

Teaching activities: Hobbies

Level:	B1
Skills:	speaking, listening
Interaction:	individual, pairs, small groups
Time:	70–85'
Materials:	Prepare a set of cards to demonstrate activity H and blank cards/pieces of scrap paper for learners to create their own cards OR learners' use own devices.
Learning objective:	By the end of the session, learners will be better able to use language for making suggestions.

In the activities, learners watch a video about unusual hobbies, practise using language for making suggestions then create their own B1 Preliminary Speaking Part 3 task. They use their task to practise Speaking Part 3.

*These activities use a video taken from our new secondary learning course, *Shining Lights*, but offer additional activities to be used with it. To learn more about *Shining Lights* and download a sample, please visit [cambridge.org/shininglights](https://www.cambridge.org/shininglights)*

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Student worksheet

A. Make a list of hobbies.**B. Discuss the questions:**

- Which of the hobbies on your list have you tried?
- Which do you do now?
- Are there any hobbies you would like to try?
- Why do people do hobbies? What are the benefits?

C. Watch the video and tick the hobbies you see or hear. Add others in the video to your list.**D. Your teacher will ask you to focus on one of the hobbies. Watch the video again and remember as much information as you can about that hobby. Take brief notes if you need to then tell your group about the hobby.**

Oracy tip: When using notes, try not to read from them. Read what you've written and remember the key information. It's easier for people to listen if you look at them rather than at your notes.

E. Discuss with your group.

Which hobby would you most/least like to try? Why?

Making suggestions and asking for opinions

F. Watch the video again and complete the questions.

1. How _____ stargazing?
2. Does this hobby _____ interesting?
3. _____ about trainspotting?
4. Finally, why _____ you take part in toy voyaging?
5. What do you think _____ these hobbies?
6. Would you _____ to try any of them?

G. Complete these questions using the correct form of the verb given.

1. What about _____ (try) horse riding?
2. Why don't you _____ (start) climbing?
3. How about _____ (do) gymnastics?
4. Would you like _____ (go) fishing?
5. What about _____ (run)?
6. How about _____ (take photographs)?
7. Would you like _____ (try) karate?

Would you like to try these hobbies? Ask and answer the questions. Say why or why not.



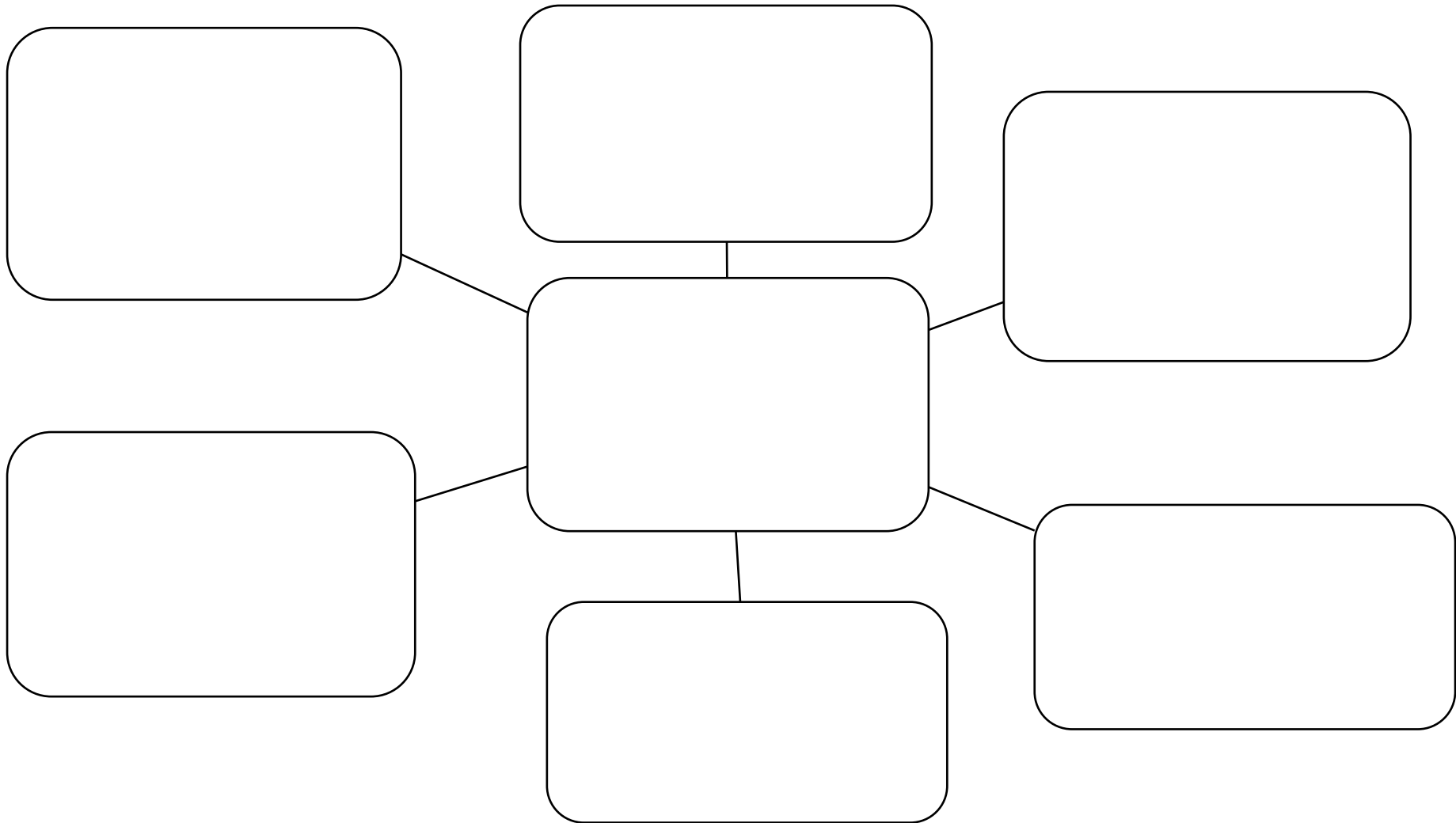
- H. Imagine you want to try a new hobby this weekend. Take turns to ask and answer questions using the cards. Try to find similar opinions to your partner.

Speaking Part 3

- I. **You're going to create your own Speaking Part 3 task. Complete the gaps to create the instructions.**

A teenager wants to _____ . They want to find an activity to help them _____ . Here are some activities that they could try. Talk together about the different activities they could do, and say which would _____ .

- J. **Now think of six activities to add to your task. Draw the teenager and the activities.**



Oracy tip: Don't forget to show when you agree with your partner's ideas with phrases like – *That's a good idea. Good point. I agree.*



Peer assessment

K. Listen to your partners doing Speaking Part 3 and complete the table.

	Draw an emoji to show how well they have done this.		What could they do to improve this?	
Name				
Do they talk together for two minutes?				
Do they use phrases for making suggestions?				
Do they use phrases to agree like: <i>That's a good idea; Good point; I agree?</i>				
Do they justify their opinion and say why?				

Reflection

L. Discuss then write.

Three things I've learned today _____

Two things I've enjoyed today _____

One question I still have _____

Activity and suggested timing	Notes	Answer key
Lead-in, 5–10' A. B.	Put learners in pairs or small groups and ask them to make a list of hobbies. Set a time limit of two minutes. Learners work together but each learner needs to write a list. Learners discuss the questions.	
Objective, 5'	Share the learning objective with the class explaining what you are going to do. Give learners a couple of minutes to check understanding with their partner then clarify any questions in open class.	
Listening, 10' C. D. E.	<p>Play the video*. Learners watch and tick off the hobbies they see or hear. Ask them to add any others from the video to their list.</p> <p>Put learners into groups of three and assign each person a hobby: stargazing, trainspotting or toy voyaging. Watch the video again and learners take notes. After watching, highlight the oracy tip and ask learners to share what they learned about their hobby with their group.</p> <p>Learners discuss the questions with their group. Elicit a few ideas as feedback.</p> <p><small>*Video taken from <i>Shining Light, B1.2, Unit 2 (page 17)</i></small></p>	painting, climbing, stargazing, trainspotting, toy voyaging, skydiving
Focus on language, 10' F. G.	<p>Watch the video and complete the questions.</p> <p>Extra challenge: ask learners to complete the phrases then watch the video to check.</p> <p>Learners complete the questions using the correct form of the verb given. Allow them to check in pairs before sharing answers. Clarify any questions about the structures and forming <i>verb + -ing</i>.</p> <p>Learners ask and answer the questions saying why they would or wouldn't like to try the hobbies.</p>	F. 1. How about stargazing? 2. Does this hobby sound interesting? 3. What about trainspotting? 4. Finally, why don't you take part in toy voyaging? 5. What do you think of these hobbies? 6. Would you like to try any of them? G. 1. What about trying horse riding? 2. Why don't you start climbing? 3. How about doing gymnastics?



Activity and suggested timing	Notes	Answer key
		4. Would you like to go fishing? 5. What about running ? 6. How about taking photographs? 7. Would you like to try karate?
Speaking, 5–10' H.	<p>Demonstrate the activity first. Take one question stem card and one activity card, show learners and demonstrate forming a question, e.g. <i>Would you like to ____? + scuba diving = Would you like to scuba dive? OR Would you like to try scuba diving?</i> Ask a learner the question and encourage them to ask you using <i>What about you?</i></p> <p>Take turns to ask a few questions explaining you're trying to find something in common.</p> <p>Show the question stems on the board for learners to copy. Give each pair of learners 12–15 pieces of paper. They write the six question stems on the slips of paper – one per piece of paper. Then ask them to write hobbies on each of the remaining pieces of paper. They can use their list from the beginning to help them. Then they ask and answer.</p> <p>Monitor to check learners are using the correct forms, collecting successful and less successful examples for use in feedback.</p> <p>Pairs can swap activity cards with another pair to extend the activity.</p> <p>Digital option: if learners have access to their own devices, they could create the cards in an app like Wordwall. One learner creates a set with the question stems, the other with hobbies. They 'deal' a card from each device to ask and answer.</p>	Before the lesson, prepare a set of cards with the question stems: <i>What about _____?</i> <i>How about _____?</i> <i>Does _____ sound _____?</i> <i>What do you think of _____?</i> <i>Would you like to _____?</i> <i>Why don't you _____?</i> And a set of cards with different hobbies on each.
Creating the exam task, 15–20' L.	<p>Review the format of the Speaking Part 3 task with learners. You could show an example if necessary.</p> <p>Show the gapped exam instructions on the board. Elicit some benefits of doing hobbies from the beginning of the lesson. Show how they fit into the rubric. For example: <i>A teenager wants to make new friends/learn something new/get fit. They want to find an activity to help them make new friends/learn something new/get fit.</i></p>	



Activity and suggested timing	Notes	Answer key
<p>J.</p>	<p>Elicit some ideas for activities and hobbies that they could include. (They want to include some that would help and some that wouldn't.)</p> <p>Elicit some ideas for the last part, e.g. <i>Say which would be most interesting/help them make the most friends.</i></p> <p>Extra support: provide options from a list to fill the gaps in the rubric and learners choose.</p> <p>Learners create their task. They can draw the activities or cut out pictures from magazines and leaflets. Alternatively, you could create digital tasks using an app like Padlet or Miro.</p>	
<p>Create success criteria, 5' K.</p>	<p>Before learners do the speaking task, ask them what makes a successful Part 3 task. Learners may come up with a range of ideas so acknowledge all good suggestions but write on the board their ideas that most closely match the criteria in the peer assessment table. Explain to learners they should try to do these things.</p>	
<p>Exam practice, 10'</p>	<p>Put learners in groups of three to do the Part 3 task they have created. One is the examiner who listens and completes the peer assessment table.</p> <p>Learners share their feedback with their group.</p> <p>If time, create new groups so learners can use their feedback to try and improve their performance (using a different task).</p>	
<p>Reflection, 5' L.</p>	<p>Allow learners to discuss in pairs then complete the sentences. Ask volunteers to share one of their reflection sentences. Answer any quick questions or save to answer in full in another lesson.</p>	