

# English without Frontiers

Teaching English as a Foreign Language  
to Adult Learners with Intellectual Disabilities or  
Learning Difficulties

## Unit 4: My Hobbies

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# English without Frontiers

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# English without Frontiers

## 4. My Hobbies

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### 4. My Hobbies



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# English without Frontiers

## 4. My Hobbies

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### 4.1 What do you remember, 1

#### Objectives

The participants

- re-activate their memories of the previous unit;
- activate their knowledge of this unit's theme;
- make the link from the English words and phrases that they already know, to the English words and phrases that they will learn in this unit.

#### Materials

Flashcards Unit 3

Flashcards Unit 4

Worksheets 4.1

#### Procedure

Ask the participants to tell you what they remember from the previous unit. Ask each participant if s/he remembers his/her 'special word'.

Ask the participants about their hobbies and about the sports, that they like. Ask the participants to think about Mike and Jill. Can they predict what Mike's favourite sport is? Can they predict Jill's favourite hobby? Can they predict what kind of music Mike and Jill like?

Ask the participants if they know any English words that have to do with sports, hobbies or music.

Use the photographs on worksheets 4.1 to jog the participants' memory.

Write the English words and their translations on the flip chart.

Worksheet 4.1



Worksheet 4.1





# English without Frontiers

## 4. My Hobbies

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### 4.2 Watch the video, 1

#### Objectives

The participants

- watch the video and try to recognize words that they know;
- listen for the gist of the story;
- learn some new words.

#### Materials

Video clips Unit 4, Peter & Jill  
Equipment to play and project the DVD

Worksheets 4.2  
Flip chart

#### Procedure

Play the video clips of Peter and Jill, and ask the participants to listen for the words on the flip chart (activity 4.1).

After they've watched the video, ask the participants what words they recognized. Check the words that they heard on the flip chart, and add new words to the list.

Ask the participants, what they think Peter and Jill say in the video.

Together with the participants, write the translations of the stories on the flip chart.

Play the two video clips again and ask the participants if they can now understand some of the words or sentences.

Discuss the content of the stories with the participants. Where is Mike? Who is Peter? What are Peter's favourite sports? What's Jill's favourite hobby? What's the name of their band?

#### Variations

Together with the participants, reconstruct the English texts on the flip chart.

Peter:

Hi! My name's Peter.  
I'm Mike's best friend.  
Mike's very busy with his new apartment,  
so I am going to take his place, today.

I want to tell you about my hobbies.  
My favourite hobby is football!  
I always watch football on television.  
But I also play football, myself.

Actually, I like all sports.  
In the summer, I like swimming  
and in the winter, I like skiing.

My other big hobby is music.  
I listen to music,  
and I play the drums!

Mike, Jill and I play in a band.  
I play the drums,  
Mike plays the guitar,  
and Jill sings.  
The name of our band is 'the Fantastics'  
and we're the best!

Jill:

Hi!

Peter's Mike's best friend,  
but he's my friend, too.

We often go out, together.  
We go to the cinema,  
or we stay home and watch television.

At the weekend,  
we sometimes go to a party.  
We listen to music,  
and we dance!

But I like singing, too.  
I sing in a band, with Mike and Peter.  
The name of our band is 'The Fantastics'.  
I think we are the best!

# English without Frontiers

## 4. My Hobbies

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### 4.3 Play a game, 1

#### Objectives

The participants

- practise new words for sports, hobbies;
- actively think about and use English words they already know, for sports and hobbies.

#### Materials

#### Procedure

Demonstrate a sport by using body language and pantomime (e.g. kicking a ball, swimming, skiing). Ask the participants to guess, what you are doing. If they can say the word in English, they get 2 points, if they say it in L1, they get 1 point.

When someone guesses the correct action, call out the sentence: "Yes! I'm skiing!", "Yes, I `m swimming!" Or: "No, I'm not sleeping!"

Participants can play against each other, or you can make two teams that compete against each other.

#### Variations

You can ask a participant to demonstrate a sport or hobby, while the other participants guess.

You can give the two teams some time to make a list of 5 (or 8, or 10) words/actions that the other team will have to guess. The team that scores the most points, wins.



# English without Frontiers

## 4. My Hobbies

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### 4.4

### Now it's your turn, 1

#### Objectives

The participants

- learn to say what they like, and don't like to do;
- They learn to use 'very much' and 'not at all'.

#### Materials

Worksheet 4.4a  
Worksheets 4.4b, cut into cards, or other pictures of sports  
A box

#### Procedure

Project worksheet 4.4a so that all participants can see it.

Pick a card from the box and show the picture to the participants.  
Then, point to a participant and ask:

"Do you like .... ?" (whatever is on the picture)

The participant can respond with: yes or no, with longer sentence, or by pointing to the correct symbol and sentence.

Later, ask each participant in turn to pick a card from the box, and to make a sentence about this.

Demonstrate the use of various sentences, and write these on the flip chart:

I like swimming - I don't like swimming

I like football - I don't like football

I like swimming - I like swimming very much - I don't like swimming - I don't like swimming at all.

Use the symbols on worksheet 4.4a to support the meaning of these sentences (you point to the symbol that corresponds to what the participant says, or: the participants point to the symbols, themselves).

#### Variations

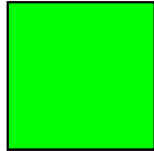
Do the same activity, with the words 'I love ...' and 'I hate ....'.

Instead of sports, use pictures of famous musicians or movie stars

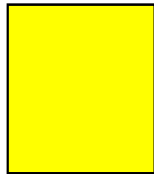
#### Tips

You can find many copyright-free pictures of sports on:

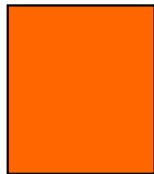
<http://commons.wikimedia.org>



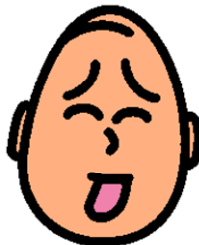
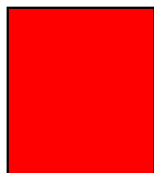
I like it very much



I like it



I don't like it



I don't like it at all

Worksheet 4.4b



Worksheet 4.4b



# English without Frontiers

## 4. My Hobbies

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### 4.5

### My dictionary

#### Objectives

The participants

- use their dictionaries to find words for things that they like or don't like.

#### Materials

The participants' dictionaries  
Worksheet 4.5  
Flip chart

\*\*\* PowerPoint: Talking dictionary unit 4, + the equipment to play and project the PowerPoint file.

#### Procedure

Ask the participants to look in their dictionaries, to find things, activities and foods that they like, or don't like.

If you do this as a group activity, ask each participant in turn to say a word (or a sentence: I like ... , I don't like ...). Write the words on the flip chart, in 2 columns (like / don't like).

Then point to a participant, while you say 'I like .... ' – or "I don't like ...'. The participant quickly has to respond with something that s/he likes or doesn't like, from the list on the flip chart, or some new word.

#### Variations

You can make this activity more fun, and more challenging by pretending to be a rapper: rap the sentence, then point to a participant, e.g. "I am Hans, I am Hans, and I like .... , I like .... ', etc.

\*\*\* Play the PowerPoint 'Talking Dictionary', for Unit 4. Ask the participants to find the correct word, in their dictionary. Ask them to say the word (individually, or all together). Then, play the video so they can hear the correct word. If necessary, play the video a number of times and ask the participants to repeat after the video (individually, or all together).



I like:



I don't like:


# English without Frontiers

## 4. My Hobbies

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### 4.6

### Now it's your turn, 2

#### Objectives

The participants

- learn to recognize and say words that have to do with music;
- practise answering in sentences, instead of in single words.

#### Materials

Pictures of musical instruments (worksheet 4.6)  
Sound clips of musical instruments (on the CD-ROM)

#### Procedure

Ask the participants what musical instruments they know (in L1 or in English). Write these on the flip chart, with the English translation.

Then, demonstrate (using pantomime) a musical instrument and ask the participants to guess what you are playing:  
"What am I playing?" – "you're playing the piano / guitar / drums, etc. "

You can divide the participants in 2 groups that compete against each other. If they say the word in L1: 1 point, if they can say in English: 2 points.

Then, play the music clips on the CD and ask the participants if they recognize the instrument: "What do you hear?" "I hear a .. piano / guitar / etc. "

#### Variations

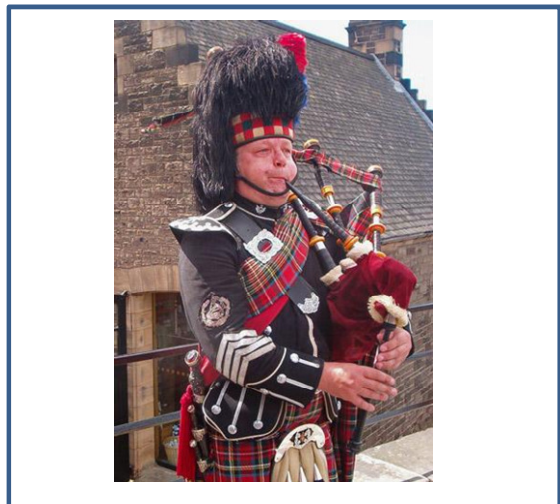
Play a game of charades: one participant demonstrates an instrument, the others try to guess the instrument.

Play a game of "Simon Says.. ": "Simon says ... play the piano!", "Simon says ... play the drums!" To make the game more challenging, you can mix in some non-music actions ("Simon says ... stand up!, Simon says .... raise your arms!) If participants do these non-music actions, they are 'out'.

To make this game easier: when you call out the action, demonstrate what the participants have to do: "Simon says: play the trumpet!", while you mime playing the trumpet.



Worksheet 4.6





# English without Frontiers

## 4. My Hobbies

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### 4.7 Watch the video, 2

#### Objectives

The participants

- learn to understand and respond to questions about their hobbies and what they do in their free time.

#### Materials

Video clips Unit 4: 1-5 (\*) and/or 6-10 (\*\*\*)  
Worksheet 4.7a and b  
Equipment to play and project the DVD

#### Procedure

In the video clips, different speakers introduce themselves and ask the participants a question (see the scripts on worksheet 4.7a and b).

Play the video clips one by one, and ask the participants to respond to the questions on the video.

#### Variations

Give the participants a copy of the text (worksheet 4.7a or b). Play the video clips in random order; after each clip, ask the participants what text (number) they just heard.

1. Hi, my name's Jill.  
In my free time,  
I like to listen to music.  
Do you like listening to music?
  
2. Hello, my name's Claire.  
In my free time,  
I like to play the piano.  
Do you play the piano?
  
3. Hi, my name's Mike.  
In my free time,  
I like swimming.  
Do you like swimming?
  
4. Hi, my name's Maurice.  
In my free time,  
I like to play the piano.  
Do you play the piano?
  
5. Hi, my name's David.  
I play football.  
Do you play football, too?

6. Hi, my favourite hobby  
is my computer.  
On my computer,  
I have many games.  
Do you have a computer?
  
7. Hi, I really like listening to music.  
My favourite band is "Queen".  
What's your favourite band?
  
8. Hi.  
Every month, I go to the cinema.  
My favourite film is "Star wars".  
What's your favourite film?
  
9. Hello, my name's Katherine.  
I really like ballet.  
My favourite ballet is "Swan Lake".  
Do you like ballet?
  
7. Hi, my name's Cynthia.  
I like dancing.  
Do you like dancing, too?

# English without Frontiers

## 4. My Hobbies

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### 4.8

### Role play

#### Objectives

The participants

- practise speaking about hobbies, sports, and what they like to do in their free time.

#### Materials

Worksheet 4.7a and/or b, cut into strips

Optional: a video camera

#### Procedure

The participants interview each other, in English: "Hi, what's your name? What do you do in your free time? Do you like swimming? Do you like listening to music?" etc. They can do this in teams, in front of the class.

If a participant doesn't know what to ask, let him/her pull a strip from the box, with a question s/he can ask.

#### Variations

Allow the teams to practise their acts for 5 or 10 minutes, before they perform 'on stage'.

Record the participants on video, and afterwards watch and discuss the videos with the participants.

# English without Frontiers

## 4. My Hobbies

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### 4.9

### Listen to the music

#### Objectives

The participants

- try to understand the words from their favourite English songs.

#### Materials

The favourite English songs of the participants – ask them to bring the CD or mp3 file, to the class.  
The lyrics of the song

Equipment to play the mp3 or CD  
Flip chart

#### Procedure

Play the song. Ask if the participants know the name of the song. Write this on the flip chart. What does it mean? What does the artist say? Together with the participants, try to write out the text of the song. Use the printed lyrics to help you, if necessary.

Discuss the meaning of the words and the song, with the participants.

#### Variations

Do Karaoke with well-known English songs

#### Tips

You can find the lyrics of almost any song on the internet: use Google and type in the name of the song + lyrics.

# English without Frontiers

## 4. My Hobbies

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### 4.10

### Read & write

#### Objectives

The participants

- practise reading and writing English

#### Materials

Worksheets 4.10 a-e

#### Procedure

Select the worksheet(s) that are appropriate for your participants, and make copies for all participants.

Explain to the participants what they have to do and ask them to complete the worksheet(s) either in class, or as homework. When all participants have completed the worksheets, discuss the answers with them.

Worksheets 4.10d: Dominoes. Laminate the worksheets, then cut out the 'stones'.

Worksheets 4.10e: Make a 'word-web', by writing down words that have something to do with music, or sports. Add as many textboxes and lines as you need.

#### Variations

The participants complete the worksheets at home, as homework. You discuss them during the next session.

\*

In a mixed ability group, participants who cannot read and write can play a game of Memory or Mix & Match, while others work on the worksheets. Print the Flashcards for this unit (and maybe also for the previous unit). Don't fold the A4-sheets, but cut them through the middle, so that you have A5-sized cards with either the word, or the picture. Laminate the cards and use them for Memory or Mix & Match. Memory can be played with pictures only (in that case you will have to print the Flash-cards twice, so that you have 2 cards for each picture), or with pictures and words (participants have to find the words and pictures that belong together).

Mix & Match: mix up all cards and ask the participant(s) to match the words to the pictures. They can use the Flash-cards to help them and to check their results.



.....



.....



.....



.....



.....



.....



They like to .....



He likes .....



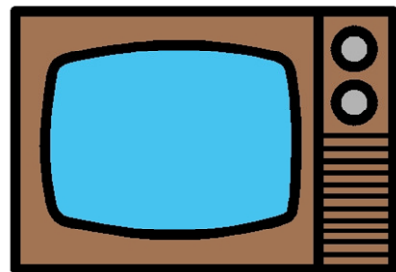
He likes to .....



She likes to .....

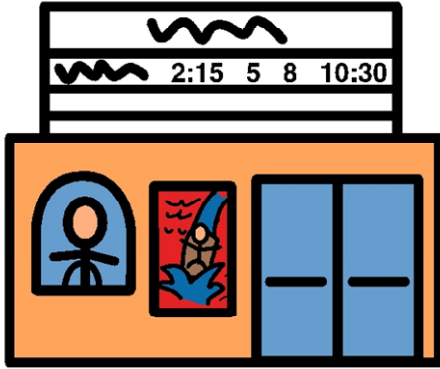


I like .....



He likes .....

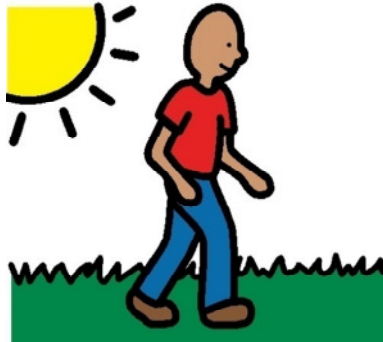




We like the .....



They like to .....



He likes to .....



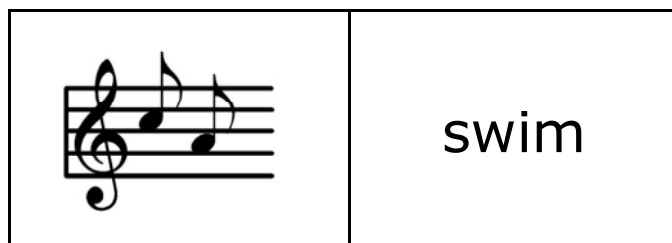
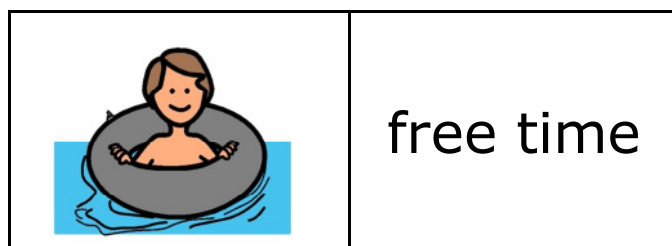
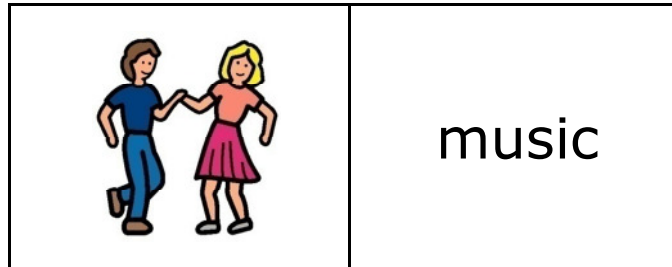
Peter likes his  
.....

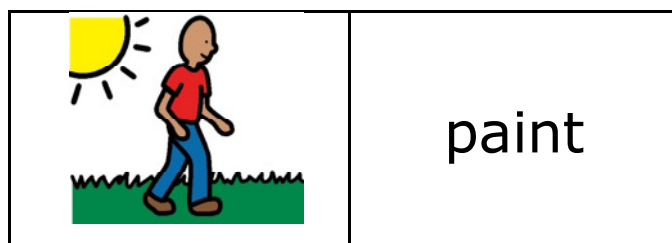
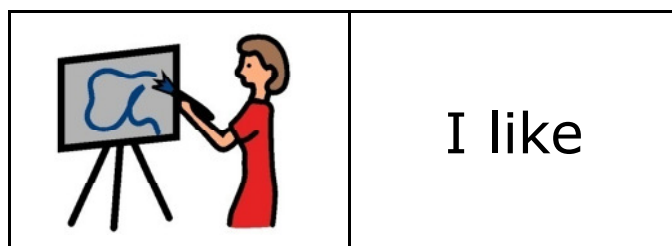
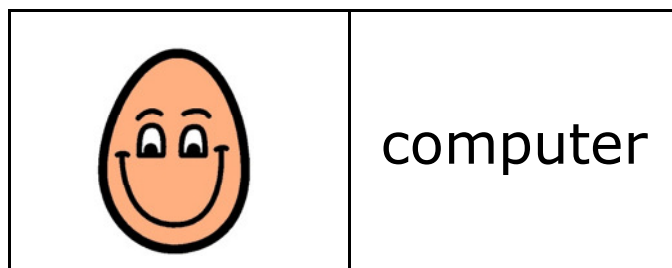
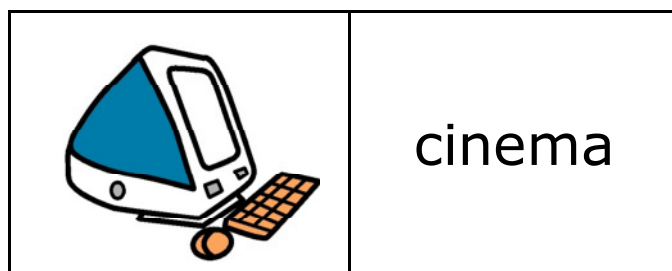
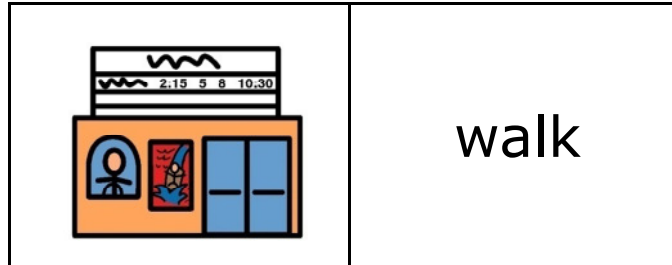
I like .....

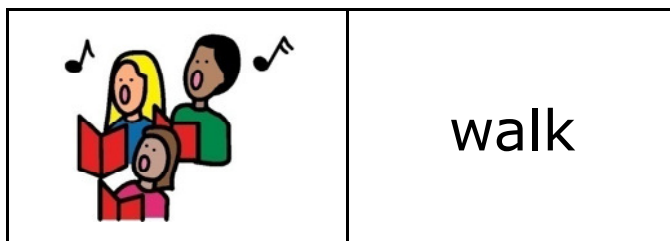
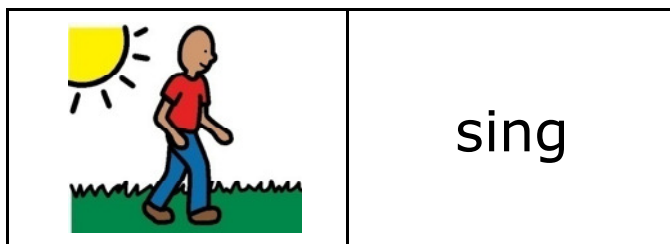
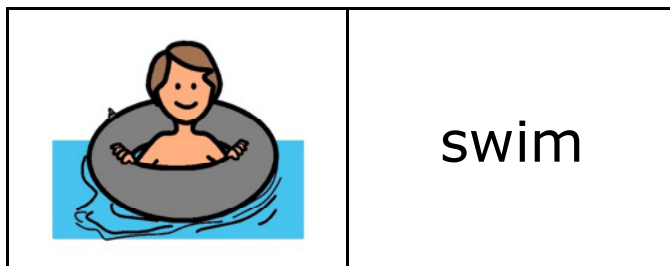
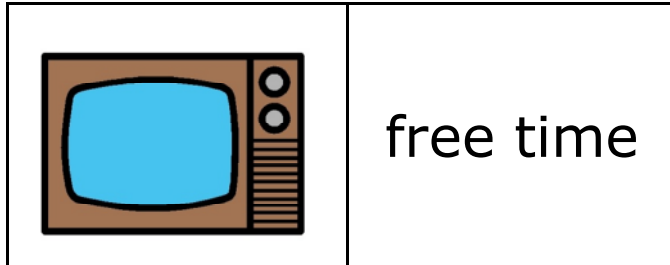
I like .....

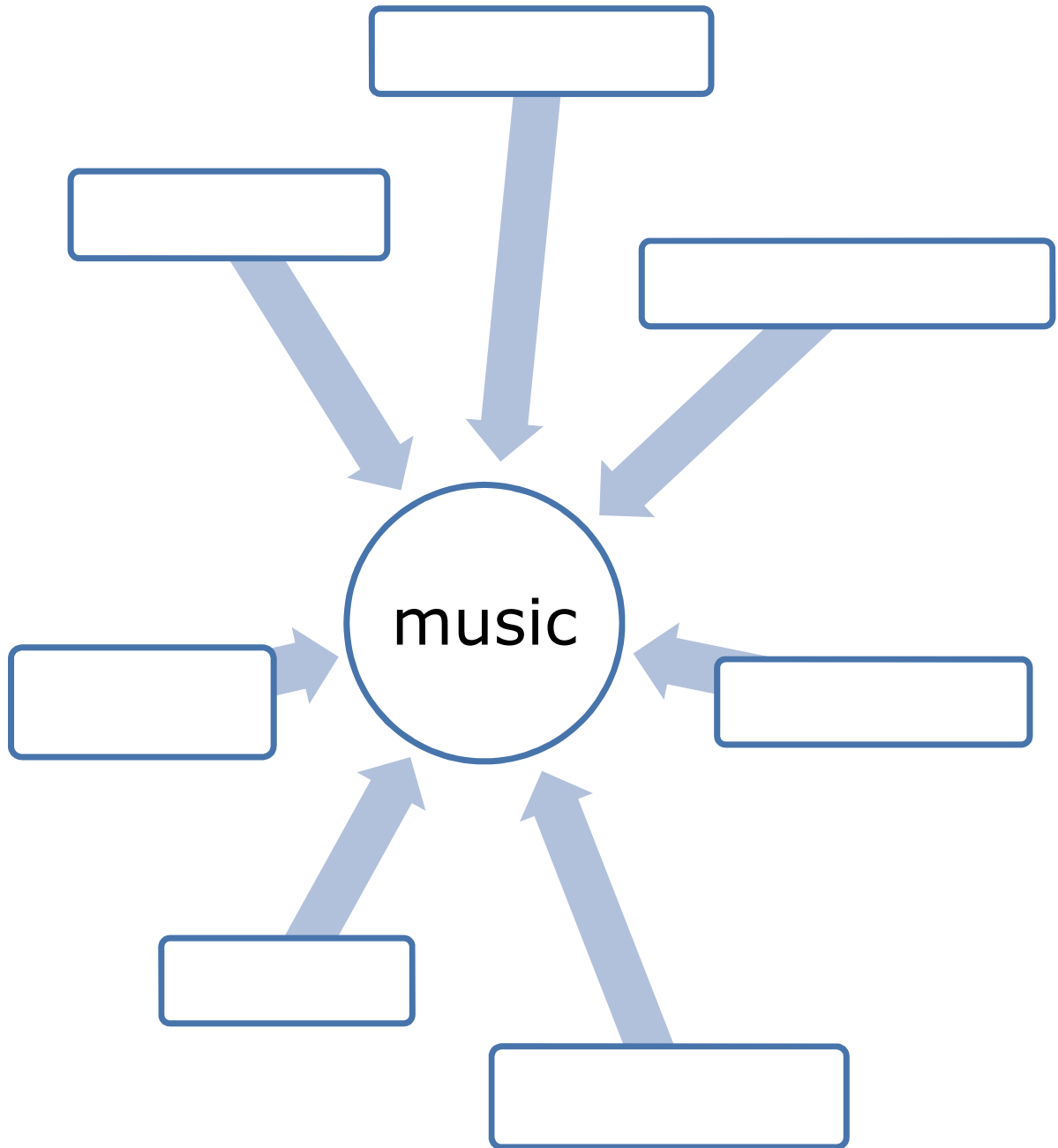
Find the words!

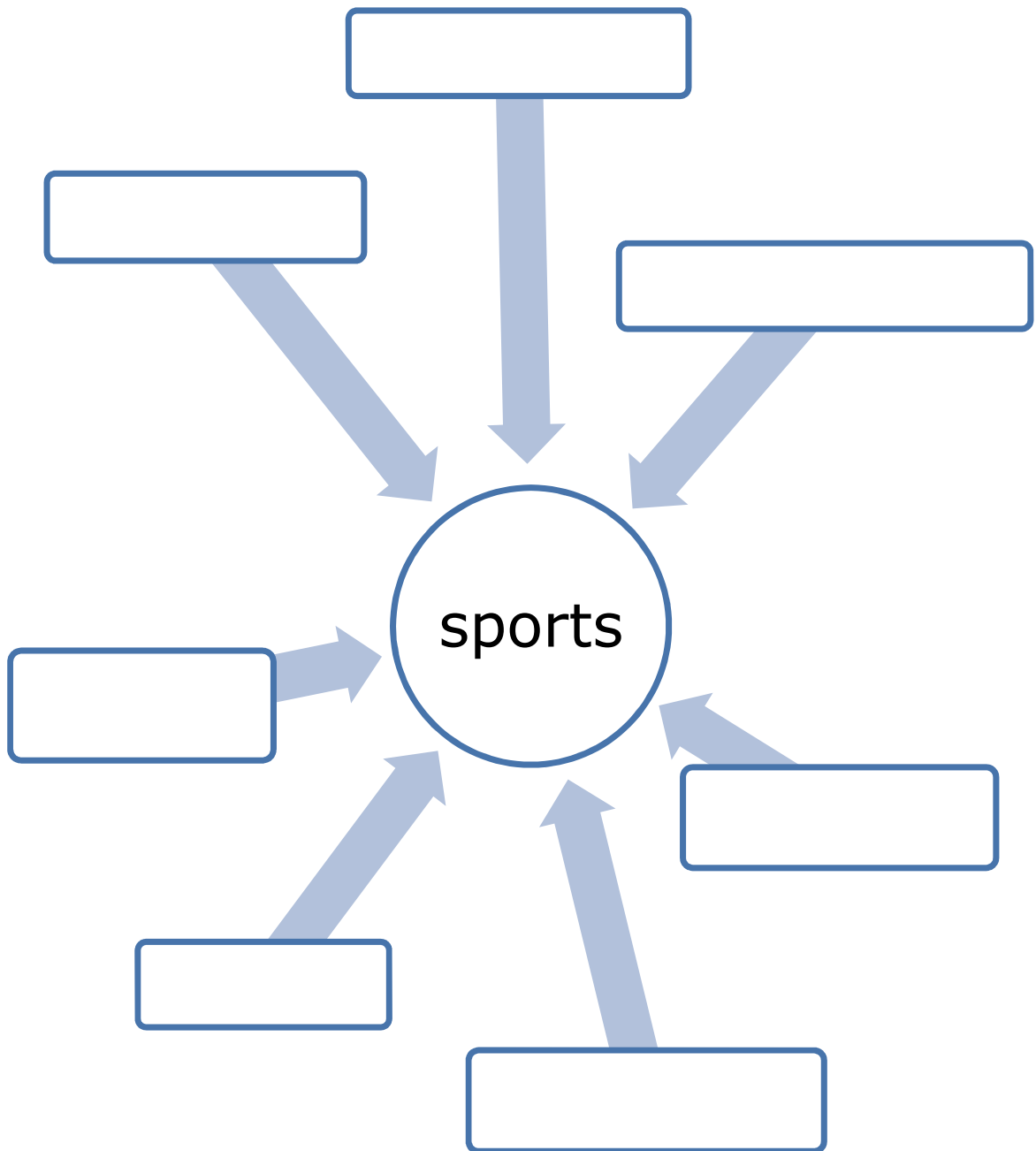
b	y	d	a	n	c	e	t	g	s
h	a	c	d	x	p	i	a	n	o
r	b	o	x	i	n	g	m	h	u
t	l	g	u	i	t	a	r	g	y
s	w	i	m	p	i	w	g	z	x
c	a	g	k	m	u	s	i	c	a
f	o	o	t	b	a	l	l	o	f
q	l	e	s	i	n	g	t	v	g
u	o	b	a	n	d	p	i	g	x
d	h	i	d	r	u	m	s	v	z
p	m	i	k	e	f	j	o	a	w
t	r	o	d	f	r	i	e	n	d
t	e	l	e	v	i	s	i	o	n
b	e	k	s	u	m	m	e	r	y
j	i	l	l	a	m	e	k	l	o
o	w	c	u	c	i	n	e	m	a











Worksheet 4.10f Write your own poem or rap  
song

*I can rap!*

A large rounded rectangular box with a blue border, containing ten horizontal dotted lines for writing.



# English without Frontiers

## 4. My Hobbies

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### 4.11

### What do you remember, 2

#### Objectives

The participants

- rehearse and consolidate what they've learned in this unit;
- learn to answer questions, in English.

#### Materials

Worksheet 4.11 – cut into strips

A box

Video clips Unit 4

Flashcards Unit 4

Talking Dictionary, Unit 4 (PowerPoint)

Multiple Choice, Unit 4 (PowerPoint)

Equipment to play and project the PowerPoint files

#### Procedure

Divide the group into two teams who compete against each other.

Put all the questions (worksheet 4.11) in the box. Take out one question, and read it out loud. Ask team 1 if they can answer the question. If they can answer the question in English, they get 2 points. If they can answer the question in L1, they get 1 point. If they don't know the answer, the other team can try, and gets the next question, etc.

After the game (or if you prefer: before you start the game) play the video-clips of Unit 4 again.

Use the Flashcards, the Talking Dictionary and the Multiple Choice questions to test and rehearse this unit's vocabulary.

Ask the participants if they remember their words / phrases from the previous lessons. Ask them, to pick a word from this lesson, to remember for next time. Ask them to write the word in their dictionary, or write it for them.

#### Variations

\*\*\* Use the Flashcards, the Talking Dictionary and the Multiple Choice questions of all previous Units.

Who is going to get a new apartment?

What is the name of Mike's best friend?

Is Mike going to have his own kitchen?

What is the name of Mike and Jill's band?

What is Peter's favourite sport?

.....

.....?

# English without Frontiers

## 4. My Hobbies

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### 4.12

### Play a game, 2

#### Objectives

The participants

- rehearse the words that they've learned in this unit;
- relax and enjoy themselves.

#### Materials

A bingo-card for each participant (worksheets 4.12a)  
The bingo-words (4.12b)  
A box for the bingo-words  
A pen, pencil or non-permanent marker for each participant

#### Procedure

If you haven't played bingo with the participants before: explain the bingo-procedure. You have a box with numbered cards. You will pick a card and call out the word on the card (in English!). If they have this word/picture on their bingo-card, they can cross it out. The first person to cross out all words/pictures on the cards, is the winner.

Play bingo. Participants who can read, can use the bingo-cards with the written words; participants who can't read, can use the bingo-cards with the pictures.

#### Variations

Ask one of the participants to be the games-master

#### Tips



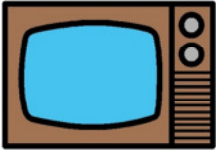
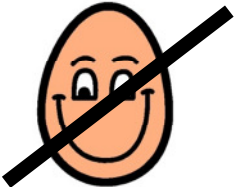




If you want to re-use the Bingo cards: laminate them, and give the participants non-permanent markers to cross out words or pictures.

Go to <http://print-bingo.com> for free web based tools to print various styles of bingo cards (numbers and words, not pictures).

# Bingo!

		
	free	
		

# Bingo!

		
	free	
		

# Bingo!

		
	free	
		

# Bingo!

		
	free	
		

# Bingo!

		
	free	
		

# Bingo!

		
	free	
		

# Bingo!

walk	swim	paint
music	free	I like
free time	dance	computer

# Bingo!

football	sing	television
I don't like	free	dance
music	cinema	paint

# Bingo!

football	walk	television
swim	free	cinema
free time	music	dance

# Bingo!

I like	paint	free time
computer	free	television
sing	I don't like	chair



# Bingo unit 4

cinema	music
computer	paint
dance	sing
football	swim
free time	television
I like	walk
I don't like	

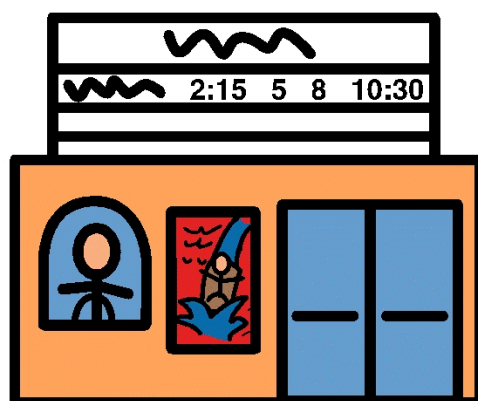
English without Frontiers, Unit 4

band



English without Frontiers, Unit 4

cinema



English without Frontiers, Unit 4

computer



English without Frontiers, Unit 4

dance



drums



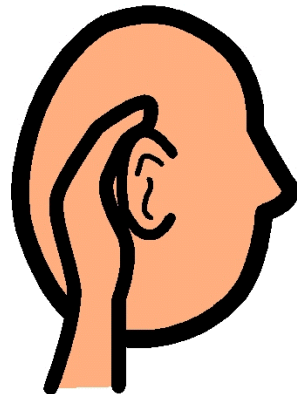
football



free time



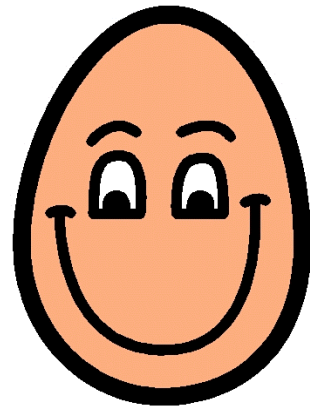
hear



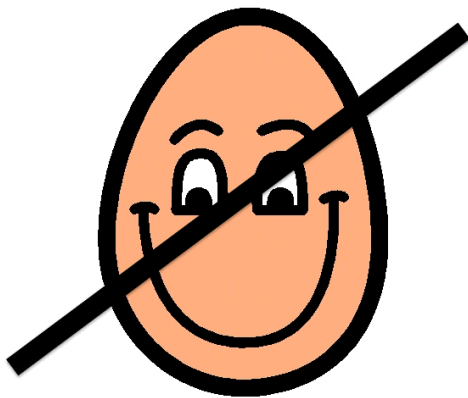
hobby



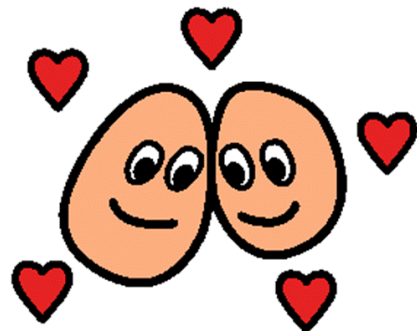
I like



I don't like



I love



music



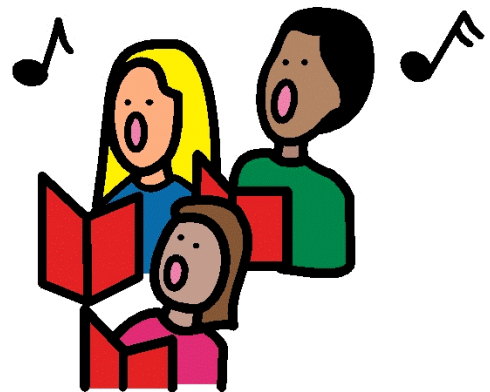
paint



party



sing



sports



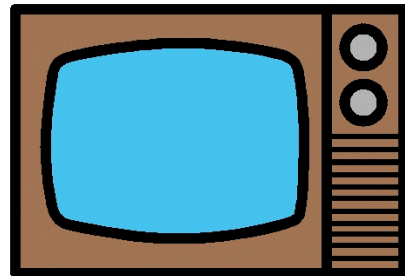
summer



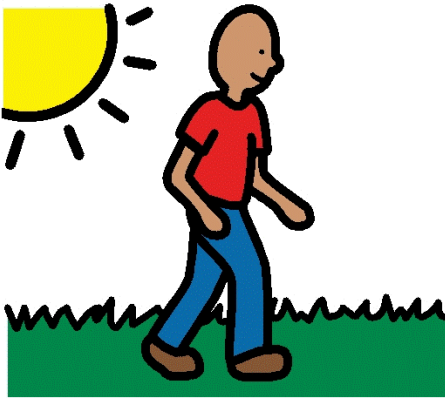
swim



television



walk



weekend

					Sa	Su

winter

