**UNIT 7: OUR FAVOURITE SCHOOL 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 someone’s favourite school activity.

- correctly say the phrases and use *What school activity does he / she like? – He / She likes \_\_\_\_.* toask and answer questions about someone’s favourite school activity.

- use *What school activity does he / she like? – He / She likes \_\_\_\_\_\_.* in a freer context.

**II. INSTRUCTIONAL RESOURCES**

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

**III. LEARNING EXPERIENCES**

**Warm – up:** A secret gift box.

- T writes action words on small pieces of paper folded and put in a secret gift box.

*Action words: play football, sing, dance, play the violin, play the guitar, paint.*

- T plays the music and pause suddenly, if anyone is holding the box, he/she will pick one of small pieces of paper and open it and do the actions to describe that word without saying anything. The whole class guess his/her words. If they do and guess correct ctions, both of them will get a present from the teacher. The game will be continued and stopped until there is no piece of paper in the box.

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

**Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures.

**Step 2:** Have pupils look at Picture **a** and say what the characters are talking about. Pupils can use Vietnamese, then you repeat their responses in English.

**Step 3:** Play the recording and encourage pupils to point at the characters while listening. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

**Step 4:** Invite a few pairs of pupils to listen and repeat the Exchanges **a** and **b**.

**Step 5:** Draw their attention to the question *What school activity does he like?* and the answers *He likes reading books*. Tell pupils that the question and answer are used to ask and answer questions about someone’s favourite school activity.

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

**Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d**, say what they can see in the pictures. Point at each picture and the phrase under it for pupils to say it and the meaning. Compare the verb form in the question: *What school activity* ***does*** *he / she* ***like****?* with the one in the answer *He / She* ***likes*** *\_\_\_.* Tell pupils that in the question, the verb *like* follows *does, so* is in the base form (*like*). But in the answer, ***like + s*** must be used after the subject *He* or *She.* Remind pupils of the structure: ***like + Verb with -ing*** as well.

**Step 2:** Play the first part of the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the related flash cards for the class to practise speaking.

**Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing phrase in the answer by pointing at Picture **a**. Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.

**Step 4:** Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help when necessary.

**Step 5:** Invite a few pairs to stand up and point at each picture in their books to take turns asking and answering the questions about someone’s favourite school activity.

**Extension:** Ask pupils to elicit some other topic-related vocabulary items and have them practise asking and answering with the new ones. Correct their stress and pronunciation where necessary.

**Activity 3: Let’s talk.**

**Step 1:** Draw pupils’ attention to each picture. Ask questions to revise the relevant phrase

(see *Input*).

**Step 2:** Elicit pupils’ own answers to the question and write them on the board. Get pupils to say the completed answers.

**Step 3:** Put pupils into pairs to take turns asking and answering questions about someone’s favourite school activity in the pictures. Go around the classroom to offer support where necessary.

**Step 4:** Invite a few pairs to the front of the classroom. They can use the pictures to take turns asking and answering questions about someone’s

**Fun corner and wrap-up:**

**Game: The magic wheel**

- T put a magic wheel on the ball, call 2 students in turns spin the wheel, wait until the wheel stops, one student (*ask the question*) and another one (*answer the question*).

- Repeat the game several times.

**IV. REGULATION**

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**Lesson 1: Activity 4-6**

**I. DESIRED OBJECTIVES**

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

- listen to and understand four exchanges in which the speakers ask and answer questions about someone’s favourite school activities and number the pictures.

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

- listen to and complete *What school activities does she like?* songand 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: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Game “Lucky numbers”**

- Tell pupils they are going to choose a number, look at the picture and answer the question or complete the question.

Sentence structures:

*What school activity does he / she like? – He / She likes \_\_\_.*

*What school activity do they like? - They like \_\_\_\_.*

- Divide pupils into 2 teams and play the game.

- Give points as the diamonds shown on the screen.

- Which team has more diamonds will be the winner.

**Activity 4: Listen and number.**

**Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit what each child is doing.

Then say that it is his / her favourite school activity, for example:

*T: What’s he / she doing?*

*C: He’s / She’s \_\_\_.*

*T: Very good. He / She likes it. It’s his / her favourite school activity.*

**Step 2:** Play the recording all the way through. Then play the recording again for pupils to listen and number the pictures.

**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

*\** **Key:** *1. b 2. c 3. a 4. d*

**Extension:** Play the recording, pausing after each question and have pupils recall the answer. Check if they can give the correct answer. Correct their pronunciation where necessary.

**Activity 5: Read and complete.**

**Step 1:** Model gapped Exchange **1**. Have pupils look at the picture above it, read the question and answer, and guess the missing word in the answer. Elicit the missing word to fill the gap (*doing projects*). Then put the class into two halves to take turns asking and answering. Correct their pronunciation where necessary.

**Step 2:** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite a pupil to write the answers on the board. Give further support to those who find it difficult to do the task.

**Step 4:** Invite four pairs of pupils to act out four completed exchanges in front of the class. Correct their pronunciation where necessary.

**\* Key:**

*1. doing projects 2. doing word puzzles*

*3. solving a maths problem 4. reading books*

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

**Step 1:** Have pupils read the song lyrics, look at the relevant picture and guess the missing words. Use Number **1** as an example (*playing word puzzles*). Fill in the gap.

**Step 2:** Repeat **Step 1** for Number **2**. Tell pupils to pay attention to the answer before deciding the missing word in the question (*he*). For Number **3**, ask pupils what the boy is doing to guess the missing phrase (*doing projects*).

**Step 3:** 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 the missing words.

**Step 4:** Check answers together as a class. Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 5:** Divide the class into two halves to take turns singing the questions and answer.

**Fun corner and wrap-up:**

**Game: Slap the board**

- Divide the class into two groups. Ask pupils to stand in two lines.

- Stick the cards with words on the board.

- Call out a word and have the first pupil from each group slap the correct card on the board and say it correctly.

- The first pupil to slap the correct card wins a point for their group.

- The group with the most points wins. Praise the winner.

**IV. REGULATION**

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**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**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 focusing on asking and answering questions about why someone likes a school activity.

- correctly say the words and phrases and use “*Why does he / she like \_\_\_\_?*”

- “ *Because* *he / she thinks it’s* \_\_\_\_.”to ask and answer questions about why someone likes a school activity.

- use “*Why does he / she like \_\_\_?”* *– “Because he / she thinks it’s \_\_\_\_\_.”* in a freer context.  
**II. INSTRUCTIONAL RESOURCES**

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

**III. LEARNING EXPERIENCES**

**Warm – up:** Sing a song

**-** Review *“What school activities does she like?”*

**-** Ss sing along the song with karaoke beat music.

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

**Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they are

talking about. Draw pupils’ attention to the question *Why does he like solving maths problems?* and the answer *Because he thinks it’s useful.* Tell pupils that questions beginning with *Why* are used to ask about the reason; and *Because* is the answer to a question about reason.  
**Step 2:** Ask pupils to look at Pictures **a**. Play the recording for them to listen and follow the language. Play the recording again for pupils to listen and repeat the sentences individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

**Step 3:** Invite a few pairs to the front of the classroom to listen to and repeat the Exchanges **a** and **b**.

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

**Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and say what they can see in each picture.  
and elicit the meaning of the adjectives *fun*, *interesting* and *useful* and the phrase *good for group work*. Have the class repeat  
the words under the pictures a few times.  
**Step 2:** Play the first part of the recording for pupils to listen to and repeat the phrases and words in chorus and individually until they feel confident. Use the flash cards to practise the phrases and  
words under the pictures.  
**Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing word or phrase in the question and then in the answer by pointing at Picture **a**. Remind them of *like+ Verb + -ing.* Play the second part of the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.  
**Step 4:** Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.  
**Step 5:** Invite a few pairs to act out the exchanges in front of the class.

**Activity 3: Let’s talk.**

**Step 1:** Have pupils look at the pictures and elicit what each pupil is doing. Use the picture of the boy doing a crossword puzzle as an example to make the question and answer: *What school activity does he like? He likes playing games. Why does he like doing crossword puzzles? Because he thinks it’s fun.*

**Step 2:** Write the question and answer on the board and complete it. Divide the class into two halves and have them take turns asking and answering a few times before setting a time limit for the class to do the task in pairs.  
**Step 3:** Invite a few pairs to come to the front of the class and act out the exchanges.  
**Extension:** Turn the questions and answers into a personal exchange about a pupil’s favourite school activity and why he / she likes a particular school activity.

**Fun corner and wrap-up:**

**Pass the teddy bears**

- Give two different coloured balls to two pupils, a red ball (*ask the question*) and a yellow ball (*answer the question*).

- Ask pupils to listen to music and pass the ball.

- Stop music suddenly. Have the pupil with a red ball ask a question. Have the pupil with a yellow ball answer the question.

E.g.Pupil *A: Why does she like reading books?*

Pupil *B:* *Because she thinks it’s interesting.*

- Repeat the game several times.

**IV. REGULATION**

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**UNIT 7: OUR FAVOURITE SCHOOL 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 in which pupils ask and answer questions about why someone likes a school activity, and to tick the correct pictures.

- complete two gapped dialogues with the help of picture cues.

- review the target language by asking why someone likes a school activity by playing a game of *Making sentences*.

**II. INSTRUCTIONAL RESOURCES**

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

**III. LEARNING EXPERIENCES**

***\* Warm up****:* Guessing game

- Draw pupils’ attention to the screen.

- Explain the rules of the game: Pupils look at the hidden pictures and guess.

- Have pupils practise the structures to ask and answer the question about his/ her friends’ favourite activities through the pictures related to school activities: *do projects, play games, read books, solve maths problems, sing, dance, play the piano, paint.*

**Activity 4: Listen and tick.**

**Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit what each pupil is doing. Have pupils predict which picture is mentioned in Conversation **1** (**b**).

**Step 2:** Play the recording all the way through for pupils to check their prediction. Then play the recording again for pupils to listen and tick the correct picture.

**Step 3:** Repeat Steps **1** and **2** for Conversation **2**.

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

**\* Key:** *1. b 2. a*

**Extension:** Have pupils explain why they chose the answers. For example:

1. The correct picture is **b**: *Hoa and Long are working together at Project time. Long’s holding the poster while Hoa’s presenting the project.*

2. The correct picture is **a**: *The boy is drawing a beautiful picture.*

**Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**Activity 5: Read and complete.**

**Step 1:** Use Dialogue **1** as an example. Have pupils read it and guess the missing words. Remind them to pay attention to what the picture illustrates. (*A girl is presenting a project in front of the class with a boy holding the poster*).

**Step 2:** Repeat **Step 1** for the second dialogue.

**Step 3:** Give pupils a time limit to read the dialogues, look at the pictures and fill in the gaps independently. Go around the classroom and offer support where necessary.

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. Invite two pairs of pupils to take turns role-playing the completed dialogues. Check pronunciation where necessary.

**\* Key:**

*1. doing projects 2. solving maths problems; he thinks*

**Extension:** Put the class into groups to make similar dialogues with their personal information and act them out.

**Activity 6: Let’s play.**

**Step 1:** Draw pupils’ attention to the game input on the board. Introduce and explain how to play the game: The class is divided into groups of 3 - 4. Pair up the groups, so that each group plays against another group.

Each group member must select a school activity and say why his or her sister or brother likes it. The group that makes sentences faster and says them correctly will be the winners.

**Step 2:** Give pupils a time limit to play the game and go around the class to offer help where necessary.

**Step 3:** When the time is up, nominate pairs of groups to come to the board to check the answers. Encourage the rest of the pupils to cheer when they answer correctly.

**Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**Fun corner and wrap-up:**

**Game: *Pass the ball***

**-** Give two different coloured balls to two pupils, one ball (ask the question) and another one (answer the question).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly. Have one pupil ask, and the other answer the question.

- Repeat the game several times.

**IV. REGULATION**

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**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3: Activity 1-3**

**I. DESIRED OBJECTIVES**

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

- correctly stress the words *'solving* and *'reading* in isolation and in the sentences *He likes 'solving maths problems.* and *Her favourite school activity is 'reading books.*

- 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: hoclieu.vn

**III. LEARNING EXPERIENCES**

**Warm – up:** Game: Interview

- Invite a few pairs to the front of the class to take turns asking and answering questions about his or her favourite school activity and the reasons.

- Shows the structures of *What school activity do you like? - I like \_\_\_.* and *Why do you like it? - Because I think it’s \_\_.* on the board to help pupils remember and use the structures correctly.

- Check their pronunciations and give compliments after they finish. Embrace all the different ideas from pupils.

**Activity 1: Listen and repeat.**

**Step 1:** Have pupils point at the word *'solving* and the sentence *He likes 'solving maths problems.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.

**Step 2:** Invite a few pupils to listen to and repeat the word and the sentence. Praise them when they have good pronunciation.

**Step 3:** Repeat **Steps 1** and **2** for the word *'reading* and the sentence *Her favourie school activity is 'reading books.* Go around the classroom and correct pupils’ pronunciation where necessary.  
**Step 4:** Let pupils work in pairs or groups, saying the words and reading the sentences.

**Extension:** Ask pupils to make more sentences, replacing *'solving* and *'reading* with verbs ending with -ing and having the similar stress pattern, for example, *talking, drawing, riding, playing,* etc. and practise reading the sentences aloud. Pay attention to the correct sentence stress.

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

**Step 1:** Tell pupils that this is an odd-one-out exercise. Pupils need to circle the word having the different stress to the other two in each line. Then they listen to the recording to check their answers.

**Step 2:** Set a time limit for pupils to do the task.

**Step 3:** When the time is up, play the recording, once or twice, for pupils to listen and check their answers. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.

**Step 4:** Invite a few pupils to read aloud all the words in the three lines. Correct their pronunciation and word stress if necessary.

**\* Key:** *1. a 2. b 3. c*

**Activity 3: Let’s chant.**

**Step 1:** Have pupils look at the pictures and identify the school activities.  
**Step 2:** Have pupils read the first verse of the chant and draw their attention to the words *'reading, 'dancing, 'drawing, 'painting*. Check comprehension.

**Step 3:** Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap and do actions while chanting.

**Step 4:** Repeat **Steps 2** and **3** for the second verse of the chant, but draw their attention to the words *'reading, 'singing, 'drawing, 'swimming*.

**Step 5:** Play the recording all the way through for pupils to chant and clap their hands.

**Extension:** Replace *'reading, 'dancing, 'drawing, 'painting* in the first verse of the chant with other gerunds which have the stress on the first syllable, for example, *swimming, writing, talking* and *hiking*. Have pupils do the same thing with the second verse and practise chanting the new one.

**Fun corner and wrap-up:**

**Guess the actions**

- Call out one student to come to the front of class and whisper to him or her

the name of an action, e.g. reading books

- Ask him or her to do the action without making any sounds.

- Let other pupils in the class guess the actions.

- Give points to the team that has the pupil do the action and the one gives the correct answers.

**IV. REGULATION**

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**Lesson 3: Activity 4-6**

**I. DESIRED OBJECTIVES**

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

- read a text and show understanding of the text by circling the correct options to complete the sentences provided.

- write a brief paragraph consisting of about 30 words about your favourite school activities and why their brother / sister / friend likes them with the help of guiding questions and a writing frame.

- present to the class a report of a survey on pupils’ favourite school activities.

**II. INSTRUCTIONAL RESOURCES**

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

**III. LEARNING EXPERIENCES**

**Warm – up:** Review the chant in Activity 3

**-** SS listen to music, chant and do the actions.

**-** T gives comments and feedback.

**Activity 4: Read and circle.**

**Step 1:** Tell pupils the goal of the activity and explain that they should read the paragraph and circle the correct options to complete the sentences provided. Check comprehension.

**Step 2:** Use Number **1** as an example. Have pupils read Sentence **1**; then scan the paragraph above quickly to find the correct person (*Linh).* Then tell them to compare with the options given in the sentence provided and circle the letter ***c***.

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

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

**\*Keys: *1.c 2.b 3.a 4.c***

**Extension:** Invite two pupils to take turns asking and answering why *Linh, Minh, Lucy* and *Bill* like these school activities, for example, *Why does Linh like singing?* − *Because she wants to be a singer in the future*. Correct their pronunciation where necessary.

**Activity 5: Let’s write.**

**Step 1:** Tell the class the goal of the activity and explain that they should read the guiding questions and complete the writing frame with their personal information. Tell pupils that they should write about 30 words. Check comprehension.

**Step 2:** Use Sentence **1** as an example. Have pupils read the first sentence in the frame. Remind them of the question words in the first question before completing the sentence. Tell them to do the same with the rest of the sentences.

**Step 3:** Give pupils time to do the writing task independently. Go around the classroom and offer help where necessary.

**Step 4:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one or two pupils to stand up and read their sentences aloud.

***Suggested answer:*** *My sister’s favourite school activity is solving maths problems. She likes it because she thinks it’s interesting, and she wants to teach maths in the future. She doesn’t like singing because she thinks she does not have a good voice.*

**Activity 6: Project.**

**Step 1:** Check pupils’ survey results.

**Step 2:** Invite a pupil to report his / her survey results with your help.

**Step 3:** Have pupils work in groups to report their own results*.* Go around the classroom and offer help where necessary.

**Step 4:** Invite a few groups to report their survey results in front of the class. Praise them when they do a good job*.*

**Suggested presentation:**Hello, everyone! My name is Trang, and today I’d like to share with you the results of my survey about the favourite school activities of Lan, Minh, and Linh.

First, we have Lan. Lan likes reading stories because she thinks it’s interesting. She enjoys storybooks because she believes that they can take her on amazing journeys and teach her so many interesting things.

Next, we have Minh. Minh enjoys solving maths problems. He believes that solving maths problems is like solving word puzzles, and it makes him feel super smart!

And finally, we have Linh. In her free time, Linh loves playing games, especially with her friends. She finds games to be an excellent means of relaxation and enjoyment.

So, it’s so cool to know the favourite school activities of our three classmates: Lan, Minh and Linh. Thank you for listening, and I hope you enjoyed learning about our classmates’ favourite school activities!

**Fun corner and wrap-up:**

**Game: Slap the board**

- Divide the class into two groups. Ask pupils to stand in two lines.

- Stick the cards with words on the board.

- Call out a word and have the first pupil from each group slap the correct card on the board and say it correctly.

- The first pupil to slap the correct card wins a point for their group.

- The group with the most points wins. Praise the winner.

**IV. REGULATION**

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