

English

Grade 5

Teacher's Handbook

Module 1: Hobbies and Interests



Designed by: Emma Revazyan
Anna Avetisyan

Yerevan, 2020

Grade 5 Module 1 Resources for Teachers

The purpose of this handbook is to provide teachers with support in the delivery of their classes.

Warm-up (1 lesson)

Warm-up

- **Conceptual understanding:** Ask students what they like doing most in their **free time**. Once you get answers from the whole class, ask students to decide who spends their free time most effectively.
- Refer students to the photo on the first page. Ask students to describe the photo on the book/module cover. Ask students if they have any special hobbies which are common in their country/city.
- Write the following questions on the board "*What I know*", "*What I want to know*" to elicit students' prior knowledge about the topic.

Exercise 1: Students look at the pictures and try to guess the hobbies. Once they are done, they can compare the answers in pairs before a whole class check.

Exercise 2: Students look at the words in the box and match them with the pictures in Exercise 1. Then they can check the words from Exercise 2 with the words they had guessed for Exercise 1.

Practise the vocabulary.

Exercise 2, p.2 Answer key

1. Taking photos 2. Playing football 3. Playing the guitar 4. Making pottery 5. Rock climbing 6. Swimming 7. Making models 8. Cooking 9. Playing computer games

Exercise 3: In pairs students ask and answer the questions, then they present their friend's answers to the whole class.

Discussion box

Differentiated approach depending on students' proficiency level

Option 1: Students can choose one question to discuss.

Option 2: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help students as necessary, encouraging them to use the English language and the topic-based vocabulary as much as possible.

Unit 1: Listening Corner (2 lessons)

Warm-up

Ask students if they like cooking, and who does the cooking in their house.

Exercise 1: Ask students where Hana and Daniel are, and what they are doing.

Differentiated approach depending on students' proficiency level

Option 1: Pre-teach the new vocabulary, and then play the recording between Daniel and Hana for students to check their answers.

Option 2: Play the recording between Daniel and Hana for students to check their answers.

[<https://soundcloud.com/ello-todd/beginner-esl-lesson-3-do-you-cook-much>]

Exercise 2: Listen to the dialogue again and answer the questions.

Exercise 2, p.2 Answer Key

1. Her roommate 2. On the weekend 3. Family and friends 4. He's busy

Exercise 3: This exercise can be set as homework. Students role-play the dialogue in front of the class.

Grammar: Present simple

Exercise 1: Present Simple (positive, negative, questions) Students look at the dialogue and fill in the table with as many present simple sentences as they find. Some examples are presented below.

Affirmative (V)	Negative (X)	Questions (?)
1. I always cook. 2. I'm really busy. 3. I often cook with my roommate. 4. I often cook with my roommate. 5. We always make Chinese or Japanese food.	1. I don't really cook that often. 2. I don't go out really often. 3. I don't have time to cook.	1. Do you ever eat out? 2. Do you cook much?

Formation:

a. Discuss the formation and the use of present simple with the whole class:

We use the present simple to express habits, facts, thoughts, and feelings. It is also used with general statements and actions that are repeated. It is formed with the base form of the verb, except the third person singular where you have to add an "s".

Key words: often, always, never, every day, month, usually, sometimes, generally, normally, rarely, seldom, whenever, on Mondays, Tuesdays...

Source: <https://www.english-4u.de/en/grammar/present-simple.htm>

b. Links to extra activities:

<https://agendaweb.org/exercises/verbs/present/affirmative-quiz>

<https://agendaweb.org/exercises/verbs/present/affirmative-negative-questions-1>

Exercise 2:

Differentiated approach depending on students' proficiency level

Option 1: Students read the example and complete the chart.

Option 2: Books closed. Write two present simple positive, two negative and two question sentences on the board (e.g. *I like scuba diving. She doesn't like hiking.*)

They don't like mountain climbing. Does he like playing football). Ask for volunteers to say the difference between each sentence. After the class discussion, review the formation of present simple and complete the chart.

Exercise 2, p.2 Answer key

Example: Albert acts in the theatre. He doesn't play the piano.

1. Albert rides a horse. Is he/Albert always busy?
2. Does Armen act in the theatre? He/Armen doesn't play the piano. Armen/he rides a horse. He/Armen isn't always busy.
3. Suzan doesn't act in the theater. Does she/Suzan play the piano? She/Suzan rides a horse. She/Suzan is always busy.

Optional activity

As a homework task, you can assign students to make a chart, similar to the one in Exercise 2, and fill it in with present simple positive, negative and question sentences about their family members' free time activities. Then, they can present their sentences to the class and decide **who spends their free time most effectively**.

Unit 2: Reading Corner (2 lessons)

Warm-up

Give some examples of unusual hobbies. Ask students if they know anyone who has unusual hobbies.

Exercise 1: Refer students to the photo. Ask what the boys are doing and if they are afraid of fish. Do not discuss what their hobby is at this point, since this will be discussed in Exercise 2.

Exercise 2: Ask students to read the text quickly and check their predictions..

Optional activity

Students get into small groups and make two or three questions based on the text. Then they ask their questions to the other groups. The group with the most correct answers is the winner.

The text may be assigned as homework to practise fluency, pronunciation and vocabulary.

Grammar:

Love/like/hate/enjoy doing something

Exercise A p. 3: Go through the examples with the whole class. Ask students what they notice about the verbs in bold (they all end in *-ing*). Then ask them to find similar expressions in the text.

Exercise A p. 3, Answer Key

loves collecting, loves collecting, enjoys feeding, hates feeding

Exercise B p. 3: Check if students understand the verbs in the box. Ask students to complete the exercise and check the answers.

Exercise B p. 3, Answer Key

1. climbing 2. drawing 3. talking 4. Playing 5. making

Exercise 3: Students read the text again and decide if the sentences are true or false. Allow students to ask questions about difficult vocabulary and write them on the board. In pairs students check their answers before an open class feedback.

Exercise 3, p.4 Answer key

1. Robert has a boring hobby. *False (he has an interesting hobby)*
2. He has a gigantic aquarium in the dining room. *False (he has a gigantic aquarium in his bedroom)*
3. The big fish in Robert's aquarium eat smaller fish. *True*

4. He wants to have small sharks at home. *False (he doesn't have sharks at home)*
5. Robert is a volunteer in the zoo. *True*

Exercise 4:

Differentiated approach depending on students' proficiency level

Option 1: Students match the words with their highlighted synonyms from the text.

Option 2: Books closed, write the highlighted words in the text and discuss with the whole class. Then ask students to open the books and complete the exercise.

Exercise 4, p.4 Answer key

1. Gigantic 2. Ocean 3. Aquarium 4. Volunteer 5. Feed 6. Exhibition

Grammar: Adverbs of Frequency

Exercise 1: Review the days of the week with students. Ask a volunteer student/students to write the days of the week on the board and check the answers.

Differentiated approach depending on students' proficiency level

Option 1: Students look at the example and complete the chart about adverbs of frequency.

Option 2: Write the following sentences on the board "I *always* have dinner at 7 o'clock. Sarah *usually* does her homework in the evening. David *never* goes cycling". Ask students to count how many times each person does the activities during one week (*I-7 times, Sarah- 4-5 times, David-0 times*). Elicit the correct answers, then ask students to complete the exercise.

Exercise 1, p.4 Answer key

Possible answers

3. Monday, Wednesday, Friday, Sunday → **Often**
5. Monday → **Hardly ever/seldom**
6. ---- → **Never**

Exercise 2: Students complete the exercise to practise word order.

Exercise 1, p.4 Answer key

1. Robert sometimes visits different countries.
2. She seldom takes photos of sharks.
3. Ani hardly ever wants to have an aquarium.
4. Sam never enjoys feeding big fish.

Unit 3: Speaking Corner (2 lessons)

Warm up

Remind students of the hobbies they have learned so far (*e.g. mountain climbing, pottery, drawing, rock climbing etc.*). Students write different letters on the board. In small groups students try to think of as many hobbies as they can with the letters on the board.

Key vocabulary

Ask students to look at the box and define as many words as they can. Explain the meanings of all the unknown words in the box. Give students an example of your own with one of the key vocabulary words (*e.g. I like going to art exhibitions*). Students get in pairs and think of other examples with the words. Then students complete "*Guess the places*" exercise on page 5 and check their answers as a whole group.

Guess the places, p.5 Answer key

1. Museum and art exhibition
2. Disco
3. Rock concert
4. Festival

Exercise 1: Students look at the pictures and describe them to guess what the dialogue is about. Explain that students are going to listen to a dialogue between Daniel and Amy who are talking about their hobbies. Students listen to the dialogue and check their guesses.

Link to the recording:

[https://drive.google.com/file/d/140IyT_Vfzlmx0GgNV4ZV1z3HEFIk_sL4/view?usp=sharing]

Exercise 2: Students read the dialogue again and decide if the sentences are true or false.

Exercise 2, p.6 Answer key

1. Amy is only interested in board games. *F, Amy has a lot of hobbies.*
2. Daniel plays on a musical instrument. *T*
3. Amy spends her free time effectively. *F, she hardly ever spends time on more than one thing.*
4. Daniel loves going to cultural events. *T*

Exercise 3:

Differentiated approach depending on students' proficiency level

Option 1: Assign roles to two students to read the dialogue. Students may be assigned to learn the dialogue at home and act it out during the next class.

Option 2: Students get in pairs. Assign roles to each pair to practise and act out in front of the class.

Links to extra activities: <https://www.englishworksheets.com/hobbies.html>

Key Expressions: Opinions

Write the following structures on the board "*interested in something, to be into something, interested in doing something*". Now write the following sentences on the board "*I'm interested in music, I'm interested in playing football, I'm into Chess. I'm into playing Chess.*" Students try to find out the difference between the sentences.

- Students get in pairs and note down what they are (not) *interested in/(not) into*. Based on the examples, students fill in the chart on page 6. Check if students understand all the sentences.
- Students get in pairs and make a dialogue using the questions and expressions from the box and the example questions below

Unit 4: Writing Corner (2 lessons)

Warm up

Show some pictures of cartoon characters and ask students to guess what the characters' hobbies are.

Play the recording/Show the [video](#) and ask students to name as many hobbies as they hear. Once they are done, ask students if the characters use their time effectively.

[\[https://www.youtube.com/watch?v=90LfclAjLiI\]](https://www.youtube.com/watch?v=90LfclAjLiI)

Exercise 1: Ask students to get into pairs or small groups. Tell students that they are going to interview each other and fill in the chart with their findings.

Exercise 2: Ask students to write a short paragraph using the survey results about their friends' hobbies and interests. The paragraph should be around 70 words and should include the topic-based vocabulary.

Differentiated approach depending on students' proficiency level

Option 1: Students write the paragraph based on their survey results.

Option 2: Collect all the survey results and distribute them randomly. Students write the paragraph based on other survey results.

Exercise 3: Once students are done with the paragraph writing, they present it to the class. Monitor, correct students' mistakes and give feedback.

Exercise 4: Students get into pairs and complete the exercise. Monitor and give feedback.

Optional Activity:

Bring more pictures of hobbies and interests and describe them to the students. Students write whatever they hear, then look at the picture and compare them with their writings.

Unit 5: Revision Corner (1 lesson)

Warm up

Find Someone who....: Make copies of the chart below and distribute them to the class. Students walk around the classroom and ask the questions to as many students as they can. Students have 3 minutes to complete the chart. Ask random students to read their answers to the class.

Questions	Short answers
Do you like going to the cinema?	
Does your sister like going shopping?	
Does your brother enjoy swimming?	
Do your parents love watching TV?	
Who in your family hates smoking?	

Exercise 1: Go over the words in the box with the class. Ask students to complete the exercise individually/ in pairs. Check the answers and give feedback if necessary.

Exercise 1, p.8 Answer key

1. hobbies 2. practices 3. free time 4. enjoys playing 5. climbs 6. doesn't like

Vocabulary practice

Exercise 1: Students complete the exercise and check it with the whole class.

Exercise 1, p.8 Answer key

1. board game 2. concert 3. feed 4. art exhibition 5. volunteer 6. gigantic

Exercise 2: Write the following example on the board "How often do you exercise"? Ask a volunteer student to answer the question paying attention to **adverbs of frequency** and **present simple tense**.

Students get into pairs and complete the exercise following the example. Monitor and give feedback if necessary.

Exercise 2: This exercise can be set as homework.

Differentiated approach depending on students' proficiency level

Option 1: Students choose one of the children from exercise 2 and write about their hobbies.

Option 2: Students choose two or more children from exercise 2 and write about their hobbies.

Unit 6: Reflection Corner (1 lesson)

Warm up

Write the following questions on the board "*What I learned*"

- Vocabulary
- Grammar
- Ideas

to elicit what students have learned while covering the topic.

Ask students to fill in the chart on page 11 to evaluate their progress and present their results to the class.

Differentiated approach depending on students' proficiency level

Bring extra materials on present simple, adverbs of frequency *like, love, enjoy, hate +ing* and vocabulary for extra practice. At this point you are encouraged to use games, interactive worksheets, visual etc.

Module 1: Project with interdisciplinary connections (2 lessons)

Option 1: Students get into small groups and make a poster on hobbies and free time activities using the pictures they have drawn during **Art classes**.

Option 2: Students get into small groups and make a poster on hobbies and free time activities using the pictures they have drawn during **Art classes** and the short paragraphs they have written during **Armenian and/or other foreign language classes**.

Option 3: Students get into small groups and make a poster on hobbies and free time activities during their **Technology classes** and present their posters during the English class.

Summative Assessment task 1

Students' goal is to create and present an illustrated poster to teach the 2nd graders about the importance of hobbies, free time activities.

Differentiated approach depending on students' proficiency level

Option 1: Students make posters individually and get marks for presentations. (See rubric 1)

Option 2: Students make posters in pairs/ small groups, present the posters together. They answer some follow-up questions asked by the teacher or classmates. In the end, each student gets a separate mark. (See rubric 2)

Rubric 1: Summative assessment rubric for individual poster presentations

Poster requirements:	Excellent (10-9)	Good (8-6)	Satisfactory (5-2)	No Evidence (1-0)
The poster contains information, some examples of hobbies and free time activities				
The poster gives some advice on how to spend free time effectively				
The poster presents topic-related pictures/illustration, colorful layout				
The poster is written with correct spelling, grammar, word choice, capitalization, neat handwriting				
The poster is presented with clear and fluent language while speaking				
				Total 10/___

How to calculate the final score

- Each category of the presentation requirements equals 10 points.
- The teacher gives points to each of the categories according to the points mentioned in the rubric.

For example, 10-9 → **9**, 8-6 → **7**, 5-2 → **3**, 1-0 → **1**

$$9+7+3+1=20$$

20: 5 (the total amount of poster requirements)= 5
 The total grade the student gets is 5= **Satisfactory**

Rubric 2: Summative assessment rubric for group work/ pair work tasks

Group work/ pair work task requirements:	Excellent (10-9)	Good (8-6)	Satisfactory (5-2)	No Evidence (1-0)
Presentation content: <ul style="list-style-type: none"> • The ideas are clear, well-organized and closely related to the topic • The information is not copy-pasted from any sources (the students have used their own ideas or paraphrased the information taken from different sources) 				
Presentation design: The presentation contains <ul style="list-style-type: none"> • Title • Text • Pictures/illustrations • Colorful layout 				
Language use: <ul style="list-style-type: none"> • The text/information on the presentation contains correct spelling, grammar, word choice, capitalization, neat handwriting (postcard, poster) 				
Collaboration and teamwork: <ul style="list-style-type: none"> • Each student listens to his/her group members • Each student is caring and 				

respectful to their group members • Each student is enthusiastic about answering the questions asked by the audience				
Delivery/Presentation: • Each student presents his/her part with enthusiasm • Each student uses clear and fluent language while speaking • The given time is equally shared between each student				
Total 10/___				

How to calculate the final score

- Each category of the presentation requirements equals 10 points.
- The teacher gives points to each of the categories according to the points mentioned in the rubric.
 For example, 10-9 → **9**, 8-6 → **7**, 5-2 → **3**, 1-0 → **1**
 $9+7+3+1=20$
 $20: 5$ (the total amount of poster requirements) = **5**
 The total grade the student gets is **5= Satisfactory**
- The teacher can give one total grade to the whole group, thus each member of the group gets the same grade
- The teacher can give each student a separate grade for *collaboration/ teamwork and presentation delivery* sections, thus each member of the group gets a different grade

Summative Assessment task 2

Students' goal is to demonstrate reading comprehension and writing skills by completing the tasks below. The total score is 10.

Name: _____ Class: _____ Date: ____ / ____ / ____

Hobbies and Interests



A. Write the names of hobbies and free time activities.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



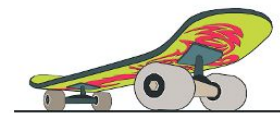
9. _____



10. _____



11. _____



12. _____

Total ___/10

B. Read the text and complete the table with the information about Peter and Rachel.

Hi! I'm Peter Smith. I'm twelve years old and I live in California, in the USA, with my parents and my two sisters, Susan and Kate. I am very active. In my free time I enjoy playing chess with my dad, but my favourite hobbies are swimming and collecting tropical fish. I love water animals but I don't like eating seafood. After dinner, I like playing computer games and reading mystery stories. At the weekend I usually go to the beach or to the park.

My name's Rachel Brown. I'm eleven years old and I live in Liverpool, England, with my parents, my grandmother and my brother, William. When I have free time, I like spending it with my friends. We often read books or make paper planes and flowers. In my free time I like riding my bike and camping, but my favourite hobbies are playing the guitar and singing. I love listening to music, but I hate listening to loud music. At the weekend I usually go to the cinema.

Name	Last Name	Age	Home country	Favourite Hobbies	Things Doesn't Like Doing	Weekend Activities
Peter						
Rachel						

Total ___/10

C. Write about your hobbies and free time activities. (up to 70 words)

Total ___/10

Summative task 2 answer keys

Exercise A

1. Listening to the radio
2. Playing the guitar
3. Taking photos/photography
4. Riding a bike
5. Playing computer games
6. Playing football
7. Mountain climbing/rock climbing
8. Reading books
9. Singing
10. Camping
11. Swimming
12. Roller skating/skateboarding

Exercise B

Name	Last Name	Age	Home country	Favourite Hobbies	Things Doesn't Like Doing	Weekend Activities
Peter	Smith	12	The USA	Swimming, collecting tropical fish	Eating Seafood	Going to the beach, going to the park
Rachel	Brown	11	England	Playing the guitar, Singing	Listening to loud music	Going to the cinema

Exercise C

Students' individual answers

