



Scheme of work: Component 1 – Hobbies

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Hobbies, a theme for component one (literacy). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [aqa.org.uk/5970](https://www.aqa.org.uk/5970)

Component one (literacy)

Theme: Hobbies

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing
- spoken language.

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none"> • Take part in group discussions and make an individual presentation. • Read a selection of non-fiction texts (timetables, leaflets, reviews, web pages and surveys). • Use the text to learn how to: <ul style="list-style-type: none"> • infer • comment on language and structure • evaluate ideas • express personal preferences. • Learn how to plan, write, edit and proofread a piece of informative writing (letter or review). 	<p>AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.</p> <p>AO2 - Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>AO4 - Evaluate texts and support this with appropriate textual references.</p> <p>AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<ul style="list-style-type: none"> • Instructions for growing plants eg generic seed growing instructions or RHS Campaign for school gardening: growing guides • Magazines, leaflets, posters, web pages that advertise local events • Recipes - either books or from web pages (examples provided – see lesson 7) • Drawing instruction books (examples provided - see lesson 12) • Fact sheets (examples provided see lessons 6 and 14) • Sport websites

	<p>AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 - Demonstrate presentation skills.</p> <p>AO8 - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9 - Use spoken English effectively in speeches and presentations.</p>	
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AO	Suggested lesson sequence and activities
Writing: AO5	<p>Lesson 1: Introducing the topic of hobbies</p> <p>Starter: Play ‘Guess the hobby’ charades. Handout some cards with hobbies on eg dancing, guitar, football, biking, gardening, baking, sewing, knitting, basketball etc. Ask students to silently act out their hobby to a partner to guess. Swap over. Explain that hobbies cover a whole host of different interests, not just sport. Ask students what their hobbies are and record on the board.</p> <p>Activity: Explain that you would like to know more about their hobbies. Ask students to compile an individual presentation to share with the class. It could take the form of a PowerPoint, a slideshow, a video or a vlog. It should explain:</p> <ul style="list-style-type: none"> • what the hobby is • when the student takes part in the hobby • any equipment required • why they like it • any downsides to the hobby. <p>Ask them to start drafting either the text for the PowerPoint slides or a script for their video / Vlog.</p>
Writing: AO6	<p>Lesson 2: Writing presentations</p> <p>Starter: In small groups ask students what features will be important to use in their hobbies presentation to keep the audience interested? Share those ideas with the whole group. Then prepare or download a presentation that guides learners through the most common mistakes and how to avoid them.</p> <p>Activity: Ask students to complete the writing of their presentation from the previous day. Editing and rehearsing where required.</p>

AO	Suggested lesson sequence and activities
Spoken language: AO8	<p>Lesson 3: Practising speaking and listening</p> <p>Starter: Divide the class into two groups - A and B. Students form pairs so there's an A and B in each pair. Without telling group B, instruct group A that they are going to listen to B speak about their hobby for 3 minutes and whenever they get the urge to react (smile, nod, make eye contact, glance at hand gestures) or to ask a follow up question, ask them to simply raise their hand for 2 seconds then put it down. The aim of this exercise is that try to look bored.</p> <p>Then tell group B that they are going to do a trial run of their presentations on an A student for 3 minutes.</p> <p>After the exercise ask group B to feedback on how this exercise made them feel and why. The purpose was to remind them of the importance of listening and that they should try to remember this when others are presenting.</p> <p>Activity: Ask students to deliver the presentations they have prepared to the class. Those listening must compile three follow-up questions that they would like to ask about the hobby.</p>
Reading and comprehension: AO1	<p>Lesson 4: Exploring the hobby of gardening</p> <p>Starter: Play 'Instructions Bingo': Give students bingo grids with some instruction verbs (imperatives / commands) eg cut, tidy, help, close, open, feed, leave, pass, lay, cut etc. Then randomly choose some answers eg the grass, the cat, the house, the table etc. If students have the verb to match the answer they may cover it up. The first to cover their grid wins.</p> <p>Activity: Tell students that they are going to explore a new hobby - gardening. Handout some instructions that are out of order to grow a plant (eg tomatoes, beans, sunflowers, peas, cress, parsley etc). These can be differentiated for Silver and Gold students. Ask students to sequence the instructions in the correct order. If possible, students should follow those instructions to physically grow the plant.</p>

AO	Suggested lesson sequence and activities
Reading and comprehension: AO4	<p>Lesson 5: Researching local events / activities</p> <p>Starter: Play a game of ‘Spot the Difference’, using images, such as Example 1 or Example 2 on the Interactive Whiteboard. Afterwards explain that when we read texts we use a similar skill, but instead we’re looking for differences in the key ideas / information in the texts. It’s also helpful to highlight keywords when answering questions about the text.</p> <p>Activity: Find an event in your local area or online that students may like to try out (eg drama workshop, yoga, canoeing, swimming, dance). Ask different groups to individually research different events and note key information (eg dates, timings, locations etc) then ask them to offer an opinion on whether they would like to attend the event(s). Students could research more than one event. Students could even take part in the event and feedback on their experience.</p>
Writing: AO5	<p>Lesson 6: Writing fact sheets</p> <p>Starter: Display a teacher produced fact sheet on the board, such as: swimming, dancing, yoga etc or choose an interactive fact sheet such as this sports example or this birds example. In pairs, students note and discuss the key features of the fact sheet (eg lists, bullet points, heading/title, sub-heading, picture, diagram, short sentences etc). Pairs feedback their ideas and the teacher notes these on the board. Leave this list displayed on the board so students to can add to it should they think of additional features.</p> <p>Activity: Using the research from the previous lesson, ask students to compile a fact sheet about the event. It could be handwritten or produced using ICT. Remind students that it will need to include features identified in the starter activity. These template downloads may prove useful: template 1 or template 2. Students can then share their facts with the class.</p>

AO	Suggested lesson sequence and activities
<p>Reading and comprehension: AO1 and AO2</p>	<p>Lesson 7: Exploring the hobby of cooking</p> <p>Starter: Tell students that the hobby they're looking at today is cooking. Put students into teams of 3-4. Explain that they are going to watch a short cookery clip (such as: Nigella Lawson's emergency brownies) and that afterwards they will be quizzed on the information provided in the clip. Have a mix of questions ready eg Name three key ingredients in the recipe? Why is the recipe called 'emergency'? Why does the presenter say: "they are wonderful"? What are the brownies cooked in? What is used to mix the egg? What nuts were used? Why does the presenter say that they "look sad in the bottom"? What is the name of the show? What is the last ingredient to go in? What can you use instead of maple syrup?</p> <p>Activity: Next, students explore the hobby of cooking further. Provide students with a savoury recipe (alternatively allow them to choose their own.) There are useful recipes here: bbcgoodfood.co.uk or kidspot.co.uk. (Note: Recipes may need differentiation.) Students take time to read the recipes and instructions, then answer a range of simple recollection, inference and language choice questions eg How long does the recipe take to prepare? Why does the recipe use the word "xxx"? Why has the recipe used the phrase "xxx"?</p> <p>Finally ask students if they would like to make this recipe and guide them to refer to / use evidence from the text (the recipe in this instance) to justify their opinion.</p> <p>Once students have completed the questions, if possible, try to follow the recipe to make the food.</p>
<p>Reading and comprehension: AO4</p>	<p>Lesson 8: Cooking continued</p> <p>Starter: Play 'Catch Phrase' (an idioms starter) by showing students a picture of an idiom and asking them if they can guess it either individually or in teams using mini whiteboards to record their answers. Try idioms in pictures or idioms site for ideas. Award bonus points to individuals/teams that can explain the meaning of the idiom.</p> <p>Activity: Students continue to explore the hobby of cooking. Give students a dessert/sweet recipe to follow (or allow them to choose their own). (As above, recipes may need some differentiation.) Provide students with a set of true or false questions they can answer in relation to the recipe and then interrogate why certain phrases have been included.</p> <p>Finally ask students if they would like to make this recipe and guide them to refer to / use evidence from the text (the recipe in this instance) to justify their opinion.</p> <p>Once students have completed the questions, if possible, try to follow the recipe to make the food.</p>

AO	Suggested lesson sequence and activities
Writing: AO5	<p>Lesson 9: Writing blogs</p> <p>Starter: Watch a clip about features of a blog, such as blog example 1 or blog example 2.</p> <p>Activity: Explain that students are going to write their own cookery blog. They could choose their favourite lunchtime dish (savoury or sweet) to share with their audience. Students may like to use this blog template or devise their own.</p>
Writing: AO6	<p>Lesson 10: Writing blogs continued</p> <p>Starter: Choose a SPaG starter that your group needs to focus on. You may like to try Literacy games to develop skills or Functional grammar skills where there is a wide range of SPaG starters.</p> <p>Activity: Students complete writing their blogs and then swap them with a peer. The peer needs to:</p> <ul style="list-style-type: none"> • check spelling • check grammar • check punctuation • suggest any improvements in vocabulary by circling words to improve • comment on what they liked about the blog. <p>It may be worthwhile providing students with a checklist of SPaG to look out for eg capital letters, full stops and key spellings.</p> <p>Students swap their work so everyone receives some feedback on their blog and then make improvements based on the suggestions.</p>
Spoken language: AO7 and AO8	<p>Lesson 11: Video blogs (vlogs)</p> <p>Starter: Watch a brief video about cooking eg Food love stories or a food vlog. In pairs or small groups note the features that are effective in the video and features that could be improved. Feedback to whole class.</p> <p>Activity: Put students into groups and assign the roles cameraman, director and presenter. Students take it in turns to create a video to accompany their blog and turn it into a vlog. (Students will need to rotate their roles.)</p> <p>Extension: Students could spend some time video editing and adding in text.</p> <p>Share videos with the class. This could be a good opportunity for peer assessment. Ask students to identify three good features of the spoken language task and one area for improvement.</p>

AO	Suggested lesson sequence and activities
Reading and comprehension: AO2	<p>Lesson 12: Exploring the hobby of drawing</p> <p>Starter: Provide students with a picture from a drawing book that has been cut into sections eg page number, title, pictures, instructions, sub headings etc. In groups students work together to rearrange the page into the correct order and glue it onto an A3 sheet. Once the order has been established, the group label the features. You may like to use a page from Anime and game characters volume 1 or Learn manga</p> <p>Activity: Explain that today's hobby for exploration is drawing. Using the page from the book in the starter activity, ask students to recall and recollect some features from the text, focusing on the presentational features. They then comment on the effects of those features and explain why the text has been structured in a particular way.</p>
Spoken language: AO8	<p>Lesson 13: Drawing continued</p> <p>Starter: To encourage students to develop both their listening skills and their ability to work with others, play a warm-up game of shape shifters.</p> <p>Activity: Explain to students that being able to listen and follow instructions when learning a new hobby is very important and in continuing to explore the hobby of drawing, they are going to use their listening skills to follow an instruction video to have a go at drawing their own Manga character. Once they have finished their drawing they must share it with another student and explain: what they enjoyed/didn't enjoy about the activity; whether they were pleased with the end result; and whether they would like to make any changes. The pairs must be prepared to ask and answer questions about the drawing activity. Students may find it helpful to use a discussion crib sheet.</p>

AO	Suggested lesson sequence and activities
Writing: AO5	<p>Lesson 14: Revising fact sheets</p> <p>Starter: As a whole class, recap the features of a factsheet and record these on the board. Divide the class into small groups, providing each group with a fact sheet about an art style or artist. You may like to use this example on Andy Warhol. (Students glue their fact sheet into the middle of an A3 sheet).</p> <p>Firstly, they need to identify and label the features and then discuss how the factsheet could be improved to make it more appealing to the reader. Once students have completed the task, they may like to look at some examples of professionally produced factsheets, such as this Banksy fact sheet.</p> <p>Activity: Now students are more confident with the hobby of drawing, they write their own fact sheet (about drawing) that is designed to help others decide whether drawing is of interest to them. Key elements that they should include in their factsheet are:</p> <ul style="list-style-type: none"> • a heading • sub-headings • information about what it involves • the pros and cons about drawing • the equipment required • where people might be able to find out more information • opinions about whether you would personally recommend drawing as a hobby and to whom. <p>Students could produce their work using ICT or on paper. Teachers may like to use this fact file template.</p>

AO	Suggested lesson sequence and activities
Reading and comprehension: AO2	<p>Lesson 15: Exploring the hobby of BMX biking</p> <p>Starter: Play an idioms game: Prepare a PowerPoint that has idioms that are linked to different sports. For each idiom give a choice of three or four colour-coded sports (red, yellow, green and blue). Provide students with traffic light cards so that they can indicate their answer before you reveal the correct answer on-screen. Remind pupils that idioms are used frequently in functional English and that they are sometimes exclusive to a set of people, such as those who share hobbies.</p> <p>Activity: Explain that students are going to explore their final taster hobby – BMX. Show them a video of what the hobby involves, such as BMX challenge or Matti Hemmings shows off his BMX skills! Then present them with a BMX fact sheet, which could be compiled using information from source 1 and/or source 2. Ask students a set of True/False questions based on the text followed by an analysis of the words included. You may like to end the lesson with a BMX quiz to assess what they have learnt. If possible, it may be beneficial to organise for students to take part in a bike-based activity.</p>

AO	Suggested lesson sequence and activities
Spoken language: AO7 and AO8	<p>Lesson 16: Preparing for the spoken language task</p> <p>Starter: Start by asking students for some words used in a recipe eg add, chop, dice, divide, fold, mix, roll, sprinkle, spoon, take, stir, weigh, whisk etc. In small groups ask them to come up with a recipe for successful teamwork. You may like to give them the first two lines as examples: <i>Weight 200g of patience</i> <i>Add in some kind words...</i> Ask students to share their recipes with the class.</p> <p>Activity: Explain that students have had the opportunity to research and try out different hobbies and they are going to help fellow students explore / try out different hobbies by setting up some lunchtime clubs. Assign students into groups and ask them to discuss or agree on:</p> <ul style="list-style-type: none"> • suggestions for different clubs • different roles they will need to run each club • what they would need to action after the meeting. <p>Feedback ideas to the whole class.</p> <p>Use this as an opportunity to complete the Spoken Language comment box on page 5 of the NEA for Stage 1 - Preparation. For each student, ensure you provide some context of the task; link your annotations to the AOs and note some key contributions that the student has made.</p>
Writing: AO5	<p>Lesson 17: Preparing the presentation</p> <p>Starter: Watch How to write a speech and then using mini whiteboards ask students to complete the quiz located on the same webpage.</p> <p>Activity: Students use the advice from the video to prepare their own speech/presentation showcasing their ideas for running a club based on their choice of hobby (or why their hobby should not be considered for a lunch time club). You could provide a scaffold for students to follow. Presentations could take the form of a PowerPoint, slideshow or flash cards. Students may require additional time to complete and edit their speech/presentations.</p>

AO	Suggested lesson sequence and activities
<p>Spoken language: AO7, AO8 and AO9</p>	<p>Lesson 18: Delivering the presentation</p> <p>Starter: Watch a video about giving a presentation or good vs bad presentation techniques. Feedback the key techniques that they need to employ for their own presentations.</p> <p>Activity: Students deliver their presentation to the class or a smaller group or 1:1 to an adult. (PowerPoint /slideshow/prompt cards). Use this as an opportunity to complete the Spoken Language comment box on page 5 of the NEA for the Stage 2 part of the task. For each presentation, ensure you provide some context of the task; link your annotations to the AOs and note some key contributions the student makes during their presentation.</p> <p>Students could peer-assess each other's presentations using the AOs and a traffic light system. Each student could feed back two assessment objectives that were successfully demonstrated and one assessment objective that the student needs to improve. Alternatively, they could use a more generic template, such as example 1 or example 2.</p>

Cross-curricular links

- **Music:** Creating jingles and sound effects for vlogs.
- **Mathematics:** Data handling eg bar charts, pie charts, tally charts of different hobbies. Measurement - seed growth and / or measuring liquids and solids in cookery.
- **Science:** The human body and exercise eg pulse, heart rate, muscles. Flowers and reproduction. Environment. Changing states eg solids, liquids, gases and chemical reactions through cookery.
- **History:** How hobbies have changed and how the equipment used has evolved eg the bike.
- **Geography:** Environment surveys eg wild flowers survey - it could be linked to the [Great British Wildflower Hunt](#)
- **Art:** Manga drawing. Creating cartoons. Modern art.
- **ICT:** Designing factsheets, blogs, vlogs. Video editing. Using Manga art to create animation.
- **PE:** Trying different sports/active hobbies.
- **Business Studies:** How to turn hobbies into part-time jobs.
- **ASDAN:** Here are various topics that can be linked to the hobbies theme [John Muir Award](#) , [National Outdoor Learning Award](#), [Woodland Trust Green Tree Schools Award](#) - Gardening, creating a wild garden, exploring green spaces, improving their environment by creating a green space / garden.

Suggested field trips

- Local leisure facilities to try out different hobbies eg biking.
- Invite a newspaper agent in to discuss their best-selling magazines for different hobbies.
- Zoom / Skype an editor of a hobbies magazine and interview them.
- Invite staff or students from other groups to talk about and even demonstrate a hobby that they have.