

## HOBBIES 10<sup>TH</sup> FORM

1. They say tastes differ. Can you say the same about hobbies?
2. What is your hobby?
3. Do you agree that learning can be a hobby?
4. What do you think a hobbyhorse is?
  - a. A rocking horse
  - b. A child's toy
  - c. A subject a person likes to talk about a lot.

### 2. Read the article and fulfill assignments.

In the 16<sup>th</sup> century a favorite toy for the children of all ages was a hobbyhorse. A hobby horse could be a simple stick, or it could have a decorated wooden framework with an imitation horse's head attached. In the early part of the 20<sup>th</sup> century children played cowboys and Indians. Over the time the popularity of the hobbyhorse declined, but the pleasure of doing something outside the routine activities of daily life had brought a new word into the language, the word *hobby*, which is shortened form of hobbyhorse.

Hobbies today include a vast range of activities. The definition that best describes hobbies is *constructive leisure-time activities*. Before the 20<sup>th</sup> century, hobbies were something that only wealthy people had the time and money to enjoy. The present-day interest in hobbies is a result of shortened working hours and greater prosperity.

Some popular hobbies are as old as civilization. These include such activities as music, sculpture, carving and whittling, weaving, raising pets, astrology, making pottery, baskets, kites, toys, leather goods, dolls, fishing, jewelry and miniatures or models.

Hobbies are either consciously chosen, or they arise from an individual's interests, skills, daily work, tastes, ambitions or past schooling. Stamp and coin collecting are examples of hobbies based on deliberate choice. Making model airplanes, designing computer programs is considered a hobby based on work experience or schooling. Collecting is relatively passive compared to doing one's own painting or making furniture.

There have been traditionally been four types of hobbies- history, nature, handicrafts and the arts. Recently, with advances in electronics, many individuals have made computer use a hobby, while others use videocassette cameras to make their own movies. Many hobbies require both collecting and creating.

1. Read the text and entitle each paragraph.
2. Choose the main idea of each paragraph.
3. Explain : hobbies are either conscious choice or based on work experience or schooling.

4. Find synonyms in the text to the following:

Favorite activity-

Everyday-

Abbreviated-

Developments-

5. Find antonyms in the text to the following:

Passivity-

Spontaneous-

Complicated-

Dislike-

6. Choose **fact** or **opinion**.

- a. In the 16<sup>th</sup> century a hobbyhorse was a favorite toy.
- b. Some children's favourite toy is a hobbyhorse.
- c. In the early days of the 20<sup>th</sup> century children played cowboys and Indians.
- d. People think that hobby is necessary in their life.
- e. Hobby is the most interesting past-time.
- f. We should rest actively doing favorite activities.
- g. Traditional hobbies are still nature, handicrafts, the arts and history.

7. State what sentence is **cause, effect, example, purpose, conclusion, generalization**.

1. Because contemporary people have much free time they have a lot of hobbies.
2. When people have hobbies their life becomes more interesting and fuller.
3. For instance, computer games have become hobby for a great number of young people.
4. On the whole, hobbies are interesting past time activities.
5. In order to realize interests, capacities, desires, inclinations people have different hobbies.
6. All in all, hobbies make people's life full of creation, invention and satisfaction.

7. Write a short essay about your hobby, how it helps in your life.

### **How to Write About a Problem**

- 1. State the problem. Write about its actuality and importance.**
- 2. Name the causes of the problem. Give arguments, facts and examples to prove these causes.**
- 3. Write about effects that these causes lead to. Each cause should have at least one effect.**
- 4. Suggest a solution or solutions to the problem.**

### **How to Write a Commentary.**

- 1. Read a proverb or quotation and paraphrase it stating its ideas in your own words, using synonymic words, don't repeat the quoted words.**
- 2. Give 3-4 arguments supporting the main ideas of a proverb or a quotation. Illustrate them with examples, facts, generalization, comparison and contrast.**
- 3. Express your opinion. Show your agreement or disagreement to the ideas of a proverb or quotation.**
- 4. Give a reasonable conclusion. Repeat the main ideas of your commentary using synonymic words and phrases.**

### **A Teacher's Strategies.**

**Before writing about a problem, or commenting on a teacher gives a list of words and expressions on the topic pupils have to explain and comment on, which they use in their own writing.**

**Besides, a teacher should give a list of transitional words, so that pupils will be able to connect their ideas with the help of them.**

**A teacher may write only thesis sentences with the main ideas and suggest pupils to develop ideas. In this way, pupils obligatory follow the steps of writing either a problem or commentary.**

**A commentary or writing about a problem should be limited by a certain number of sentences, in each form they should be different, starting with five lines and finishing with one and a half list, no more.**

## 2.4 Classifying details in the paragraph

Thus, knowledge of logical cohesions allows to make another step to classify details in the paragraph which are very important. Many of the supporting details in the paragraph can be organized into different groups or categories as the aim of writing can be different. For example, if pupils describe a forest, their details may fall into the following groups: smells, sights, and touches, tastes. If they discuss the similarities and differences between elementary school and gymnasium they might list similarities in one group and differences in another. So, we should teach to place details in an order that will not only support the subject, but also help pupils achieve their purpose and make sense their readers or listeners.

Ways To Order Details		
Types of Order	Definition	Examples
Chronological	the order in which events occur	story, explanation, history, biography, drama
Spatial	location or physical arrangement	description (top to bottom, near to far, left to right etc.)
Order of Importance	degree of importance, size, or interest	persuasive writing, description, explanation
Logical	logical progression, one detail out of another	classification definition, comparison and contrast

Writing purpose dictates the choice of the type of order. For example, if pupils write to persuade, they may choose to use order of importance, whereas if they are to write about a past vacation or trip, they might choose to use chronological or spatial order.

So, concluding by types of ordering details we may draw a chart.

Types of the paragraph	Supporting details
Persuasive paragraph	Fact, opinion, cause, effect, generalization, example, problem, solution, the appeal to emotion
Descriptive paragraph	Appealing to senses (hearing, touch, smell, taste, sight), comparison, contrast, imagination
How-to-do paragraph	Explaining a process, listing materials and tools, listing steps in sequence, use time-order words (first, next, after that, then, finally)
Expository paragraph	Definition, exemplification, hypothesis different information arranged according to space, time, analysis, synthesis, cause, effect, enumeration, classification
Narrative paragraph	Personal experiences, biographical events, impressions, action, structure or order, point or purpose, point of view, effective description

## 2.5. Types of a Paragraph

In the teaching process it is very important to teach pupils to distinguish between kinds of analysis as each paragraph or text is a kind of analysis. Analysis is a very important skill and a very important pattern of modern oral and written communication. Analysis means a loosening of the parts throughout, an examination of all separate elements making up a larger unit. So, analysis may be of three kinds: descriptive analysis, functional analysis, causal analysis.

1. Defining the subject to be examined;
2. Specifying the purpose, or principle of the examination;
3. Examining the various parts.

So, knowledge about types of the paragraphs according to the types of analysis is obligatory for pupils. I give them models of: descriptive paragraph, informative paragraph, instructive paragraph, narrative (expository) paragraph, persuasive paragraph.

### Descriptive paragraph

I woke up to the sound of music but not just any music. It was the sound of birds singing like a big orchestra. I opened the curtains to look out of the window. I felt the smell of morning fragrance. I stood in a daze. The bird flew from tree and from branch to branch. It was a beautiful morning. The sun was shining through the trees and on the grass making them look like gold. The sky had the shade of blue. Sun rays were touching gently my face. What a lovely way to wake up in the morning.

### Instructive paragraph (p. 57 "Feather Football")

Divide all players into two equal teams. The teams must sit one in front of the other along both sides of the table. Take a piece of chalk and draw a line. Divide the table into two equal parts. The line must be parallel to the rows of players at the table. Then put a feather in the middle of the table. Each team must try to blow the feather off the table across the enemy table-edge. Every time the team manager to do it, they get one point. The team, which gets ten points, first wins.

### Narrative paragraph (p. 101 "Reminiscences of an Old Teacher")

When I was working at school in the 70s, I often took my schoolchildren to the forest. You know, Moldova is famous for its forests /the Codri/ They are beautiful, especially in autumn. Besides I want my students to know the story of our motherland better. Sometimes we went on picnics, sometimes our hikes were made to learn serious things. For example, one day we decided to go to Capriana Monastery to study its history. When we came to Capriana, to our great disappointment, we found out that the monastery had been turned into a hospital for people with TB. Of course we were not allowed inside it or even into its yard.

### Persuasive paragraph p.104

If you want to see the pictures drawn by I. Vieru, you should go to the Art Museum in Chisinau. You will find beautiful canvases, devoted to the landscape in Moldova from the North to the South and from the East to the West. People can't help admiring his pictures. They sparkle with love for nature and humanism. His pictures are true to great traditions coming from ancient times to life creating realism and penetrating to the mystery of mysteries – Moldova's nature. If you are in Chisinau, why not visit the museum. I take any of the suggested in the book Info Boxes and give them as an example of an informative paragraph.

## Agenda Regional Methodological Seminar

The Role of Reading, Speaking and Creative Writing in the Process of Teaching English.

**Theme:** The Role of Reading, Speaking and Creative Writing in the Process of Teaching English.

**Date:** 19.11.2014

**Place:** Theoretical Lyceum Ivan Vazov, Tarachia

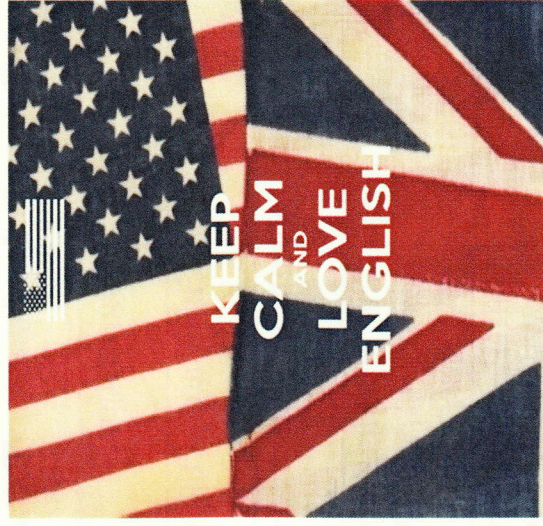
*«Read not to contradict and confute, ... nor to find talk and discourse; but to weigh and consider.» (F. Bacon)*

*«I am writing to understand what I think.» (D. Bursteel)*

8.00-8.15	Registration		
8.15-8.30	Visit Card of the Lyceum	N.D. Mostovaya	Technically Equipment Study
8.30-9.00	Introductory Speech	M.P. Terzi	Technically Equipment Study
9.10-9.55	Unit Building Relationships Lesson "I, You, We, They..." 12V form	V. V. Dimitrova	Study №305
10.05-10.50	Unit Building Relationships Lesson "I, You, We, They..." 12A form	S. G. Usataya	Study №304
10.55-11.30	Methodological "Storing Box"	V. V. Dimitrova	Study № 305
11.30-12.00	Lesson Analyses and Evaluation	Participants of the Seminar	

*The Ministry of Education  
The Republic of Moldova  
The Regional Department of Education, Youth and Sport*

*Regional Methodological Seminar*



*Theoretical Lyceum Ivan Vazov, Taracia*

*November 19, 2014*