

## hobbies

**Age:** Adult



**Level:** Pre-intermediate

**Time:** 45–60 minutes

**Language focus:** vocabulary associated with hobbies and free time

**Skills:** listening, speaking

**Materials:** text and worksheet exercises; audio file

**Aims:** to provide students with language needed to describe their hobbies and ask others about theirs

### What are red words?

Ninety per cent of the time, speakers of English use just 7,500 words in speech and writing. These words appear in the Macmillan Dictionary in red, and are graded with stars. One-star words are frequent, two-star words are more frequent and three-star words are the most frequent. 'Language for' lessons are based on red words and encourage students to improve their English through communicative tasks using collocation and commonly used phrases.

- 1 As preparation for the lesson, ask students to make a list of all the hobbies they have done. Ask them to divide them into two groups – those hobbies they do now and those they used to do but have stopped doing.



**Teaching tip:** Hobbies tend to fall into four main categories: 1) things people collect, such as stamps, foreign banknotes, antiques; 2) things people do, such as karate, ballet, athletics; 3) things people play, such as particular sports or musical instruments; and 4) things people go, such as cycling, swimming, camping, or places they go, such as to the theatre or to the cinema. Make sure students use the correct verb when discussing the hobbies they listed in the first stage. There will be further practice of this in exercise 3c.

- 2 Make a copy of the worksheet for each student.

- 3 Start the lesson by asking students to work in pairs and ask and answer the three questions. Then get them to report their partner's answers to the whole class.
- 4 Ask students to work individually to do the second part of the warmer and match the verbs with the noun phrases. Have them compare their answers in pairs and then check the answers with the whole class.
- 5 Tell students that they're going to listen to two people talking about their hobbies, past and present. Ask them to read the sentences in exercise 2a and choose the best word in each case. Ask them to compare their answers in pairs. Then have them listen to the recording to check their answers. You may need to play the recording more than once.
- 6 In exercise 2b, they need to listen to the recording and write the correct names to complete the sentences. Give them plenty of time to read all the gapped sentences first as the information in the exercise is not necessarily in the same order as it appears in the recording.
- 7 Ask students to read the sentences in exercise 3a carefully and then work in pairs to complete the exercise. Encourage them to first complete any answers they immediately know so that they can be eliminated. Check the answers as a class.
- 8 Exercise 3b uses words first encountered in the previous exercises and in the audio. Ask students to work individually to complete the exercise and then compare their answers in pairs. Check answers with the whole class.
- 9 Exercise 3c focuses on the use of different key verbs with different sorts of free time activities. This exercise can be done individually. Check answers with the whole class.

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**10** Divide students into pairs for exercise 4.  
Ask them to suggest a new hobby for their partner and give reasons for choosing it.

**11** The discussion in exercise 5 can be done as a whole class activity.

**3b** 1 c  
2 f  
3 d  
4 b  
5 a  
6 e

### KEY

**11** do a hobby  
2 play a musical instrument  
3 learn a foreign language  
4 bake bread

**2a** 1 enjoyment  
2 regularly  
3 relax  
4 up  
5 mind  
6 take  
7 baking  
8 avid

**2b** 1 Jane  
2 Steve  
3 Jane  
4 Steve  
5 Steve  
6 Jane  
7 Jane  
8 Steve

**3a** 1 f  
2 g  
3 a  
4 c  
5 b  
6 e  
7 h  
8 d

**3c** 1 do  
2 go  
3 play  
4 do  
5 play  
6 go  
**4, 5** students' own answers