

## Topics: Hobbies by Adrian Tennant

**LEVEL:** Intermediate +  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**LANGUAGE FOCUS:** Missing words, understanding vocabulary in context, topic words

### LEAD-IN

Put students in pairs. Ask them to look at the photos and discuss what they think each one shows. Elicit ideas and write these on the board, but don't say if they are correct or not at this stage.

Put students into small groups and ask them to discuss the four questions, then open it out into a class discussion.

### READING: NOTICEBOARD MESSAGES

Ask students to read through the messages and match the photos from the previous exercise to the correct one. Point out that there are ten messages and only six photos, so there are some texts that do not have a photo. Get them to check their answers together before checking as a class.

**Key a** \_\_\_\_\_  
 1. J; 2. I; 3. A; 4. F; 5. E; 6. B

Next, ask the students to answer the six comprehension questions. Again, get students to check their answers in pairs before checking as a class.

**Key b** \_\_\_\_\_  
 1. Tony (A), skiing (I); 2. Josh (C); 3. D; 4. Darren (F) – looking for his bike; 5. The Outdoor Club (B), The Real Ale Club (G) and the Chess Team (J); 6. Robyn (F)

### WORKING WITH THE LANGUAGE

#### Focus 1: Understanding meaning

Put students in pairs and ask them to help each other to answer the other four questions. Monitor and help where necessary before checking as a class.

**Key** \_\_\_\_\_  
 1. Or Nearest Offer; 2. The Outdoor Club; 3. yoga and pilates; 4. Extra Large

#### Focus 2: Language use

Ask students to read the information and look at the examples in the box, then match the missing words to the two sentences in the box. Get them to compare their answers in pairs before checking as a class.

**Key a** \_\_\_\_\_  
 1. Have you ...; 2. Are you ...

Next, ask the students to try to add the words in the boxes to the extracts 1-5. Again, monitor and help where necessary before checking as a class.

**Key b** \_\_\_\_\_  
 1. Are you feeling stressed?; 2. It's black and grey ...;  
 3. The next meeting is at 8pm; 4. I hate studying alone ...;  
 5. The chess team is looking ...

### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Ask students to look back at the messages from the noticeboard and find words that match the definitions. Encourage them to work in pairs and discuss their ideas. Monitor and help where necessary. If students get stuck, suggest they look at the next activity to see if this helps them. Check the answers as a class.

**Key** \_\_\_\_\_  
 1. warranty; 2. join; 3. raise; 4. trade; 5. lifestyle;  
 6. admission; 7. finals; 8. trial(s)

#### Focus 2: Topic-related words

Students should match the hobbies in the box to the correct list of equipment. Get them to check their answers in pairs before checking as a class. At this stage, you can discuss the different items of equipment and what each one is.

**Key** \_\_\_\_\_  
 1. kayaking; 2. chess; 3. mountain biking; 4. yoga and pilates; 5. model planes

### LISTENING

Ask students to listen to someone describing the hobby they do. After playing the recording, get students to discuss their ideas in pairs. Play the recording again, if necessary. Check the answers as a class.

**Topics: Hobbies**  
**by Adrian Tennant**

*Key* \_\_\_\_\_  
*yoga and pilates – notice E*

**Transcript:**

When I first started, I thought “This’ll be easy.” I mean, it really looks as if there’s nothing to it but I was mistaken. I took it up because my girlfriend at the time was into it and, at first, most of my mates just laughed at me. But, I have to say, it’s changed my life. Not only am I much healthier and fitter than I was before, but I’m also so much more relaxed and chilled out. I’d recommend it to anyone.

**SPEAKING**

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

Make sure you have enough role-cards for each student. There are two different scenarios: 1 and 2. Put students in pairs and hand out the role cards – make sure that student 1A is working with student 1B, and student 2A is working with student 2B! Give the students time to read through their cards, then ask them to act out their role-play. Monitor and then choose two or three pairs to come out to the front of the class and perform their role-play.

**PROJECT**

Ask students to carry out the project for homework and ask for volunteers to give their presentations in the next lesson.