

# Topic 1

## Clubs and Hobbies



Traditional  
Games



### Unit 1 School Clubs

◆ Look at the pictures and discuss the questions.

1. What are the children doing?
2. Where can you do these activities?

◆ Make a list of clubs and activities at your school. Discuss what club you would like to join.



## Unit 2 My Hobbies

### ◆ Discuss the questions.

1. Why is it important to join clubs or have hobbies?
2. What are your hobbies? Why do you like them?

- ◆ Create your perfect hobby timetable for one week. Do a different hobby each day.

# Unit 1 School Clubs

1 Look and guess what each club is about. Then listen and complete. 

act    Play    paint    Grow    Take    Run

## Green Fingers

(1) \_\_\_\_\_  
plants and flowers!  
Get your hands  
dirty every Monday  
and Wednesday.

## Creative Corner

(2) \_\_\_\_\_ photos,  
(3) \_\_\_\_\_ pictures or  
make a sculpture. Show  
your creative side on  
Tuesdays and Wednesdays.

## STEM Club

Do experiments, build  
robots and crack  
codes. Come and  
learn something new  
every Wednesday  
and Thursday.

Join Us in Our After-School Clubs!

Mon–Thur, 3:30–5:30 p.m. Grade 4 to Grade 6

## Future Olympians

(4) \_\_\_\_\_ in a race  
to qualify for the state  
junior track and field  
finals. Athletics fun on  
Tuesdays and Thursdays.

## ON STAGE

Do you want to  
(5) \_\_\_\_\_ in a play  
at the end of the year?  
Come and give it a try on  
Mondays and Thursdays.

## Table Wizards

(6) \_\_\_\_\_ chess  
and other board  
games on Mondays  
and Tuesdays. Who  
will be king or queen?

2 Listen again and circle the correct options.

1. George can't join **Creative Corner** / **Future Olympians** because he would be tired.
2. He can't join the STEM Club on **Wednesdays** / **Tuesdays**.
3. He has never tried **acting** / **playing chess** before.
4. He decides to join **Table Wizards** / **On Stage**.

3 Write the numbers to match the clubs with the pictures.

1. gardening
2. track and field
3. art and photography
4. acting
5. science and technology
6. board games



4 Choose clubs you would like to go to and write their names in the timetable.

After-School Clubs Schedule			
Monday	Tuesday	Wednesday	Thursday

Monday	Tuesday	Wednesday	Thursday

### My Space


◆ Make a poster of your ideal after-school club. Then ask and answer.

What is your ideal after-school club?

I would like to go to the STEM club because I love to build robots!



Have you ever tried gymnastics?  
Yes, I **have**. / No, I **haven't**.

1 Listen and follow. 

**Good Buddies** *The Wake-Up Club*

1 DAVID IS A NEW STUDENT AT FRANKLIN ELEMENTARY SCHOOL. HE MISSES HIS OLD SCHOOL.

Hi! You're the new boy in my class. I'm Emma.

Hi. I'm David.

What are you doing?

I want to join a club to make new friends.

3 HAVE YOU EVER TRIED GYMNASTICS?

No, I haven't!

Come to the *Wake-Up Club*! I go with Harry and Sophia.

2 WHICH CLUB DO YOU WANT TO JOIN?

MAYBE THE MUSIC CLUB. I'VE NEVER PLAYED THE VIOLIN OR THE DRUMS.

OH, NO! YOU CAN'T. IT'S FULL.

4 WHEN IS IT?

FROM MONDAY TO THURSDAY AT 7:30 A.M., BEFORE SCHOOL STARTS.

7:30 A.M! No way!

COME ON. GIVE IT A TRY. IT'S FUN!

2 Read again and write Yes or No.

1. The *Wake-Up* club is too early for David. \_\_\_\_\_
2. Students use hop balls every day in the *Wake-Up* club. \_\_\_\_\_
3. In the end, David is happy he joined the club. \_\_\_\_\_

◆ Mark (✓) the purposes of the *Wake-Up* club.

- to make friends       to use hop balls       to feel awake

5 THE FOLLOWING MONDAY...

I'M NOT SURE I WANT TO DO THIS.

HI, DAVID!



OK, EVERYONE! TODAY IS BOUNCE DAY. LET'S WAKE UP OUR BODIES AND BRAINS!

6

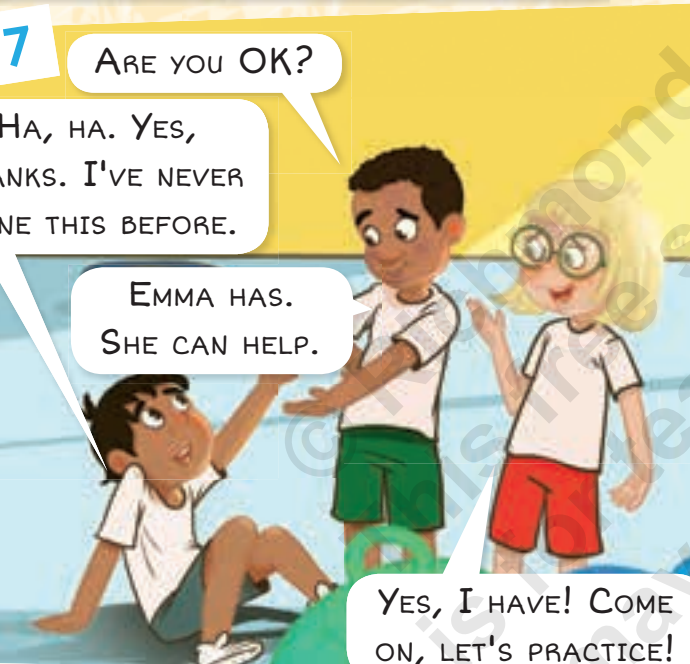


7

ARE YOU OK?

HA, HA. YES, THANKS. I'VE NEVER DONE THIS BEFORE.

EMMA HAS. SHE CAN HELP.



YES, I HAVE! COME ON, LET'S PRACTICE!

8

MOMENTS LATER...



THIS IS COOL!

Play Find Someone who!

Have you ever...	Name
1. _____ (play) a musical instrument?	
2. _____ (use) a hop ball?	
3. _____ (join) a club?	

Have you ever used a hop ball?

Yes, I have.

No, I haven't.

I've **drawn** my own fantasy comic.  
I **haven't won** the prize.

3 Listen and write the letter of the activity each character has done. 



◆ Listen again and answer the questions.

1. Has Harry learned to play a tune on the guitar?
2. Has Sophia won a prize for her cake?
3. Has Emma won a gold medal in a race?
4. Has David drawn a fantasy comic?

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◆ Share your answers with a classmate.

Sophia has never won a prize for her cake.

Emma has won a silver medal.

4 Listen and circle the correct options. 



I'm in the sports club. I (1) **have run** / **ran** in lots of races.  
Last summer, I (2) **have won** / **won** a prize in the  
Under-ten State Championship. It (3) **has been** / **was** in  
City Park. I (4) **won** / **have won** a silver medal.

5 In your notebook, write about a club or activity that you like. 

- Something you have done in that club.
- When / Where did you do it?
- What happened?
- How did you feel?

## Speaking

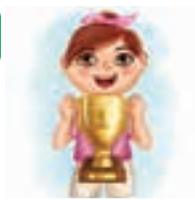
1 Choose an activity and complete the first chart.

1



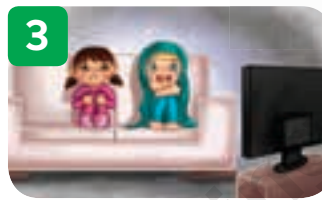
act in a play

2



win a prize

3



watch a scary movie

4



climb a tree

### Your Activity

Activity	
Where?	
When?	
What happened?	
Feelings	

### Your Classmate's Activity

Activity	
Where?	
When?	
What happened?	
Feelings	

◆ Take turns asking and answering. Then complete the second chart.

Have you ever acted in a play?

Where did you do it for the first time?

How did you feel?

## Listening

1 Listen and write. There is one example.  



### The STEM Club

0. Meets on Wednesdays at: 3:00 p.m
1. Person who runs the club: Dr. \_\_\_\_\_
2. Children learn about: \_\_\_\_\_
3. Children need to bring: a \_\_\_\_\_
4. Sometimes children do other: \_\_\_\_\_
5. In the STEM Club, students can be: \_\_\_\_\_





Why is it necessary to think before we act?

Exploring Our Brain



1 Read and write **A** (Amygdala) or **P** (Prefrontal Cortex) according to which part of the brain is in control in each picture.

**Conflict**

**Amygdala (impulse)**

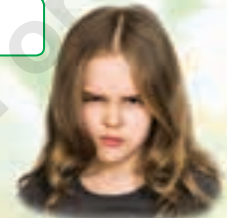
**Prefrontal Cortex (analysis and decision)**

**Balanced Response**

The **amygdala** gives impulsive and immediate responses, such as fear and anger.

The **prefrontal cortex** helps us analyze our emotions and make good decisions.

Usually, the two parts work together. That is, we feel fear and anger, but we also try to control them.





● Read and write **A** (Amygdala) or **P** (Prefrontal Cortex).

1. You get angry with a friend, and you say something bad. \_\_\_\_\_
2. You get angry with a friend, but you are careful about what you say. \_\_\_\_\_
3. You are nervous about a presentation in class, but you do it anyway. \_\_\_\_\_
4. You are nervous about a presentation in class, and you can't speak. \_\_\_\_\_

2 Listen and follow.

# How to Stay Calm

1



2



3




1 Circle the *wh*- words in the rhyme.

*Who and what, when and where?*

*Why and whose and how?*

These are the words you need to use

When you want an answer now!

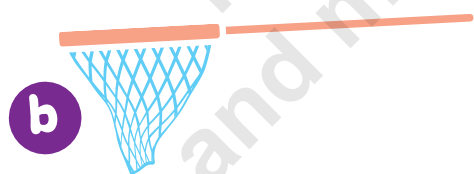
- Listen and say the rhyme. Identify two ways of pronouncing *wh*-. 

- Put a piece of paper on your hand and say the *wh*- words from the rhyme. Which words make the paper move?

2 Match the *wh*- riddles to the pictures.



1 Big I am, but small I eat.  
What am I?



2 With holes, I am whole.  
What am I?

3 I may have a thousand wheels, but I do not move.  
What am I?



- Circle the *wh*- word in the riddles that has an "h" sound. 

Reading

1 Look at the pictures and discuss how the boy feels.

# Stage Fright

Jack was standing in front of his Grade 4 class. It was his turn to give a presentation. The topic was easy: *My Favorite Hobby*. Jack's favorite hobby was skateboarding. He had notes on why he liked skateboarding, when he started doing it and where he practiced. He was well prepared.

However, he felt anxious as he stood in front of the class. He opened his mouth, but no sounds came out. He felt hot. Then, he started shaking. His teacher, Ms. Davies, saw how uncomfortable he was.

"Don't worry, Jack," she said. "Go and sit down."

"Have you ever given a presentation?" Jack's friend Emily asked as he returned to his seat.

"No, I haven't," Jack replied, "And I never want to again!"



For the next few weeks, Jack didn't speak in class. He paid attention, but he never asked questions or talked in front of a group. When Ms. Davies asked for volunteers, he just stared at his desk.

2 Read the story and complete the sentences. You can use one to three words.

0. Jack's favorite hobby is skateboarding.
1. Jack \_\_\_\_\_ a presentation before.
2. Ms. Davies invited \_\_\_\_\_ to watch the Christmas play.
3. Ms. Davies asked Jack to \_\_\_\_\_ a tree.
4. Before the play, Jack realized he had never \_\_\_\_\_ in front of so many people.
5. After the play, Jack \_\_\_\_\_ join the drama club.

Then, one day, Ms. Davies made an announcement. "It's time to start rehearsing for our Christmas play," she said. "Everyone will have a speaking part, and we will invite all of your families."

Jack was shocked. *I can't act in front of all those people!* he thought.

The play was *Robin Hood*. Jack was happy that he did not get any of the major roles. In fact, he didn't volunteer for any of the minor ones either. Eventually, Ms. Davies asked him to play a tree.

"Your only line is 'Whoosh!'" said Emily. "But you have to say it a few times and move with the wind!"

Jack wasn't so happy about that. "I will look ridiculous," he said, "and I'll get stage fright!"

"You will be in costume," Emily replied. "No one will know who you are."

*That's true,* Jack thought. *Maybe this won't be so bad after all.*

The big day arrived. Emily and Jack were backstage. Emily was in her Maid Marion costume and Jack was dressed as a tree.

"Have you memorized your lines?" Emily asked Jack.

"Very funny," Jack replied. "Whoosh!" They both laughed. Then Jack looked out at the audience.

The school gymnasium was full. "I've never spoken in front of so many people," he whispered to himself.

When Jack was on stage, he looked at people's faces. They were having fun. *I've made things worse by not speaking in class,* he realized. *I'm even more nervous than I was before!*

He was thinking so much that he forgot his line, but luckily no one noticed.

"I have to face my fears," Jack said to Emily after the play. "So, I've decided to join the drama club to build up my self-confidence."

And in the following school year, that's what he did.

### 3 Read the story again and write the numbers to complete the sentences.


1. Jack felt anxious... \_\_\_\_\_ because he didn't speak in class.
2. The tree's only line... \_\_\_\_\_ you are too scared to go on stage.
3. Stage fright is when... \_\_\_\_\_ when he tried to give a presentation.
4. Jack thinks his problem got worse... \_\_\_\_\_ in the play was "Whoosh!"

### 4 Describe how you feel when you speak in front of a group of people.

Give reasons for your answer. 

Writing


1 Write the numbers to match the children to the clubs.

1  I don't do enough exercise and I want to get healthy.

2  I enjoy thinking of ways to save the planet.


3  I want to learn digital skills.

4  I'd like to meet kids with similar interests.

**Computer Club**   
Develop your problem-solving skills by learning how to program and much more!

**Soccer Club**  
Practice three times a week at the sports center. 

**Conservation Club**   
Let's work together to clean our parks.

**Kids ZONE**  
Different activities from 4:00 to 6:00 p.m. every day. 

◆ Read the activities and write the name of the club.

creating digital music

making animations

designing webpages and logos





playing interactive games

basic coding

creating an avatar

◆ Brainstorm activities you can do in the other clubs.

**2** Read and write the missing words. Write one-word answers.  

I wanted (0) to do something creative in my free time, so I (1) \_\_\_\_\_ joined the art club at school. It is great fun!

Our teacher is Mr. Grayson, and he (2) \_\_\_\_\_ given us a project to do. We are making large butterfly sculptures out of old plastic sheets and spray paint. They are very colorful and they are much bigger (3) \_\_\_\_\_ our usual paintings. We (4) \_\_\_\_\_ to wear masks when we spray the plastic because the smell of the paint is very strong. I love art! It makes me (5) \_\_\_\_\_ calm and relaxed.



**3** Think of a club you want to join and write notes in the chart.



◆ In your notebook, write a diary entry about the club you want to join.

Listening

1 Listen and mark (✓) the correct box. There is one example.  

0. What is Jordan's dad's job?



A



B



C

1. What did Jordan's dad want to be when he was seven?



A



B



C

2. What school club did he join?



A



B



C

3. What did he learn in the club?



A



B



C

4. What did he study at university?



A



B



C

5. What else does he like doing?



A



B




C

2 Choose a club from this unit. Make a list of skills you can learn in it.


◆ Think of a job that matches some of the skills you listed. 

Speaking


1 Read the profiles and discuss what clubs the children might enjoy joining.



**Name:** Jayden Williams  
**Age:** nine  
**Favorite school subject:** math  
**Hobbies:** computer games, technology  
**Skill:** model building



**Name:** Zehra Demir  
**Age:** ten  
**Favorite school subject:** physical education  
**Hobbies:** basketball, art  
**Skill:** painting

◆ Listen and mark (✓) the correct club. 

- |           |                          |            |                          |        |                          |      |
|-----------|--------------------------|------------|--------------------------|--------|--------------------------|------|
| 1. Jayden | <input type="checkbox"/> | Computer   | <input type="checkbox"/> | Art    | <input type="checkbox"/> | STEM |
| 2. Zehra  | <input type="checkbox"/> | Basketball | <input type="checkbox"/> | Soccer | <input type="checkbox"/> | Art  |

2 Unscramble the questions.

1. joined / Have / a / school club / you / ? / ever

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2. doing / you / What / ? / do / like

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3. don't / you / ? / STEM Club / Why / join / the

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3 Write your profile and share it with a classmate.

◆ Role-play a conversation about joining a club. Follow the prompts.

