

1 Hobbies

教学目标

板块	目标
Vocabulary Focus	<ul style="list-style-type: none"> 掌握与个人爱好相关的词汇。
Reading	<ul style="list-style-type: none"> 理解文章中提到的三项奇葩爱好； 能够找出个人爱好、性格、职业三者之间的联系。
Chatting	<ul style="list-style-type: none"> 了解不同的兴趣爱好； 学会描述自己的兴趣爱好。
Writing	<ul style="list-style-type: none"> 掌握邀请信的功能； 学会写邀请信。
Grammar Focus	<ul style="list-style-type: none"> 掌握限制性定语从句和非限制性定语从句的用法。
The Pride of China	<ul style="list-style-type: none"> 了解孔子的生平和主要思想。

教学过程建议

Warming Up

Teaching Steps

- Explain to students that the focus of this unit is on hobbies and free time activities. Ask students questions, e.g. What do you enjoy doing in your free time?
- Ask students to look at words and the expression in the boxes. Check that students understand them by asking questions, e.g. If I go jogging, am I walking or running? Do you usually play board games outdoors?
- Get students to read the column and complete it with words or the expression from the boxes.
- Check answers around the class.

Answers

(1) board games (2) crafts (3) jogging (4) outdoors

Vocabulary Focus

Teaching Steps

Exercises A & B

- Have students listen to and repeat words in Exercise A, teaching the definition for each one. You can check their pronunciation and comprehension by asking questions, e.g. What is the old object which is still valuable because of its beauty or rarity? (*antique*) What extreme sports would you like to try? (*bungee*) What's another word for a sports competition? (*tournament*)
- You can warm the class up by asking students questions, e.g. What are your hobbies? (*Students should answer with a complete sentence started with "My hobbies are..."*) Can you play Chinese chess? Have you ever watched the World Cup?
- Have students complete Exercise B. Go through the answers, calling on different students each time. Correct any errors.
- Ask students to read through Cultural Notes, which talk about *Chinese chess* and *arts and crafts*.

Exercise C

- Tell students they will hear a conversation in which two people discuss their hobbies.
- Play the audio, twice if necessary. Pause the audio so that students have time to fill in the blanks.
- Allow students to check their answers with a partner before nominating a couple of confident students to perform the conversation in front of the class.

Exercise D

- Ask students to look at the diagram. Discuss the hobbies which are there, asking students if they have ever tried these hobbies.
- Organize students into pairs and challenge them to see who can be the first to complete the diagram.
- Conduct class feedback. Write students' answers on the blackboard, generating as much new language as possible.
- As a possible extension activity, get students to suggest some more categories of hobbies.

Answers

Exercise B

- | | | | |
|---------------|----------------|---------------|-----------|
| 1. antiques | 2. board games | 3. tournament | 4. chess |
| 5. exhibition | 6. Calligraphy | 7. sculpture | 8. bungee |

Exercise C

- (1) tickets (2) board games (3) hobbies (4) exhibition (5) antiques

Exercise D

Sample:

- | | | | |
|---------------|-------------------|------------------|--------------|
| (1) sculpture | (2) painting | (3) scuba diving | (4) antiques |
| (5) tickets | (6) Chinese chess | (7) board games | |

Script

Exercise C

- Li Hua: I'm so excited, Tom. I've just got tickets to the finals of the Chinese chess tournament. Isn't that amazing?
- Tom: That's great, Li Hua. Actually, I'm not very interested in board games though. I prefer football. I'd love tickets to see a match at the World Cup!
- Li Hua: Well, that's nice. But I am more interested in indoor hobbies. I have just heard there will be an arts and crafts exhibition starting next week, and I want to see it.
- Tom: Oh, really? You know I really love art. Will there be paintings?
- Li Hua: Of course. It's a big exhibition. There are paintings, sculptures and I think there will be a stall selling antiques too. Do you want to come with me?
- Tom: Yes! I can't wait to see this awesome exhibition.

Translation

李华: 汤姆, 我太激动了。我刚刚拿到了中国象棋锦标赛决赛的门票。太棒了, 不是吗?

汤姆: 太好了, 李华! 不过其实我对棋类游戏不是很感兴趣。我更喜欢足球。我想要世界杯的门票!

李华: 好吧, 那也不错。但我更喜欢室内活动。听说下周有一场手工艺展览开展, 我想去看看。

汤姆: 真的吗? 你知道我很喜欢艺术。会有画展吗?

李华: 当然有。这个展览规模很大, 有绘画和雕塑。我想还会有一个售卖古玩的摊位。你想和我一起去吗?

汤姆: 当然! 我等不及要参观这么棒的展览了。

Reading

Teaching Steps

Exercise A

- Read the heading of the text and elicit its meaning. Ask students if they can think of any unusual ways to pass the time.
- Get students to read the titles of the three stories and to look at the pictures. Ask students questions, e.g. Which of these do you think is the most unusual way to pass the time?
- Give students several minutes to read the text. Encourage students to refer to Words & Expressions.
- Ask students to answer the questions. Allow them to check their answers with a partner before conducting class feedback.

Exercise B

- Read the rubric aloud. Ask students to read the text again and to complete the task.
- Check answers around the class.

Exercise C

- Read the words in the left column aloud, modeling the correct pronunciation.

- Get students to complete the matching task. Fast finishers could write example sentences using the words.
- Conduct class feedback. Help students to remember the words by asking questions, e.g. Do you like to iron your clothes? Do you know anyone who has an unusual hobby? Have you ever tried skydiving?

Exercise D

- Ask students to complete the sentences with the correct expressions.
- Fast finishers could write sentences with the leftover expressions.
- Collect answers around the class.

Exercise E

- Do the first puzzle together as an example.
- Organize students into pairs and challenge them to see who can be the first pair to solve the puzzles.
- Fast finishers can create a new puzzle for another pair to solve, using expressions learned in this unit.

Answers

Exercise A

1. a 2. b 3. b 4. c 5. a 6. b 7. c

Exercise B

1. Phil 2. Mike 3. Paul 4. Phil 5. Mike 6. Paul

Exercise C

1. b 2. d 3. a 4. c 5. e

Exercise D

1. appear on 2. set up 3. pass the time 4. spread around 5. seems like

Exercise E

2	A	RAN	GE O	F		
3	HA	N	G AR	OU	ND	
4	IN T	HE	BA	CK G	RO	UND

Beyond the Text

Teaching Steps

Exercise A

- Read the rubric aloud to the class. Get students to read what Olivia says about Paul. Elicit the meaning of the word “show-off” and ask students whether they agree with Olivia’s opinion.
- Organize students into pairs. Ask them to discuss the possible personalities of Mike and Phil. Circulate as students do this, prompting them and offering support where necessary. Then ask students to write their answers in the boxes.
- Conduct class feedback. Nominate a few students to share what they have written with the rest of the class. Write down any new expressions on the blackboard.

Exercise B

- Ask students to match the sentence halves. Get them to tell you whether or not they agree with the statements. If not, they should suggest other possible careers linked with the hobbies.
- Organize students into pairs and give them several minutes to complete the rest of the task.
- Ask students to share their ideas with another pair.
- Conduct class feedback, nominating students to share their ideas. Generate as many discussions and new expressions as possible.

Extra Activity!

- Ask each student to think of a hobby. They should describe the hobby to a partner, without saying the name of the hobby.
- The other student should listen to and try to guess what the hobby is.
- If the student guesses right within one minute, the pair can win a point. Challenge pairs of students to see how many points they can win.

Answers

Exercise A

Sample:

2. I think Mike must be quite a determined person, as he has been working on his ball of paint for so long. I think he's probably also got quite a good sense of humor! Finally, I think he must be a sociable person as his hobby has allowed him to meet people from all over the world.
3. I think that Phil must be an energetic, sporty and outdoorsy person. However, he must also be quite smartly dressed if he likes to iron his clothes! He's definitely a multitasker who can easily do two or more things at the same time.

Exercise B

1. b 2. a 3. c

Sample:

4. If you practice kung fu or judo, you are self-disciplined and focused, so you would be suited to a career in law or medicine.
5. If you have several pets, you are used to looking after animals, so you'd make a good vet.

Language Bank

1. Get inspiration by reading about some of these very unusual hobbies.

看看下面几个不寻常的爱好，你可能会从中获得灵感。

● inspiration

n. a good idea about what you should do, write, say, etc., especially one which you get suddenly 灵感

e.g. He raised his eyes to the altar as if seeking inspiration.

他抬头看看祭坛，似乎在寻求灵感。

● unusual

adj. different from what is usual or normal 异常的，不平常的

e.g. It's unusual for Dave to be late.

戴夫很少迟到。

2. Whenever a news camera crew is set up in a public place, he hangs around in the background on camera.

每当新闻摄像组在公共场合拍摄时，他便会在镜头背景中晃悠。

● set up

to start a company, organization, committee, etc. 建立，成立

e.g. They want to set up their own import-export business.

他们想要成立自己的进出口公司。

3. He has appeared in the background of live news reports at a whole range of locations and random times.

他随机出现在多地多时段的新闻报道背景中。

● random

adj. happening or chosen without any definite plan, aim or pattern 随意的，任意的

e.g. The company has introduced random drug testing of its employees.

公司对雇员实行随机药检。

4. The work of an interior decorator can be challenging...

室内油漆工是一份具有挑战性的工作……

● interior

adj. inside or indoors 内部的，室内的

反义词: exterior 外部的，室外的

e.g. The interior walls are all painted white.

室内墙壁都粉刷成了白色。

The exterior walls need a new coat of paint.

外墙需要刷新漆了。

- **challenging**

adj. difficult in an interesting or enjoyable way 富于挑战性的

e.g. Teaching young children is a challenging and rewarding job.

幼儿教育是一项具有挑战性的、有意义的工作。

5. What would you do if you were ironing and a friend asked you to come rock climbing?

如果你在熨衣服时你的朋友叫你去攀岩，你会怎么做？

- **iron**

1) *v.* to make clothes smooth using an iron (用熨斗) 熨平

e.g. Have you ironed my shirt?

我的衬衫你熨过了吗？

2) *n.* a thing used for making clothes smooth, which has a heated flat metal base 熨斗

e.g. He scorched the shirt with the hot iron.

这个熨斗太热了，他把衬衫烫焦了。

Translation

消磨时间的几种不寻常方式

你在寻找新的方法消磨时间吗？看看下面几个不寻常的爱好，你可能会从中获得灵感。

出现在电视背景中

保罗·亚罗是一个有着不寻常爱好的人：他喜欢出现在电视上。每当新闻摄像组在公共场合拍摄时，他便会在镜头背景中晃悠。他随机出现在多地多时段的新闻报道背景中。好像哪里有摄像组，哪里就有保罗。

创造世界最大的粉刷球

室内油漆工是一份具有挑战性的工作，但总会有几个制造乐趣的方法。早在1977年，迈克·卡迈克尔就决定粉刷一个棒球。在覆盖了超过22,000层油漆后，球的重量超过了1,500千克。世界各地的人们都来到这里给棒球粉刷一层油漆，甚至连吉尼斯世界纪录中都提到了这件事。

极限熨衣

如果你熨衣服时你的朋友叫你去攀岩，你会怎么做？菲尔·肖就遇到了这个状况。他选择带着熨斗去攀岩，从此一项新的爱好就诞生了。极限熨衣已经在全世界流行开来。人们在独木舟上、山顶上，甚至在跳伞时熨自己的衬衫。

你瞧，是想象力限制了你的爱好。玩得开心！

Chatting

Teaching Steps

Exercises A & B

- Explain to students that they will hear a conversation in which two people discuss hobbies. Introduce the key words in this conversation.
- Tell students to listen carefully and to write down what they hear in the blanks. If necessary, pause the audio so that students have time to write.
- Have students practice talking about their hobbies, using the questions in Exercise B.
- Have students read through Language Note, which teaches the use of the verbs *play*, *go* and *do* with various activities. Test students on this by naming an activity and having students come up with the correct verb.
- You can also do this as a race, either orally or by having two students compete to write the correct verbs on the blackboard.

Exercise C

- Read the rubric aloud to students. Ask students questions, e.g. Are you active or do you like to take it easy? Organize students into pairs, if possible, having active students work with less active students.
- Read the expressions in Useful language aloud, modeling correct pronunciation and asking students to listen and repeat.
- Nominate students to read Example. Allow them to ask questions about any words they don't understand.
- Circulate as students complete their role-plays, offering support where necessary. Note down any examples of good communicative skills you hear, as well as any issues with language and pronunciation.
- Bring the class together again and conduct feedback. Nominate a couple of pairs to perform their role-plays to the rest of the class.

Answers

Exercise A

- (1) what do you do in your free time
- (2) It keeps me fit and helps me to relax
- (3) I relax by doing yoga, and sometimes I go fishing

Exercise B

Open-ended.

Exercise C

Sample:

A: Hi, Freya. What are you up to?

B: I'm just going to play basketball. Then I'm going to play in the school orchestra. That's why I'm carrying my flute!

A: Wow, you're really busy, aren't you?

B: Today is quite quiet actually! Tomorrow I have ballet class, French class and a drama rehearsal all on the same night. I like to be busy though.

A: I couldn't have such a busy schedule! I like to do nothing in my free time.

B: Nothing?

A: Well, not exactly nothing. I mean I like to watch TV or hang out with friends or read a book. I really don't like rushing from place to place.

B: Don't you get bored?

A: Not at all!

Script

Exercise A

Jamie: Do you like playing basketball, Ms Chang? My team is looking for new players.

Ms. Chang: Thanks for asking, Jamie, but I don't really enjoy ball games so much. I've tried playing tennis and I also played football for a while, but I didn't really like them.

Jamie: So, what do you do in your free time?
Ms. Chang: I really enjoy going skiing in winter, and in the summer, I go hiking in the mountains. It keeps me fit and helps me to relax.
Jamie: What about swimming?
Ms. Chang: Swimming is good too, but I prefer to go swimming in rivers and lakes rather than in swimming pools. What about you?
Jamie: I relax by doing yoga, and sometimes I go fishing.
Ms. Chang: Do you catch much?
Jamie: Only very rarely!

Translation

杰米： 常女士，你喜欢打篮球吗？我的球队在寻找新的球员。
常女士：谢谢邀请，杰米。但是我并不是很喜欢球类运动。我打过网球，还踢过一段时间足球，但我并不是很喜欢这些运动。
杰米：那你闲暇时间都做些什么呢？
常女士：我很喜欢冬天去滑雪，夏天去山间徒步。这样能帮助我保持健康，放松身心。
杰米：那你喜欢游泳吗？
常女士：游泳也很好，但我更喜欢在河流和湖泊里游泳，而不是在游泳池里。你呢？
杰米：我通过做瑜伽放松，有时也去钓鱼。
常女士：你能钓到很多鱼吗？
杰米：非常少！

Writing

Teaching Steps

Exercise A

- Tell students that they are going to practice writing an invitation letter. Elicit what kind of parties students might have (*e.g. birthday party, surprise party, graduation party*).
- Ask students to read the invitation and reply and then complete the exercise.
- Check answers around the class. Ask students to correct the false statements.

- Read the invitation and reply aloud to students, highlighting any particularly useful and generic language and giving students the opportunity to ask questions about anything they don't understand.

Exercise B

- Complete the first sentence together as an example.
- Ask students to complete the rest of the task individually.
- Check answers around the class.

Exercise C

- Check that students understand the meanings of the expressions in the box.
- Read the rubric aloud. Organize students into pairs. Ask them to complete the writing profile.
- Check answers around the class.

Exercise D

- Get students to think of what kind of parties they'd like to have. Tell them to decide where they would be, whether they would be formal / informal, and whether there would be party games, music, etc.
- Ask students to write an invitation, referring to Exercise A and the expressions in Useful language to help them. Circulate as students write their invitations, offering support where necessary.
- When students have finished writing, they should swap their invitations with a partner who should read and write a reply.
- Nominate a few students to read their invitations and replies to the rest of the class.

Answers

Exercise A

1. F	2. T	3. F	4. T	5. F
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Exercise B

1. come	2. bring	3. invite	4. start; finish	5. know
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Exercise C

2. Requesting help
3. Accepting an invitation
4. Declining an invitation
5. Asking for advice

Exercise D

Sample:

Hello Ryan,

Would you like to come to my birthday party? It's on Saturday night (December 16th) at my house, and it will start at 8 p.m.

I know you're always great fun at parties. Could you maybe bring a couple of your games, please? I'm sure everyone would love that.

Really hope you can make it.

Beth

Hey Beth,

Thanks so much for the invitation. I'd love to come to your party. It sounds amazing! Of course I'll bring some games. Would you like me to arrive a bit early to get set up?

Also, do you want me to bring some snacks with me? Let me know if you do.

I'm looking forward to it already!

See you soon.

Ryan

Grammar Focus

Teaching Steps

Exercise A

- Explain that we use *defining attributive clauses* to give essential information about a noun in a sentence. We use *non-defining attributive clauses* to give information that is nonessential to the understanding of the sentence.
- Go through the form used for the clauses. Write an example using *who*, *which* or *that*, *where* and *whose*. Make sure to emphasize that *defining attributive clauses* don't use commas, and *non-defining attributive clauses* usually do.
- Once students seem comfortable with the grammar, have them complete the exercise and then switch books to correct their mistakes.

Exercise B

- Read the rubric aloud, and elicit when each of the relative pronouns or adverbs are used.
- Get students to read the passage. Check their comprehension by asking questions, e.g. What is Tony's hobby? How often does he do his hobby? What career does he want to have?
- Ask students to complete the task. Read the text around the class.

Answers

Exercise A

1. These are the books which you ordered
2. The man who robbed her has been arrested
3. It was an island whose name I have forgotten
4. Mr Smith, for whom I was working, was very generous about overtime payments
5. They went to the Royal Theater, where they saw Ibsen's *Peer Gynt*

Exercise B

(1) where (2) whose (3) where (4) which (5) that (6) who

The Pride of China

Translation

孔子，中国春秋时期的思想家、政治家。他是我国最著名的教育家、思想家和政治理论家，其思想对中国及其他东亚国家文明都有深远的影响。孔子的思想体系，也称儒家思想，强调个人品德和治国之德，提倡得体合理的社会关系、公平公正、仁爱真诚。《论语》是儒家经典之一，汇集了孔子及其弟子的语录，由孔子弟子及再传弟子编撰记录而成。

FLTRP