



Lesson 1

1 Look, listen and repeat.   

a What do you do at break time, Mai?



I play badminton.

b And what about you, Phong?



I play football.



2 Point and say.  

What do you do at break time?



I play _____.



3 Let's talk.  

What do you do at break time?



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *At break time*.
- ask and answer questions about break-time activities, using *What do you do at break time?*
- express likes and dislikes, using *Do you like + (activity)?*
- pronounce the sounds of the letters **bl** and **sk** in the words **blind** and **skating** respectively.

Warm-up: Spend a few minutes revising the previous unit by getting pupils to play a game of *Slap the board*, using the vocabulary learnt. Read the Activities Bank in the Introduction for more activities. Then have pupils say the *What colour is it?* chant. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about break activities, using *What do you do at break time?* Draw pupils' attention to the first picture and elicit the names of the characters and what they are saying. Check comprehension and give the meaning of new vocabulary. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *What do you do at break time?* Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and the answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and check comprehension by pointing to and eliciting the name of each activity. Call a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own activities at break time.

4 Listen and tick.  

1.



a



b

2.



a



b

3.



a



b

5 Read and write.  

Hello. My name is Nam. These are my friends, Quan, Mai, Linda, Tony, and Phong. At break time, we play different games and sports. Quan and I play chess. Mai and Phong play table tennis. Linda and Tony play badminton.

1. Quan and Nam play _____.

2. Mai and Phong play _____.

3. Linda and Tony play _____.



6 Write about you. 

What do you play at break time?

I play _____.



Warm-up: Spend a few minutes revising the previous lesson, using *What do you do at break time? I play ...* Call a few pairs to act out the question and the answer in front of the class. Then have the class sing the song *The more we are together*.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: 1b 2b 3a

Audio script

1. *Tony:* What do you do at break time? 2. *Linda:* What do you do at break time?
Mai: I play badminton. *Tom:* I play basketball.
3. *Mai:* What do you do at break time?
Nam: I play table tennis.

5. Read and write.

- Tell pupils that they are going to read the text and fill the gaps. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read the text and the sentences aloud.

Key: 1 chess 2 table tennis 3 badminton

6. Write about you.

- Tell pupils that they are going to write about their activities at break time. Check comprehension and give feedback.
- Give time for pupils to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call some pupils to act out the dialogue or write their answers on the board.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.

a Do you like badminton, Linda?



Yes, I do.

b Do you like hide-and-seeK, Tom?



No, I don't. I like basketball.

OK. Let's play it now.

2 Point and say.

Do you like ____?



Yes, I do.

No, I don't.



3 Let's talk.

Do you like ____?



Warm-up: Spend a few minutes revising *What do you do at break time?* Call a few pupils to the front of the class to act out the dialogue. Then play a game of *Bingo*, using the vocabulary learnt.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about the activities they like playing at break time, using *Do you like + (activity)?*
- Draw pupils' attention to the first picture and elicit the names of the characters and the activity. Have pupils repeat the text a few times. Repeat the procedure with the second picture. Give feedback and teach the new vocabulary.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Do you like + (activity)?*
- Point to each picture and check comprehension. Teach the new words and have pupils repeat each of them a few times. Draw pupils' attention to the first picture and elicit the word to fill the gap. Put the question and the answer on the board and have pupils repeat each sentence a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures and check understanding by pointing to each activity and eliciting the name. Get a pair of pupils to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs, using the pictures in the book or other activities that pupils know. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own activities at break time.

4 Listen and number. 🎧 🎮



a



b



c



d

5 Read and write. 🧐 🗒️

Hi. I am Phong. I am at school with my friends now. I like table tennis. At break time, Nam and I play table tennis. Quan and Tony do not like table tennis. They like chess. Mai and Linda do not like chess or table tennis. They like badminton.

1. What do Phong and Nam like? They like _____.
2. What do Quan and Tony like? They _____.
3. What do Mai and Linda like? _____.

6 Let's sing. 🎵

Hide-and-seek

Hide, hide, hide-and-seeK.
Let's play hide-and-seeK.
Where is Tony?
Where is Mary?
I can't find you all.



Warm up: Spend a few minutes revising the questions *What do you do at break time?* and *Do you like + (activity)?* Then play a game of *Charades*, using the names of the break time activities.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Give a few seconds for pupils to look at the pictures. Elicit the names of the activity in each picture and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a4 b2 c1 d3

Audio script

- | | |
|---|--|
| 1. <i>Nam:</i> What do you do at break time?
<i>Linda:</i> I play badminton.
<i>Nam:</i> Do you like it?
<i>Linda:</i> Yes, I do. | 2. <i>Tony:</i> What do you do at break time?
<i>Phong:</i> I play blind man's bluff.
<i>Tony:</i> Do you like it?
<i>Phong:</i> Yes, I do. |
| 3. <i>Tom:</i> Do you like hide-and-peek?
<i>Nam:</i> Yes, I do.
<i>Tom:</i> Do you play it at break time?
<i>Nam:</i> Sure, I do. | 4. <i>Linda:</i> Do you like table tennis?
<i>Mai:</i> No, I don't. I like skipping.
<i>Linda:</i> Do you skip at break time?
<i>Mai:</i> Sure, I do. |

5. Read and write.

- Tell pupils that they are going to read the text and answer the questions. Give a few seconds for pupils to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Ask pupils to underline the activities that the characters like playing at break time. Get pupils to work in pairs.
- Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to ask and answer the questions.

Key: 1 table tennis 2 like chess 3 They like badminton.

6. Let's sing.

- Tell pupils that they are going to sing the *Hide-and-peek* song. Teach the song, following the procedure in *Teaching the unit components* in the *Introduction*.
- Read each line and check comprehension. Sing each line and have pupils repeat it. When pupils are familiar with the tune, ask them to sing and do the actions.
- Ask groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of five to the front of the class to sing and do the actions.
- Have the whole class sing the song and do the actions to reinforce learning.

Lesson 3

1 Listen and repeat.

bl

blind

Do you like **blind** man's bluff?

sk

skating

I like **skating**.

2 Listen and write.



1. I don't like chess. I like _____.

2. They like _____.

3 Let's chant.

What do you do at break time?

Break time. Break time.

What do you do at break time? I play chess. I play chess.

Break time. Break time.

What do you do at break time? I play badminton. I play badminton.

Break time. Break time.

What do you do at break time? I play table tennis. I play table tennis.

Break time. Break time.

What do you do at break time? I play hide-and-seek. I play hide-and-seek.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to sing the *Hide-and-seek* song. Call a group of five to the front of the class to sing the song. The rest of the class claps along with the song.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **bl** and **sk** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 blind man's bluff 2 skating

Audio script

1. I don't like chess. I like blind man's bluff.
2. They like skating.

3. Let's chant.

- Tell pupils that they are going to say the *What do you do at break time?* chant. Teach the chant, following the procedure in *Teaching the unit components* in the *Introduction*. Say the chant and check comprehension. Have pupils repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions.
- Divide the class into two groups to say the chant: one group chants the questions and the other chants the answers. The two groups swap their roles after the first round.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups to the front of the class to chant. The whole class claps along to the rhythm.

4 Read and match. 🧐 🏸

- 1 What do you do at break time?
 - 2 Do you like football?
 - 3 Let's play football.
 - 4 What do Mai and Linda like?
- a OK. Let's play it.
 - b I play badminton.
 - c Yes, I do.
 - d They like chess.

5 Write about you. 🗨️



Hi! My name is _____ . I like _____ .

At break time, I play _____ .

6 Project 🎨

Bingo

badminton	volleyball	chess
football	table tennis	hide-and-peek
skipping	skating	blind man's bluff

Warm-up: Spend a few minutes revising the previous lesson by calling two groups to the front of the class to chant *What do you do at break time?*

4. Read and match.

- Tell pupils that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give a few seconds for pupils to read the text. Check comprehension.
- Give time for pupils to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition.

Key: 1b 2c 3a 4d

5. Write about you.

- Tell pupils that they are going to write about themselves. Give a few seconds for pupils to look at the pictures. Elicit the name of each activity. Call a few pupils and elicit the words to fill the gaps.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call a few pupils to read their sentences aloud.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to play *Bingo*. Explain how the game is played (see *Activities Bank*). Read the words in the grids and check comprehension. Then start the game.
- When the game is over, ask pupils to make sentences with the words crossed. For example: *I play badminton at break time.*
- Have the class sing the *Hide-and-seek* song to end the class.