**UNIT 4: OUR FREE TIME ACTIVITIES**

**Lesson 1: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about personal information;

- correctly say the words and use *What do you like doing in your free time? – I like \_\_\_\_\_.* to ask and answer questions about hobbies;

- enhance the correct use of *What do you like doing in your free time? – I like \_\_\_\_\_* . to ask and answer questions about hobbies in freer contexts;

- use the phrases *play the violin, surf the Internet, go for a walk, water the flower* in relation to the topic “Hobby”.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Sing a song.

- Greet the class.

- Then have pupils sing along the song *My friends* and clap their hands.

- Ask pupils the lead-in questions:

***+ Do you go to school in the evenings or at the weekends?***

***+ What do you do when you are free?***

- Write the title *Our free-time activities* on the board and model it for the class to repeat a few times.
- Tell pupils what they will learn in this lesson.

**Activity 1: Look, listen and repeat**

**Step 1:** Have pupils look at Pictures **a** and **b**, identify the characters and their activities.

**Step 2:** Ask pupils to look at the pictures. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.

**Step 4**: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

**Step 5:** Draw their attention to the question *What do you like doing in your free time, Mary?* and the answer *I like playing the violin*. Tell pupils that they are the question and the answer about what someone likes doing in their free time.

**Activity 2: Listen, point and say**

**Step 1:** Have pupils look at the Pictures **a, b, c** and **d** and identify the characters and their activities. **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words (*playing the violin*). Point at the words and Picture a and have pupils listen and repeat after the recording (What do you like doing in your free time? - I like playing the violin).

**Step 3:** Follow the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.

**Step 4:** Have pairs practise asking and answering the question *What do you like doing in your free time? - I like \_\_\_\_\_.*

**Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

**Extension:** Have pupils look at the pictures again. One half of the class should ask questions and the other half should answer. Then switch roles.

**Activity 3: Let’s talk**

**Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the context (see Input).

**Step 2:** Point at the first character and elicit the question in the first speech bubble (*What do you like doing in your free time?).* Using the boy who is surfing the Internet as the cue, elicit an answer to complete the second speech bubble (*I like surfing the Internet*.) as an example. Then write the question and answer on the board. Get pupils to say them. Repeat the same procedure with three other pictures.

**Step 3:** Put pupils into pairs and have them practise asking and answering questions about what someone likes doing in their free time. Go around the classroom to offer support where necessary.

**Step 4:** Invite a few pairs to the front of the class to ask and answer questions about

what someone likes doing in their free time, using the picture cues. Praise pupils if they perform well.

**Extension:** Invite some pairs of pupils to ask and answer questions about the real

activities they like doing in their free time. For example, *What do you like doing in your*

*free time? – I like listening to music.; What do you like doing in your free time? – I like playing*

*football.*

**Fun corner and wrap-up:**

**Game: Hot potato**

- Pupils pass the ball while the teacher plays the music. When the music stops, a pupil holding the ball says the sentence: “*I like \_\_\_\_\_\_\_\_\_ in my free time*”.

**IV. REGULATION**

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 **UNIT 4: OUR FREE TIME ACTIVITIES**

**Lesson 1: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand four communicative contexts about what someone likes doing in their free time and number the pictures;

- complete four gapped exchanges with the help of picture cues;

- revise target words about free-time activities by playing *Who has more correct answers?*

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website:hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm up**: Qs-As

- Spend a few minutes asking and answering questions about someone’s hobbies.

**Activity 4: Listen and number.**

**Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What’s he/she doing?* and *What does he/she like doing in their free time?* to elicit the activities of the characters. For example, the boy in Picture **a** is watching a cartoon. He likes watching cartoons. The boy in Picture **b** is going for a walk. He likes going for a walk. The girl in Picture **c** is watering the flowers. She likes watering the flowers. The girl in Picture **d** is playing the violin. She likes playing the violin.

**Step 2:** Play the recording for pupils to do the task by numbering the pictures. Play the recording again to give pupils another listening opportunity.

**Step 3:** Check answers together as a class. Play the recording a third time for pupils to double-check their answers and correct their answers in pairs. Have pupils explain the answers by asking questions. For example, for Picture d, ask, *What’s she doing? What*

*does she like doing in her free time?*

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

\* **Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**Activity 5: Read and complete.**

**Step 1:** Have pupils look at the pictures. Get them to identify the activities of the characters in the pictures.

**Step 2:** Have pupils look at the gapped sentences. Draw their attention to the missing words in the sentences.

**Step 3:** Do Exchange **1** with the class as an example. Have pupils read the question. Then ask them to look at the gapped answer and the picture cue. Ask them what words are missing (*going for a walk*). Then have pupils complete the sentence (*I like going for a walk.*).

**Step 4:** Follow the same procedure with Exchanges **2, 3** and **4**.

**Step 5:** Have pupils complete the gapped sentences individually and ask pupils to read the completed exchanges aloud.

**Extension:** Nominate a few pairs to read the exchanges aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

**Activity 6: Let’s play**

**Step 1:** Tell pupils that they are

going to play *Who has more correct*

*answers?* in groups. They will discuss and make as many sentences as possible to answer the question (asked by the teacher) *What do you like doing in your free time?.*

**Step 2:** The groups will write as many sentences as possible about their free-time activities within five minutes on their paper, e.g. *In our free time, we like reading books.*

*We like watering the flowers. We like surfing the Internet.* The representative of each group will read aloud the sentences they have made in their group. The group that gets more correct sentences is the winner*.*

**Step 3:** Have pupils work in groups of five or six. Set a time limit for them to discuss and write down their sentences on the paper.

**Step 4:** Invite representatives of two groups to the front of the class to read their sentences aloud. Check answers together as a class and decide which group is the winner.

**Fun corner and wrap-up:**

**Game: Spinner the wheel (ppt)**

- Divide the class into 2 teams.

- In teams, they take turns to look at the picture and answer the questions. If they have the correct ones, they will get the points.

- The team with more points wins the game.

**IV. REGULATION**

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**Lesson 2: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone does at the weekend;

- correctly say the words and use *What do you do at the weekend? – I* \_\_\_\_. to ask and answer questions about what someone does at the weekend;

- use *What do you do at the weekend? – I* \_\_\_\_\_\_*.* in a freer context;

- understand and correctly use adverbs of frequency *always, usually, often, sometimes, rarely, never* in relation to the topic “Our free-time activities”.

- Explore new interests and develop a healthier and balanced lifestyle, then improve general well-being.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Game: **Lucky numbers**

- Explain that students will play this game in three teams. There are six numbers, they have to choose the number and answer the free-time activity behind the number. If the answer is correct, their team can get the point. The number of candies behind the picture will be the points they get.

- Play the game.

- Afterwards, ask pupils to read all the words again.

**Activity 1: Look, listen and repeat.**

**Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures and their activities (see *Input*).

**Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.

**Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.

**Step 5:** Draw their attention to the question *What do you do at the weekend?* and the answer *I usually listen to music*. Tell pupils that they are used to asking and answering about what someone does at the weekend.

**Activity 2: Look, listen and say.**

**Step 1:** Have pupils look at Pictures **a, b, c** and **d** and elicit the activities of the characters.

**Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the words (*always / read stories*). Point at the bubbles and Picture **a** again and have pupils listen and repeat after the recording (*What do you do at the weekend? - I always read stories*.)

**Step 3:** Follow the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.

**Step 4:** Have pairs practise asking and answering the question *What do you do at the weekend? - I* \_\_\_\_\_*.* using the picture cues.

**Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

**Extension:** Introduce two more adverbs of frequency in the chart, which are *rarely* and *never*, for pupils to contrast with the other adverbs of frequency they have learnt. Have them make some sentences about someone’s free-time activities at the weekend using the two adverbs of frequency. For example, *Thu rarely plays table tennis in her free time. She never goes roller skating in her free time.*

**Activity 3: Let’s talk.**

**Step 1:** Ask pupils to look at the picture and elicit the activity each character is doing in the picture. Use the questions *What do you like doing in your free time?* and *What do you do at the weekend?* to elicit the answers. Tell them to look at the activities the

characters are doing to give their answers. Remind pupils that these structures are used to ask and answer questions about someone’s free-time activity.

**Step 2:** Demonstrate the conversation with one pupil in front of the class using the two

suggested questions.

**Step 3:** Put pupils into pairs and encourage them to ask and answer questions about what someone likes doing in their free time and what someone does at the weekend. Go around the classroom to offer support where necessary.

**Step 4:** Invite a few pairs to the front of the class to perform their conversations.

**Fun corner and wrap-up:**

**Role play (ppt)**

- Draw pupils’ attention to the pictures and say the free-time activities.

- Put pupils into pairs and encourage them to ask and answer questions about what someone does at the weekend. Go around the classroom to offer support where necessary.

- Invite a few pairs to the front of the class to perform their conversations

**IV. REGULATION**

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**UNIT 4: OUR FREE TIME ACTIVITIES**

**Lesson 2: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand two communicative contexts about what someone does at the weekend and tick the correct pictures;

- complete two gapped exchanges with the help of picture cues;

- listen to and complete the song *What do you like doing in your free time?* and to sing it with the correct pronunciation, rhythm and melody.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

***\* Warm up****:* Let’s sing a song

**Activity 4: Listen and tick.**

**Step 1:** Draw pupils’ attention to Pictures **1a, 1b** and **1c**. Ask questions to help them identify the characters and their free-time activities.

**Step 2:** Play the recording for pupils to do Question **1** by ticking the right picture.

**Step 3:** Repeat **Steps 1** and **2** for Pictures **2a, 2b** and **2c**.

**Step 4:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.

**Extension:** Read Conversation **1** aloud but change specific information. For example, *What are you doing, Kate? – I’m playing the violin.* Have pupils stand up when the information is different. Invite a student to correct the information.

**Activity 5: Read and complete.**

**Step 1:** Have pupils look at the pictures. Get them to identify the characters and their activities in the pictures.

**Step 2:** Have pupils look at the two gapped exchanges. Draw their attention to the missing words.

**Step 3:** Model with Exchange **1**. Have pupils look at the first gap. Ask them what words are missing (*like watching*). Then have them complete the sentence (*I like watching films.).* Get them to guess the missing words in the following sentences (*do you; cartoons*).

**Step 4:** Follow **Step 3** for Exchange **2**.

**Step 5:** Get pupils to swap books with a partner and check their answers before checking as a class. Ask a few pairs to read the completed exchanges aloud.

**Activity 6: Listen, copmplete and sing.**

**Step 1:** Draw pupils’ attention to the gapped sentences. Encourage pupils to guess the missing words with the help of picture cues.

**Step 2:** Play the recording all the way through for pupils to listen to the whole song. Then play the recording again for them to fill in the gaps with missing words.

**Step 3:** Check answers as a class. Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 4:** Play the recording all the way through for pupils to sing along and clap along with the recording.

**Assessment**

- Performance products: Pupils’ answers, pronunciation, intonation and presentation.

- Assessment tools: Observation; Questions & Answers

**Fun corner and wrap-up:**

- Place different pictures of free time activities on the board.

- Have pupils say the words related to the pictures.

- Tell pupils they are going to ask and answer the question about someone’s free-time activities in a freer context. Invite pairs of volunteers to the board. One pupil asks the question, another one answers the question and points to the suitable picture.

 E.g. Pupil *A: What do you like doing in your free time?*

 Pupil *B:* *I like playing the violin.*

- Continue until practicing all the vocabulary set. Praise pupils if they perform well.

**IV. REGULATION**

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**UNIT 4: OUR FREE TIME ACTIVITIES**

**Lesson 3: Activity 1-3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- correctly pronounce the two-syllable words ꞌ*always* and ꞌ*sometimes* with the stress on the first syllable, in isolation and in the sentences *I* ꞌ*always listen to music*. and *She* ꞌ*sometimes plays the violin.*;

- identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words;

- say the chant with the correct pronunciation, word stress and rhythm.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Sing a song.

**Activity 1: Listen and repeat**

**Step 1:** Draw pupils’ attention to the word ꞌ*always* and the sentence *I* ꞌ*always listen to music*. Play the recording and encourage pupils to point at the word and the sentence

while listening.

**Step 2:** Play the recording again and encourage pupils to listen and repeat the word and the sentence. Do this several times until pupils feel confident. Correct their

pronunciation where necessary.

**Step 3:** Repeat **Steps 1** and **2** for the word ꞌ*sometimes* and the sentence *She* ꞌ*sometimes plays the violin.*

**Step 4:** Let pupils work in pairs or groups, saying the words and reading the sentences until they feel confident.

**Activity 2: Circle, listen and check.**

**Step 1:** Tell pupils the goal of the activity. Explain that they have to circle the word that has a different stress from the other words.

**Step 2:** Give pupils a time limit to do the task individually. Have them read the words and circle the one that is different in each line **Step 3:** Play the recording for pupils to listen and check.

**Step 4:** Tell pupils to swap books with a partner, then check the answers as a class.

**Step 5:** Play the recording again for pupils to double-check their answers.

**Extension:** Invite one or two pupils to stand up and repeat the words that have a different stress (1. tonight; 2. enjoy; 3. always).

**Activity 3: Let’s chant.**

**Step 1:** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.

**Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the words *always* and *sometimes*.

**Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation, if necessary.

**Step 4:** Play the recording all the way through for pupils to chant to. Encourage them to clap along while chanting.

**Fun corner and wrap-up:**

**Game: Jump**

- Flash cards (*football, table tennis, Japan, England, dolphin, giraffe*)

- Tell pupils they are going to play the game *Jump*. If the word is the same as the flash card, pupils jump. If it isn’t, they keep still. Ask them to say the word on the flash card.

- Ask pupils to stand at their desks.

- Hold up a flash card from the vocabulary set and say a word. Have pupils play the game.

- Afterwards, raise all the flash cards for pupils to say the words.

**IV. REGULATION**

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**UNIT 4: OUR FREE TIME ACTIVITIES**

**Lesson 3: Activity 4-6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read and show understanding of a text by answering four questions about Laura’s free-time activities at the weekend;

- complete a letter to a penfriend about someone’s free-time activities at the weekend by writing the target words in the gaps using picture cues;

- present their free-time activities to the class.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 5, laptop and projector, Website:hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm up**: Chant

- Spend a few minutes reviewing the chant in Activity 3, Lesson 3, Unit 4.

**Activity 4: Read and circle.**

**Step 1:** Have pupils read the questions carefully. Tell them to read Question **1** and identify the keywords such as *What, Laura, always* and *weekend*. Then they should scan the text for relevant information (*She always plays the violin*).

**Step 2:** Repeat **Step 1** for **Questions 2, 3** and **4**. Explain the type of information they need for each answer. For Question 2, you need a phrase to describe Laura’s activity (*plays volleyball*). For Question 3, you need a phrase that tells you when she does her activity (*on Sundays*). For Question 4, you have to find out who Laura helps with the cooking on Sundays (*her mother*).

**Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.

**Step 4:** Get pupils to swap books with a partner and check the answers before checking

as a class.

**Step 5:** Invite some pairs to take turns asking and answering the questions.

**Extension:** Ask pupils some more questions to check their comprehension of the text.

For example, *Who likes listening to music?* (Laura) *Does she like playing sports and games?*

(Yes, she does.) *What does she help her mother do?* (She helps her mother with the

cooking.)

\* **Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**Activity 5: Let’s write.**

**Step 1:** Ask pupils to read the gapped letter and explain that they need to fill in the gaps with information about the boy in the pictures’ free-time activities. Check comprehension.

**Step 2:** Have pupils complete the first, second and third gaps with names and an activity of their choice from the pictures. Ask them to read the sentences and elicit the names they chose (for Gaps 1 and 2) and the activity they chose (for Gap 3).

**Step 3:** Give pupils time to complete the rest of the letter independently. Go around the classroom and offer help if necessary.

**Step 4:** Get pupils to swap their books with a partner and check each other’s spelling before checking as a class.

**Activity 6: Project.**

**Step 1:** Tell pupils about the goal of the activity. Explain that they have to look at the list of free-time activities and adverbs of frequency they have prepared at home and present their free-time activities to the class.

**Step 2:** Have pupils work in groups. Each pupil looks at their lists and tells the group about their free-time activities.

**Step 3:** Invite a few pupils to look at their lists and tell the class about them, e.g. *I like playing the violin. I usually play it in my free time.* Have the rest of the class applaud if pupils perform well.

**Fun corner and wrap-up:**

**Game: Hot Seat Game**

- Divide the class into 2 or 3 teams.
- Call a pupil to come up to the front and pick a flashcard.
- He/ She has to use gestures to show their friends what the word or phrase is.
- A pupil from each team asks a question to find out the answer.
- The team that has the correct answer gets a point.

**IV. REGULATION**

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