

UNIT 12 - Our Free-time Activities

Competences

- Asking and answering questions about free-time activities
- Asking and answering questions about free-time activities in the past

New Language

- **Phonics:** draw star
- **Vocabulary:** starfruit, resort, cable car, palace, go sightseeing, go camping, go skating
- **Sentence Patterns:** What do you do in your free time?
– I often draw pictures.
What did you do in Nha Trang?
– First, I went to Tri Nguyen Aquarium.
Then I visited Vinpearl Land.

Resources

- Student's Book, *Tiếng Anh 5, Tập Hai, Unit 12, Pp. 13 - 19*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about free-time activities.

Warm-up: Get pupils to do "Brain Storming" the words related to free time activities that they have learnt.



1. Look, listen and repeat.

- Get pupils to open their Student's Book on Page 13. Tell them to observe the pictures, read the title and the texts. Elicit their answers: *Look at the title and the pictures. Do you understand the title? What are the pictures about?* Have pupils look at each picture and get their comments on the details in each picture. Read each line in the pictures and check pupils' comprehension, using either English or Vietnamese when necessary. Make sure that pupils understand the situation and the language used.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines from Linda, Peter, Mr and Mrs Brown.



2. Point, ask and answer.

- Get pupils to read the example. Then elicit their prompts to complete the speech bubbles. Write the question and the answer on the board. Then ask pupils to repeat each sentence a few times.
- Point to each picture in this part and check their comprehension of the prompt. Get pupils to repeat the words a few times.
- Model the task, using the example. Repeat the step a few times. Then ask some open pairs to continue in the same way with all the pictures.

Notes:



- Pupils work in pairs to take turns to point, ask and answer questions about free time activities in the pictures. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise if the pair do well.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 14 and say the listening purpose: *You are going to listen to Mary talking about the free-time activities of her family members. You should listen, select and tick the appropriate picture.* Point to the pictures and elicit pupils' comments on what each character is doing.

Notes:

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to observe the pictures and do their ticking.
- Play the recording again for pupils to check their answers.
- Ask pupils to check their answers in pairs. Then call on a few pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the answer again.



Answers: 1. c 2. a 3. b 4. a

Tapescripts:

Mary is showing Mai some photos of her family members.

1. Mary: This is my photo.
Mai: What a nice photo! Are you listening to music, Mary?
Mary: Yes, I am. I often listen to music in my free time. (Pause)
2. Mai: Is this your father?
Mary: Yes, it is.
Mai: Is he driving his car?
Mary: Yes. It's his new car. He often goes for a drive on Sundays.
Mai: Oh, my father likes driving too. (Pause)
3. Mai: Your mother looks very beautiful in this photo.
Mary: Yes, she does. Thank you.
Mai: What does she do in her free time?
Mary: She often works in the garden. (Pause)
4. Mai: Oh, it's Tom's photo.
Mary: Yes. It's him.
Mai: What is he doing?
Mary: He's chatting with his friends. He often surfs the Net in his free time.
Mai: My brother likes surfing the Net in his free time too. (Pause)



4. Talk.

- Ask pupils to open their Student's Book on Page 14. Tell them about the activity:
Now you are going to make a survey. Use the grid in your textbook and interview four classmates to get the information of their free-time activities. Tick the appropriate box. Then report the results to your class.
- Do the first example with the whole class in order to give them a clear idea of how the activity works.

Example

Pupil A: What do you do in your free time, B?
Pupil B: I often go fishing.
Pupil A: And you, C? What do you do in your free time?
Pupil C: I often read books.
Pupil A: How about you, D?
Pupil D: I often go shopping with my mother.

.....

- Pupils work in groups of five.
- Then get pupils to report the results if there is enough class time.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about free-time activities, using *What do you do in your free time? I often draw pictures*; and
- to listen and tick the pictures.

Homelink

- Pupils make a neat copy of their survey result for the class display in the next lesson. They also prepare to give an oral report to the class at request.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters **aw** as in *draw* and that of the letters **ar** as in *star*; and
- to listen and circle the correct answers.

Warm-up: Pupils display their homelink and give an oral report on their survey result at request. For example: *A goes fishing in his or her free time. B reads books in his or her free time. C goes shopping in his or her free time, etc.*



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 15. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters **aw** as in *draw* and that of the letters **ar** as in *star*. Get pupils to listen and repeat these two words a few times.



2. Listen and read together.

- Get pupils to observe the pictures in this section and read the dialogues. Tell them about the activity. Read each dialogue, stopping at times to check pupils' comprehension.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat the lines. Read the dialogues again and get pupils to clap their hands at the focused words. One clap for the words *draw* and *strawberries*; and two claps for the words *car* and *star*.
- Divide the class into two groups to take turns to repeat the lines from each character.

Tapescripts:

a. *Quan: What do you do in your free time?*

Lan: I often draw pictures.

Quan: What do you often draw?

Lan: Strawberries and starfruit.

b. *Lan: What do you do in your free time, Quan?*

Quan: I often watch car races on Star Sports Channel.



3. Group and say aloud.

- Ask pupils to open their Student's Book on Page 15. Get them to observe the chart and the word box. Check if they understand the activity and the meaning of the words in focus. Recall the meaning of the words, using the appropriate techniques. Say each word and get pupils to repeat a few times.
- Set the time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers:

- **draw:** *claw, law, paw, saw, prawn*
- **star:** *starfruit, far, car, party, bar*



4. Listen and circle.

- Ask pupils to open their Student's Book on Page 16 and say the listening purpose: *You are going to hear Kate, Paul, Susan and John talk about their free time activities. You should listen, select and circle the appropriate answer (a, b or c).* Get pupils to read the incomplete statements and guess the answers before they listen. Check their comprehension of the texts.

Notes:

1. Kate often goes _____.
a. dancing b. shopping c. swimming
2. Paul often plays _____ at home.
a. computer games b. badminton c. football
3. Susan often watches _____ on TV.
a. films b. sports c. cartoons
4. John often listens to _____ music.
a. country b. rap c. pop

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each dialogue for pupils to have sufficient time to read the sentence and circle the letter indicating the correct answer.
- Play the recording again for pupils to check their answers.
- Ask pupils to check their answers in pairs. Then call on a few pupils to report the answers to the class. In case there is disagreement on any answer, play the recording related to the answer again.

Answers: 1. b 2. a 3. a 4. c

Tapescripts:

These pupils are talking about their free-time activities.

1. *Hi. My name is Kate. I'm from England. I live in London. I go to school from Monday to Friday. I go shopping in my free time. (Pause)*
2. *Hello. I am Paul. I'm from Italy. I live in Rome. I go to school every day. In my free time, I stay at home and play computer games. (Pause)*
3. *Hi. My name is Susan. I'm from Australia. I live on a farm. I don't go to school every day. I have my lessons with my teachers on the Internet. In my free time, I watch films on TV. (Pause)*
4. *Hello. I'm John. I'm from the USA. I live in New York. I go to school every day. I love music so I listen to pop music in my free time. (Pause)*



5. Fun time

Tune: **If You're Happy and You Know It**

Lyrics:

If You're Happy and You Know It

If you're happy and you know it, clap your hands!

If you're happy and you know it, clap your hands!

If you're happy and you know it,

Then your face will surely show it.

If you're happy and you know it, clap your hands!

If you're happy and you know it, stamp your feet!

If you're happy and you know it, stamp your feet!

If you're happy and you know it,

Then your face will surely show it.

If you're happy and you know it, stamp your feet!

- Ask pupils to open their Student's Book on Page 16. Stick the large-sized sheet of paper with the song *If You're Happy and You Know It* written on it on the board. Check pupils' comprehension of the lyrics.
- Play the recording three times: once for pupils to listen all the way through and once for them to repeat each line a few times; and once for pupils to sing along the music.
- Pupils practise singing in groups, doing actions.
- Call on a few groups to sing the song in front of the class. The rest of the class claps the beats.
- Ask pupils to replace "happy" with "angry", and "clap your hands" with "stamp your feet" to create a new version, e.g. *If you're angry and you know it, stamp your feet!*

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters **aw** as in *draw* and that of the letters **ar** as in *star*, and
- to listen and circle the correct answers related to pupils' free-time activities, and to sing the song *If You're Happy and You Know It*.

Homelink

- Pupils learn by heart the song *If You're Happy and You Know It* at home for the performance in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about free-time activities in the past; and
- to read about someone's holiday and write about their past activities.

Warm-up: Pupils sing the two versions of the song *If You're Happy and You Know It*.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 17. Set the context: *Tony is telling Mai about his holiday in Nha Trang*. Ask pupils to observe the pictures and identify the characters.
- Get pupils to read the lines in the speech bubbles and check their comprehension.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line a few times.
- Divide the class into groups to take turns to say the lines in each picture.



2. Point, ask and answer.

- Get pupils to read the example and elicit their prompts to complete the sentences in the speech bubbles. Write the question and the answer on the board. Then ask pupils to repeat the question and the answer a few times. Check pupils' comprehension of the prompts under the pictures. Teach the new vocabulary and get pupils to repeat each item a few times.
- Model the task, using the example. Repeat the step a few times. Then call on a few open pairs to continue in the same way with all the pictures.

Notes:



- Pupils work in pairs to take turns to point, ask and answer questions about the past free time activities. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or the pictures in the Student's Book. Praise the pair if they do well.



3. Read the passage and do the tasks.

Task a.

- Ask pupils to open their Student's Book on Page 18. Set the context, using the map of Singapore and the pictures in the reading passage. Teach the key

vocabulary, using the pictures related: *resort, famous, Common Services Tunnel, Sentosa, Chinatown, Marina Bay, Jurong Bird Park*. Write the key words on the board and get pupils to repeat each item a few times. Read the text and stop at times to check pupils' comprehension. Tell pupils about Task a: They are to observe the pictures provided to get information and scan the passage quickly to find the information related in order to number the pictures in the order.

- Pupils do the task independently. Give them sufficient time to observe the pictures and scan for the necessary information. Monitor the activity and offer help as necessary.
- Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class.

Answers: a. 4 b. 2 c. 1 d. 3

Task b.

- Get pupils to read the sentences in Task b carefully to get the information and scan the passage quickly to find the appropriate information to compare before their ticking.
- Set the time and monitor the activity. Offer help as necessary.
- Ask pupils to check their answers in pairs. Get a few pupils to read out their answers. The rest of the pupils make comments.

Answers: 1. F 2. T 3. F 4. T 5. T

Follow-up

- Pupils work independently to copy the correct answers onto their copy-books.

Task c.

- Ask pupils to read the questions carefully and scan the passage quickly to find the answers.
- Get pupils to check their answers in pairs. Set the time and move around the classroom to monitor the activity.
- Ask a few pupils to read out their answers to the class.
- Correct pupils' mistakes if necessary.

Answers:

1. *They stayed in a hotel near Chinatown.*
2. *Because it has the famous Common Services Tunnel.*
3. *They took a lot of photos.*

Cultural Note

- *The Common Services Tunnel (CST) in Singapore comprises a purpose built underground tunnel network - housing various utility piping and cabling such*

as district cooling water, electricity, telecommunications and water services for distribution to developments in Marina Bay area.



4. Write.

- Get pupils to open their Student's Book on Page 19 and read the guiding questions. Check their comprehension. Then show them how to do the task: They are to write their sentences, relying on the writing frame and the guiding questions. Remind pupils of the information in the reading passage and the use of connectors such as: *First, Then.....Finally,* Pupils should draft their writing before copying onto their copy-books.
- If there is not enough class time, turn the writing task into a homelink activity: Pupils do their writing at home and copy it onto a clean sheet of paper for a class display in the next lesson.



5. Fun time

Read the story and answer the questions. Then retell the story.

- Get pupils to open their Student's Book on Page 19, observe the picture, read the story and the questions. Check pupils' comprehension of the texts. Teach the new words: *appear, run away, be afraid of, bark, bite, proverb.*
- Ask pupils to work in pairs: one asks and the other answers the questions.
- Have pupils check their answers in pairs before calling some individual pupils to say the answers to the class.
- Ask a few pupils to read out their answers.
- Explain the meaning of the proverb if necessary.

Answers:

1. *Tom and his father went for a walk in the park.*
2. *When they were in the park, a big black dog appeared and began to bark.*
3. *Tom wanted to run away because he was afraid of the dog.*
4. *His father said, "Don't be afraid of the dog, Tom. Do you know the English proverb - A barking dog never bites?"*
5. *Tom answered, "Yes, I do" "But does the dog know the proverb, Dad?"*
6. *Yes, it is. (It is funny because Tom said, "But does the dog know the proverb, Dad?")*

- Call on a few pupils to retell the story, relying on their answers.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about free-time activities in the past, using *What did you do in (Nha Trang)? First, I (went to Tri Nguyen Aquarium). Then I (visited Vinpearl Land).*; and
- to read about someone's holiday and write about their past activities.

Homelink

- Pupils do their writing task at home for the class display in the next lesson.