**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 1 - Period 45**

*Teaching day: 25/11 – 01/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- 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.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their pride in their school and show their interest in their favourite school activities.

**II. MATERIALS**

- Pupil’s book: Page 51

- Audio tracks 68, 69

- Teacher’s guide: Pages 113, 114, 115, 116

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the structure by asking and answering questions about someone’s activity by playing *Lucky number.*

**b. Content**

- Game: Lucky number

**c. Expected outcomes**

- Pupils can correctly ask and answer questions about someone’s favourite activity.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Lucky number** | | |
| - Tell pupils they are going to choose a number, look at the picture and answer the question or complete the question.  - 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. | - Pupils listen to the teacher’s instruction and play the game. | Sentence structures:  *What school activity does he / she like? – He / She likes \_\_\_.*  *What school activity do they like? – They like \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- 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.

**b. Content**

- Activity 4. Listen and number.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and number.** (Track 68) | | |
| **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.  **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. | - Pupils look at the pictures. Pupils listen to the recording of the first exchange. Pupils listen to the recording again to do the task. Pupils listen to the recording a third time to check their answers.    - Pupils follow the teacher’s instructions.    - Pupils swap books with their partner, then check answers as a class.    - Pupils listen to the recording again to double-check their answers.  - Pupils listen to the recording, sentence by sentence, and repeat individually and in chorus. | Picture cues:  a. a boy playing chess  b. a girl reading a book  c. a boy solving a maths problem at the board  d. a girl making a paper craft Audio script: **1.**  *A:* What is your sister doing?  *B:* She’s reading a book.  *A:* Does she like reading books?  *B:* Yes, she does. It’s her favourite school activity.  **2.**  *A:* Does your brother like English?  *B:* No, he doesn't.  *A:* What school activity does he like?  *B:* He likes solving maths problems.  **3.**  *A:* Does your brother like doing projects?  *B:* No, he doesn't.  *A:* What school activity does he like?  *B:* He likes playing chess.  **4.**  *A:* Does your sister like solving maths problems?  *B:* No, she doesn’t.  *A:* What school activity does she like?  *B:* She likes doing projects. Look at the picture. She’s making a paper puppet for her school project.  *\** **Key:** *1. b 2. c   3. a 4. d* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

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

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **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. | - Pupils look at the pictures and identify personal information of characters in each picture.  - Pupils look at the four incomplete exchanges.  - Pupils follow the teacher demonstrating the Exchange **1**.  - Pupils complete the exchanges individually. Pupils swap books with a partner and check their answers before checking as a class.  - Pairs of pupils read the exchanges aloud. | **\* Key:**  *1. doing projects*  *2. doing word puzzles*  *3. solving a maths problem*  *4. reading books* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To listen to and complete the song *What school activities does she like?* and to sing with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the song *What school activities does she like?* and to sing it with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6.** Listen, complete and sing**.** (Track 69) | | |
| **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. | - Pupils pay attention to the title and lyrics of the song. Pupils guess the missing words.  - Pupils listen to the recording all the way through and complete the song.  - Pupils listen to the recording, line by line, and repeat. Pupils can do actions while they sing along with the recording.  - Each half of the class sings the questions, and the other half sings the answers, then switches roles. | **Picture cues:** a girl with a word puzzle, and a boy with a poster on the board, to represent doing a project  **\* Key:**  *1. playing word puzzles*  *2. he*  *3. doing projects* |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Snakes and ladders (ppt)**

- Divide the class into 2 teams.

- Ask the first team a question from a unit you’re learning, for example, *What school activity do you like?* If they get the answer right, they roll a dice.

- Move their marker along the Snakes and Ladders board.

- Now ask the other team a new question, if they get the answer correct, then they move along the Snakes and Ladders board, too.

- Whenever a team lands on a square where the bottom of the ladder is, then their marker climbs up to the top of the ladder. Whenever a team arrives on a square at the head of a snake, then their marker slides down all the way to the bottom of the snake.

- The first team to reach the end is the winner.

**\* Option 2: 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

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 2 - Period 46**

*Teaching day: 25/11 – 01/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- 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.  
**2. Competences**  
- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.   
- Communication and collaboration: work in pairs and groups to complete the learning tasks.  
- Self-control & independent learning: perform pronunciation and speaking tasks.  
**3. Attributes**  
- Show their interest in school subjects when talking about school subjects and school activities.

**II. MATERIALS**

- Pupil’s book: Page 52

- Audio tracks 70, 71

- Teacher’s guide: Pages 116, 117, 118

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the previous lesson by having pupils sing the song *“What school activities does she like?”*.

**b. Content**

- Let’s sing./ Look and guess.

**c. Expected outcomes**

- Pupils can correctly sing the song with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Option 1: Let’s sing.** (Track 69) | | |
| - Greet the class, then divide the class into two halves to take turns singing the questions and the answers of the song *What school activities does she like?*  **Option 2:** **Look and guess.**  - Explain the rules: Pupils look at the hidden pictures and guess.  Each image is revealed slowly. Pupils work in groups of four or five to say when they can answer the question. Pupils gue**ss** the mystery words to describe the pictures. The group having the fastest and correct answer wins the game.  - Get pupils to open their books at page 52 and look at *Unit 7, Lesson 2, Activity 1*.  - Tell pupils what they will learn in this lesson. | - Pupils take turns singing the questions and the answer of the song *What school activities does she like?*  - Pupils follow the teacher’s instructions.  - Pupils look at the screen and guess what the word is.  - Pupils open their books at page 52. | - The song in Activity 3, page 51  - Six hidden pictures |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

**2. ACTIVITY 1: EXPLORATION** (5 minutes)

**a. Objectives**

-To understand and correctly repeat the sentences in two communicative contexts,  
focusing on asking and answering questions about why someone likes a school activity.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts  
 focusing on asking and answering questions about why someone likes a school  
subject.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 70) | | |
| **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**. | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and listen to the recording. Pupils listen to the recording again, sentence by sentence, and repeat individually and in chorus.  - Pupils listen to the recording again and repeat individually and/ or in chorus sentence by sentence.  - Pairs of pupils come to the front of the classroom to listen to and repeat the sentences in the recording.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | – Context **a**:  Linh asking Tom what Minh is doing  Linh: *Hi, Tom. I can’t see Minh. What’s he doing?*  Tom: *He’s solving maths problems in the library. He likes maths.*  – Context **b**:  Linh asking Tom why Minh likes solving maths problems  Linh: *Why does he like solving maths problems?*  Tom: *Because he thinks it’s useful.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)

**a. Objectives**

-To correctly say the words 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.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can say the words 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.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 71) | | |
| **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. | - Pupils look at the pictures and elicit the personal information of each character.  - Pupils point at Picture **a**, listen to the recording and repeat the word. Pupils follow the teacher’s instructions with the other three pictures. Pupils repeat the words a few times.  - Pupils listen and repeat after the recording. Pupils look at Picture **a** and listen and repeat after the recording. Pupils follow the teacher’s instructions with the other three pictures.  - Pupils work in pairs to practise asking and answering the question, using speech bubbles and Pictures **a**, **b**, **c** and **d**.  - Pairs of pupils point at the pictures and say the Questions & Answers in front of the class. | – **Picture and word cues:**  **a.** a girl playing games, and the words *play games / fun*  **b.** a boy doing a project with his friends, and the words *do projects / good for group work*  **c.** a girl reading a book and, and words *read books / interesting*  **d.** a boy solving a maths problems, and the words *solve maths problems / useful*  – **Speech bubbles:**  *Why does he / she like \_\_\_?* – *Because he / she thinks it’s* \_\_\_\_. **Audio script: a.** play games / fun  **b.** do projects / good for group work **c.** read books / interesting  **d.** solve maths problems / useful **a.** *A:* Why does she like playing games? *B:* Because she thinks it’s fun. **b.** *A:* Why does he like doing projects? *B:* Because he thinks it’s good for group work. **c.** *A:* Why does she like reading books? *B:* Because she thinks it’s interesting. **d.** *A:* Why does he like solving maths problems? *B:* Because he thinks it’s good for group work. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

-To use *Why does he / she like \_\_\_? – Because he / she thinks it’s \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *Why does he / she like \_\_\_? – Because he / she thinks it’s\_\_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **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. | - Pupils look at the pictures and identify the character’s information in each picture.  - Pupils look at the bubbles to understand how the sentence pattern is used. Pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.    - Pairs of pupils practise asking and answering questions in front of the class. | – **Picture cues:** a boy doing a word puzzle, a girl reading a book, a boy solving a maths problem at the board, two girls presenting a project in front of the class – **Speech bubbles:**  What school activity does he / she like?  *–*  \_\_\_\_\_.  *Why does he / she like \_\_\_\_\_\_? – \_\_\_\_\_*.  **Suggested answers:**  *A:* What school activity does he like?  *B:* He likes doing word puzzles.  *A:* Why does he like doing word puzzles?  *B:* Because he thinks it’s fun.  *A:* What school activity does she like?  *B:* She likes reading books.  *A:* Why does she like reading books?  *B:* Because she thinks it’s interesting.  *A:* What school activity does he like?  *B:* He likes solving maths problems.  *A:* Why does he like solving maths problems?  *B:* Because he thinks it’s useful.  *A:* What school activity does she like?  *B:* She likes doing projects.  *A:* Why does she like doing projects?  *B:* Because she thinks it’s good for group work. |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Angry bird (ppt)**

- Divide the class into 2 teams.

- Each team takes turns choosing a number and answering the question.

- Pupils get points if they answer the question correctly.

- The team with more points is the winner.

**\* Option 2: Game: 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.

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 2 - Period 47**

*Teaching day: 25/11 – 01/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- 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*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone's favourite school activity.

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Show their love and interest in school activities.

**II. MATERIALS**

- Pupil’s book: Page 53

- Audio track 72

- Teacher’s guide: Pages 119, 120, 121

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise vocabulary and structures to ask and answer about someone’s school activities.

**b. Content**

- Game: Guessing game

**c. Expected outcomes**

- Pupils can remember the words and practise structures to ask and answer about someone’s school activities.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Guessing game (ppt)** | | |
| - 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 picutures. | - Pupils follow the teacher’s instructions.  - Pupils look at the screen and guess what the word is.  - Pupils look at the pictures and practice the structures in pairs. | Vocabulary: School activities  *do projects, play games, read books, solve maths problems, sing, dance, play the piano, paint*  Structures:  *Why does he / she like ...?*  *Because he / she thinks ...* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 4: LISTEN AND TICK.** (5 minutes)

**a. Objectives**

- 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.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about the reasons why someone likes a school activity, and tick the correct pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 72) | | |
| **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.  **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.* | - Pupils look at Pictures **a** and **b** and identify the characters in the pictures.  - Pupils look at Picture **a** and **b** and listen to the recording. Pupils listen to the recording and choose the correct answers.  - Pupils follow the teacher’s instructions.  - Pupils pay attention to the question and the answer. Pupils listen to the teacher’s explanation. | Picture cues:  **1a.** a girl is reading in the library  **1b.** a girl and a boy are presenting a project  **1c.** a girl is solving a maths problem on the board  **2a.** a boy drawing a picture  **2b.** a boy solving a maths problem on the board  **2c.** a boy singing a song Audio script: **1.** *A:* My sister doesn't like maths.  *B:* What school activity does she like?  *A:* She likes doing projects.  *B:* Why does she like it?  *A:* Because she thinks it's good for group work.  **2.** *A:* Why doesn't Minh like solving maths problems?  *B:* Because he thinks it's difficult.  *A:* What school activity does he like?  *B:* He likes drawing pictures.  *A:* Why does he like it?  *B:* Because he thinks it's fun and easy.  **\* Key:** *1. b 2. a* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 5: READ AND COMPLETE.** (10 minutes)

**a. Objectives**

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

**b. Content**

Activity 5. Read and complete.

**c. Expected outcomes**

Pupils can complete two gapped dialogues with the help of picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **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.  **Extension:** Put the class into groups to make similar dialogues with their personal information and act them out. | - Pupils do Dialogue together. Pupils look at the pictures and elicit the names of the things in the pictures and guess the missing words.  - Pupils do the other gaps in Dialogue **2** independently.  - Pupils swap books with a partner and check their answers before checking as a class.  -Two pairs of pupils take turns role-playing the completed dialogues.  - Pupils work into groups to make similar dialogues with their personal information and act them out. | Two gapped dialogues and picture cues.  **\* Key:**  *1. doing projects*  *2. solving maths problems; he thinks* |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: LET’S PLAY.** (8 minutes)

**a. Objectives**

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

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **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. | - Pupils look at the pictures. Pupils say the actions of the characters in the pictures.  - Pupils practise asking and answering questions in front of the class. | A picture of two teams taking turns making sentences with the words and phrases on the board |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Game 1: Lucky number (ppt)**- Divide the class into 2 teams.  
- Draw pupils’ attention to the questions on the screen.   
- In teams, they take turns choosing the number and looking at the picture then answer the questions. Read the question aloud and answer it. If they have the correct one, they roll the dice and get the points.

- The team with more points wins the game.

**\* Game 2: 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 time

**UNIT 7: OUR FAVOURITE SCHOOL ACTIVITIES**

**Lesson 3 - Period 48**

*Teaching day: 25/11 – 01/12/2024*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- 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.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform pronunciation and listening tasks.

**3. Attributes**

- Explore their talents and critical think about skills they can get from each school activities

**II. MATERIALS**

- Pupil’s book: Page 54

- Audio tracks 73, 74, 75

- Teacher’s guide: Pages 121, 122, 123

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To revise the words about school activities and the structures *What school activity do you like? - I like \_\_\_.;* and *Why do you like it? - Because I think it’s \_\_\_*.

**b. Content**

- Game: Interview

**c. Expected outcomes**

- Pupils can remember and correctly ask and answer about school activities.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Interview (ppt)** | | |
| - 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. | - Pupils work in pairs.  - Pupils take turns asking and answering questions about favourite school activities and the reasons.  - Pupils look at and use the structures on the board to ask and answer correctly. | Structures:  *- What school activity do you like? - I like \_\_\_\_.*  *- Why do you like it? -Because I think it’s \_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION** (5 minutes)

**a. Objectives**

- 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.*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can 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.*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 73) | | |
| **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. | - Pupils point to the word and sentence while listening. Pupils listen to the teacher’s explanation.  - Pupils listen to the recording again and repeat.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or groups to say the words.  - Pupils 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. | The word *'solving* and the sentence *He likes 'solving maths problems.* The word *'reading* and the sentence *Her favourie school activity is 'reading books.* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

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

**b. Content**

- Activity 2. Circle, listen and check.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Circle, listen and check.** (Track 74) | | |
| **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. | - Pupils circle the word having a different stress from each line.  - Pupils listen to the recording to check.  - Pupils follow the teacher’s instructions.  - Pupils swap books with a partner, then check the answers as a class.  - Pupils listen to the recording again and check their answers again.  - Pupils stand up, listen to and repeat the words. | Three sets of two-syllable words  **Audio script:**  1. a. 'solving  b. down'stairs  c. be'cause  2. a. good'bye  b. 'swimming  c. en'joy  3. a. be'fore  b. gui'tar  c. 'writing  **\* Key:** *1. a 2. b 3. c* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

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

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

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

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 75) | | |
| **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. | - Pupils pay attention to the lyrics of the chant.  - Pupils read the first verse of the chant.  - Pupils listen to the recording for the first verse, line by line, and repeat.  - Pupils listen to the recording and clap and do the actions while chanting.  - Pupils do the same with the second verse.  - Pupils listen all the way through to chant and clap.  - Pupils work in two or more groups to replace *'reading, 'dancing, 'drawing, 'painting* in the first verse of the chant with other gerunds which have the stress on the first syllable. Pupils do the same with the second verse of the chant and practice chanting the new chant. | The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: 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.

**\* Option 2: Game: Lucky number (ppt)**

- Tell pupils they are going to choose a letter and answer the question or complete the question using picture cues.

- Divide pupils into teams and play the game.

- Give points as the stars shown on the screen.

- Check their pronunciations.

- Which team has more points will be the winner.