repeat them chorally and individually.
- Put the pupils into pairs to read the sentences to their partner. Circulate and monitor their production.
- Ask questions, e.g.: *What do you need to do pottery?* Then have the pupils ask and answer similar questions in pairs.
- Say: *Look at the word snake and circle the names of hobbies.* Pupils can check with a partner. Then elicit the words from the whole class.

### 2 Match and say.

- Say: *Look at activity 2. Draw lines to match the words to the correct hobby.*
- Have the pupils check their answers in pairs.
- Elicit the answers from the whole class as complete sentences, e.g.: *For archery you need a bow and arrows.*

### ➔ Additional activity

- Call out the name of something you need for one of the four hobbies. Have volunteers tell you which hobby it is.
- You could also include previously learnt equipment and hobbies, e.g.: *boots–hiking; helmet–ride a bike/horse; flowers–gardening; camera–take photos.*





# Unit 1 My hobby

## Language objectives

The learner:

- can point to and name objects seen in the DVD,
- can combine words occurring in the DVD into phrases,
- can repeat words from the slideshows,
- can name objects on the slideshows.

## Other skills

The learner:

- can watch the DVD carefully.

## Active language

Pottery, archery, fishing, bird watching, postcard, collect, lucky, favourite, rose bush, magazine.

## Passive language

What did you like in the DVD? What things do you remember from the DVD? collect postcards, ride a horse, write stories, plant a rose bush.

## Materials required

Pupil's Book, pages 14–15; DVD; teacher to make word cards: bedroom, postcards, wall, table, favourite, horse, beautiful, stories, hobby, lucky, magazine, well done, gardening, garden, rose bush, planting, happy; a hat or a box.

## Warm-up

- Ask the pupils to name the hobbies they learnt about in the previous lessons.

## 1 Watch, tick and say.

Hello. I'm Becky. I'm ten. This is my friend, Sam. We're in my bedroom.

Hello. I'm Sam. I'm 11. What are these, Becky?

These are my postcards. I collect them. Look!

Wow! You've got lots of postcards, Becky. How many have you got?

I've got 60.

There are postcards on the wall and postcards on the table.

This is my favourite postcard. It's a beautiful horse.

I like horses. My friend Sophie has got a horse. She rides her horse every weekend. It's her hobby. Look! This is a photo of Sophie on her horse.

Wow! She's lucky! I like horses, too, but I haven't got a horse ...

I write stories at the weekend. That's my hobby. I've got 30 stories. Look! This is my story. It's in this magazine.

Really? That's great! Well done, Sam!

Have you got any other hobbies, Becky?

I love gardening with my grandparents. They live in another town, but sometimes they come to help in our garden. Just a moment ...

What are you doing?

This is a video of my grandparents in their garden. Look! They're planting a rose bush.

They look very happy. I think they like gardening, too.

Yes, they do.

- Say: Open your book to page 14. Ask: What can you see? Elicit some known vocabulary, e.g.: flowers, garden, trees, teddy bear, leaf.



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- Say: Look at the five photos and the words next to them, and listen carefully. Read the words postcard, lucky, favourite, rose bush and magazine twice.
- Say: Listen and repeat. Say the words again and have the pupils repeat them chorally and individually.
- Say: Watch the DVD and listen carefully. Play the DVD.
- Say: Watch it again and point to the correct picture when you hear the words. Play the DVD and check where the pupils' fingers are as they watch.
- Say: Look at the pictures in activity 1 on page 15. Tick the objects you see.
- Have the pupils check their answers with a partner. Then elicit the answers from the whole class. (Answers: postcard; rose bush; magazine.)
- Ask: What did you like in the DVD? What things do you remember from the DVD? Elicit answers from the whole class.

## Additional activity

- Put the word cards (bedroom, postcards, wall, table, favourite, horse, beautiful, stories, hobby, lucky, magazine, well done, gardening, garden, rose bush, planting, happy) into a hat or a box. Have the pupils draw out one card each (or one per pair in a large class). Play the DVD again, and have the pupils wave their card when they hear their word.





## Language objectives

The learner:

- can complete sentences with the missing words,
- can put the stickers in the correct place according to the recording,
- can talk about what s/he likes and doesn't like doing in her/his free time,
- can number photos according to a recording,
- can talk about the hobbies of people shown in the picture,
- understands and can read the sentences presented,
- can put words in the correct order and write sentences with them.

## Other skills

The learner:

- can carry out a self-evaluation of her/his language skills.

## Active vocabulary

*I like gardening. I don't like gardening. He does karate. She plays the piano. He writes stories. She takes photos. They collect stamps.*

## Passive vocabulary

*What are their hobbies? My friend can play the piano very well. I collect stamps. I've got 90 stamps. She's taking a photo. I love baking cookies. My brother collects leaves. He's got 40 tree leaves. Read the words from the table. Listen and number the pictures.*

## Materials required

Pupil's Book, pages 16–17; CD; Activity Book, pages 8–9; teacher to make picture and word cards related to various hobbies introduced in Unit 1.



## 1 Write and read.

stories karate piano photos horse

- 1 Fred has got a camera. He takes \_\_\_\_\_.
- 2 Kate likes sport. She does \_\_\_\_\_.
- 3 Snap likes music. He plays the \_\_\_\_\_.
- 4 Honey likes books. He writes \_\_\_\_\_.
- 5 Chatty likes animals. She rides her \_\_\_\_\_.

## 2 Listen, stick and read. 1/14

1 I have got 30



2 My daddy collects



3 My mummy likes



4 I often ride my



5 I play



6 He often writes



## 3 Look and say.



I like gardening.



I don't like gardening.

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- 1 Pupils complete the sentences with words from the box and read them aloud.
- 2 Pupils listen to the recording, stick the correct stickers and read the sentences aloud.
- 3 Pupils look at the picture and word cards from Unit 1 and say the sentences.

## Warm-up

- Ask the pupils to talk about some of the hobbies they have learnt about in Unit 1.
- Remind them that in this section they will do the self-evaluation. It would probably be a good idea to go through the principles upon which this works, so that they remember the importance of doing it honestly and properly.

## 1 Write and read.

- Say: *Open your book to page 16 and look at activity 1.*
- Say: *Complete the sentences with words from the box. When they have finished they can check them with a partner.*
- Elicit the answers as complete sentences from the whole class.  
(Answers: 1 photos; 2 karate; 3 piano; 4 stories; 5 horse)

## 2 Listen, stick and read.

Recording 1/14

- 1 I have got 30 posters. But there are only seven posters on the walls in my bedroom.
- 2 My daddy collects stamps. He has got 100 stamps.
- 3 My mummy likes gardening. Look! My mummy is planting a tree.
- 4 My bike is new and fast. I often ride my bike.
- 5 I play the piano every day. Sometimes I play for my friends.

6 He likes books. He's got 80 books in his bedroom. He often writes stories, too.

- Say: *Find the stickers for activity 2.*
- Say: *Look at activity 2. Read the sentences and listen to the recording. Play the recording all the way through once.*
- Say: *Read, listen and put (but don't stick) the stickers in the correct place. Play the recording again. Then say: Now stick the correct stickers, and read the sentences aloud with your partner.*
- Activity Book, page 8, activity 1. Say: *Find and circle the hidden words in the puzzle; then write them on the lines.*

## 3 Look and say.

- Stick the picture and words cards related to hobbies on the board.
- Say: *Look at activity 3. Read the two sentences to remind the pupils of the form.*
- Say: *Tell your partner two hobbies that you like and two hobbies that you don't like. The pupils can look at the cards on the board to help them remember the hobbies they have learnt in Unit 1. Circulate and monitor their production.*

## Additional activity

- Have the pupils sing some of the songs and do the chants from Unit 1.



# I can! My hobby

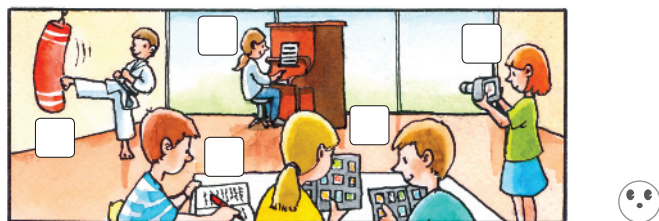


I can! 😊 😐 😞

## 1 I understand sentences that I hear and I can write the numbers correctly. 1/15



## 2 I can describe a picture using full sentences.



## 3 I can read and understand sentences.

Sometimes, I write stories.  She collects soft toys.  Do you like baking?

## 4 I can write sentences.

1 horse my every I day. ride   
 2 hiking. like I gardening and

Pupils do the self-evaluation.

# I can! My hobby

## 2 I can describe a picture using full sentences.

- Say: Look at the picture in activity 2. What can you see?
- Ask: What are their hobbies? Elicit sentences from the whole class, e.g.: He does karate. She plays the piano. She takes photographs. They collect stamps. He writes stories.
- Put the pupils in pairs to ask each other what their hobbies are, and to describe what the children in the picture are doing. Circulate and monitor their production.
- Tell the pupils to mark the boxes in the picture with a tick (✓) or a cross (X).
- Say: Draw the mouth on the face.

## 3 I can read and understand sentences.

- Say: Look at activity 3. Read the sentences to your partner. Circulate and monitor their production.
- Ask: What do the sentences mean? Elicit answers (accept translations into the mother tongue if you share it with your pupils).
- Tell the pupils to mark the boxes with a tick (✓) or a cross (X).
- Say: Draw the mouth on the face.

## 4 I can write sentences.

- Say: Look at activity 4. Read the words and write them in the correct order to make sentences. Circulate and check their production.
- Have the pupils check with a partner; then elicit the correct sentences from the whole class.
- Tell the pupils to mark the boxes with a tick (✓) or a cross (X).
- Say: Draw the mouth on the face.

### ➔ Additional activity

- Divide the class into two groups (A and B) and give each group half of the word cards for hobbies.
- Group A should mime one of the hobbies and Group B has to say what the hobby is. Then Group B mimes for Group A, and so on.
- If you wish, keep score and declare a winner at the end.

### Homework

- Activity Book, Active Dictionary, page 9. Say: Colour the pictures and write the correct words and phrases from the box below each picture. Then read them aloud.
- Then the pupils should cover the words to see if they can remember them.
- Say: Translate the words in the box at the bottom of the page.

### Materials for the next lesson

A soft ball; teacher to make alphabet letter cards A–H.

# I can! My hobby

## 1 I understand sentences that I hear and I can write the numbers correctly.

Recording 1/15

- 1 My friend can play the piano very well.
- 2 I collect stamps. I've got 90 stamps.
- 3 Look at my sister. She's taking a photo.
- 4 I love baking cookies with my daddy.
- 5 My brother collects leaves. He's got 40 tree leaves in his collection.

- Say: Look at page 17, activity 1. Look at the photos and listen carefully. Play the recording all the way through once.
- Say: Listen and number the photos. Play the recording again.
- Elicit the correct answers from the class.
- Say: Draw the mouth on the face.
- Activity Book, page 8, activity 2. Say: Read and match the questions and answers. Have the pupils check with a partner; then elicit the answers from the whole class. The pairs can then ask and answer the questions.