Week: 8 Date of planning: 18 / 10 /2023

Period: 29 Date of teaching: 24 / 10 /2023

**UNIT 5: THINGS WE CAN DO**Lesson 1 (Part 1, 2, 3)

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities.

- Correctly say the phrases and use *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.* to ask and answer questions about someone’s abilities.

- Enhance the correct use of *Can you \_\_\_\_\_? – Yes, / No, \_\_\_\_\_.* to ask and answer questions about pupils’ abilities in a freer context.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the  
learning tasks  
- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. PREPARATION:**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

2. *Students:* Pupil’s book s, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  - Greet the class.- Watch the video: What can you do?  <https://www.youtube.com/watch?v=7MKmbyfhkkE>  -Lead to the new lesson Unit 5: Things we can do | Wholeclass |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat: (10’)**  ***\*Goals:*** *To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities.*  **Set the context:**  - Have pupils look at pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  + T is in the first role – Ss respond (change role).  + S – S (change role).  - Follow the same procedure with picture b. Correct their pronunciation where necessary.  **B. PRACTICE**  **Activity 2**. **Listen, point and say. (8’)**  ***Goals:*** To correctly say the phrases and use *Can you \_\_\_\_?*  *– Yes, I can. / No, I can’t.* to ask and answer questions  about someone’s abilities.   * ***Teach vocabulary****.*   *+ ride a bike : đạp xe đạp (picture)*  *+ ride a horse: cưỡi ngựa ( picture )*  *+ play the piano: chơi đàn pi-a-nô (picture)*  *+ play the guitar : chơi đàn ghi-ta (picture)*  - T models *(3 times).*  -Ask Ss to say the words.  - *Checking: What’s the missing?*  **\* Model sentences**  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  **A**: Can you *fly a kite*?  **B**: Yes, I can. / No, I can’t.    - Ask pupils to look at pictures a, b, c, and d and identify the activities in the pictures.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picture a  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and ask and answer the questions about what the pupils in the pictures can or can’t do.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk. (7’)**  ***\*Goals:*** *To enhance the correct use of* ***Can you ? – Yes, / No, \_\_\_\_.*** *to ask and answer questions about pupils’ abilities in a freer context.*  - Draw pupils’ attention to the poster about the summer camp. Ask questions to help them identify the activities in the poster. - Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.  - Put pupils into pairs to ask and answer about their abilities. Go around the classroom to offer support where necessary.  - Invite a few pairs to point at the pictures and ask and answer questions about their abilities.  - T gives feedback | T- Whole class  Whole class  T- Whole class  Whole class/ Individual work  T- Whole class  T- Whole class    Whole class/ Individual work  T- Whole class  Whole class  Pair work  Pair work  Whole class/ Individual work  Pair work  Pair work |
| **Fun corner and wrap-up: (**5’)  **Game: *Lucky number***  \* Preparation for the project:  - Ask pupils to prepare for the project on page 39 by reporting ona school club survey as homework so that they cantell the class about their friends’ abilities and lack of abilities.  **Homework.**  **-** Learn the vocabulary and model sentences by heart.  - Prepare the new lesson: *Unit 5, Lesson 1 (4, 5, 6).* | Group work |

**Comments:**

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Week: 8 Date of planning: 18 / 10 /2023

Period: 30 Date of teaching: 24 / 10 /2023

UNIT 5: THINGS WE CAN DO Lesson 1 (Part 4, 5, 6 )

**I.Objectives:**

By the end of the lesson, students will be able to:

**1. Knowledge:**

- Listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures.

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

- Practise the target vocabulary and sentence patterns by playing the game *Can you ...?*

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the  
learning tasks  
- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. Preparation.**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

2. *Students:* Pupil’s book s, notebooks, workbooks, school things.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  - Greet  - Play a game: *Who’s a millionaire* ?  - Lead to the new lesson*“Unit 5, Lesson 1 (4,5,6)”.* | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Listen and tick. (**8 minutes)  **Goal:** *To listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures.*  **-** Draw Ss’ attention to the pictures and ask questions to elicit the activities in the pictures. Tell them about this activity and show them how to do the task.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the first conversation.  + Play the recording.  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Follow the same procedure with the second conversation.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. b 2. b*  **Activity 5. Look, complete and read. (** 9 minutes)  **Goal:** *To complete four gapped exchanges with the help of picture cues.*  - Have Ss look at the pictures and elicit the answer to fill in the gap.  - Draw their attention to the missing words in the sentences.  - T models with picture 1.  - Ask them what is missing in the answer (Yes, I can.)  - Give Ss time to complete the dialogues individually.  - Go around the classroom to offer help where necessary.  - Get Ss to swap books and correct their answers in pairs.  - Ask some Ss to write their answers on the board.  - T gives comments and feedback.  - Ask a few pairs to read the dialogues aloud.  Key:  1. Yes, I can. 2. No, I can’t.  3. ride a horse ; Yes 4. Play the guitar ; No  **Activity 6. Let’s play (** 8 minutes)  **Goal:** *To practise the target vocabulary and sentence patterns by playing the game Can you ...?*  - Invite two groups, each with six pupils, to play the game. Tell pupils the goal of the game and how to play it. Explain that they look at a flash card, ask and answer. Then demonstrate the action. Each group has two minutes to play. The teacher holds up a flash card (*ride a bike*), the first pair looks at the picture, one pupil asks (e.g. *Can you ride a bike?*) and another pupil replies as quickly as possible. Check with the whole class if the question is correct or not, and ask the group to demonstrate the action.  -The pair who has played goes to the end of the line. The second pair moves up and continues with the next flash card. For each pair, the group gets three stars, one star for the question, one for the answer and one for the group action.  - Play the game with other groups in the class. The group with the most stars is the winner. | Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work  Pair work  Whole class  Individual work  Whole class |
| **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “ *Passing the ball* ”  - T gives feedback.  **\*Home link:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 5 - Lesson 2 - P 1, 2, 3 | Whole class  Individual work |

**Comments:**

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Week: 8 Date of planning: 18 / 10 /2023

Period: 31 Date of teaching: 26 / 10 /2023

UNIT 5: **THINGS WE CAN DO**

**Lesson 2 (1, 2, 3)**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.

- Correctly say the words and use *Can he / she \_\_\_\_\_? – Yes, he / she can. / No, he / she can’t*, *but he / she can \_\_\_\_\_.* to talk about abilities and lack of abilities.

- Enhance the correct use of *Can he / she \_\_\_\_\_? – Yes, \_\_\_\_\_. / No, \_\_\_\_\_, but \_\_\_\_\_.* to talk about abilities and lack of abilities in a freer context.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the  
learning tasks  
- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. PREPARATION:**

- *Teacher:* laptop, pictures, lesson plan, TV or projector, Website *hoclieu.vn*

- *Students:* Pupil’s book s, notebooks, workbooks, school things, Website *hoclieu.vn*

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  - Greet the class.  - Play the Guessing game.  - Lead to new lesson. | Whole class  / Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat (10’)**  ***\*Goals:*** To understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.  **Set the context:**  - Have pupils look at Pictures a, b and identify the characters in the pictures. Get them to say what they can see in the background.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **B. PRACTICE**  **Activity 2**. **Listen, point and say. (8’)**  ***\*Goals:***To correctly say the phrases and use *Can he / she ? – Yes, he/ she can. / No, he/ she can’t, but he/ she can \_\_\_\_\_\_.* to talk about abilities or lack of abilities.  **\**Vocabulary****.*  *+ ride a bike : đạp xe (picture)*  *+ ride a horse: cỡi ngựa (picture)*  *+ play the piano : chơi đàn piano (picture)*  *+ play the guitar : chơi đàn ghi- ta (picture)*  - T models *(3 times).*  **-** Ask Ps to say the words.  - Have Ps copy down.  - *Checking: What and where*  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books.  \* Model sentences:  *A: Can he/ she\_\_\_\_\_\_\_\_\_\_\_\_\_\_?*  *B: Yes, he/ she can*  *No, he/ she can’t, but he/she can \_\_\_\_\_\_\_*  **-** Ask Ss look at the picture a, b and elicit the quantity of the school facilities.  - Run through all the pictures.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picure a  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say the suggestions and express agreement in front of the class.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk. (7’)**  *\*Goals:* To enhance the correct use of *Can he / she \_\_ ? – Yes, . / No, , but \_ .* to talk about abilities and lack of abilities in a freer context.  - Draw pupils’ attention to the picture. Ask questions to help them identify the context  - Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.  - Have pairs of pupils practise asking and answering the questions about the quantity of school facilities in the picture. Go around the classroom to observe and provide help.  - Invite some pairs to practise asking and answering questions about the quantity of school facilities in front of the class. Give them corrections and feedback where necessary. | Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Pair work  Pair work  Whole class/ Individual work  Pair work  Group work |
| **Fun corner and wrap-up: (**5’)  **Game: Slap the board**  - Divide the class into two or three teams.  - Teacher puts up a set of pictures or words on a board.  - A pupil from each team comes up to the board with fly swatters.  - They listen as the teacher calls out a word or a sentence and they race to slap the correct picture.  - Whoever is the fastest with the correct slap gets a point for their team.  - Team with the most points is the winner.  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 5, Lesson 2 (4, 5, 6).* | Whole class  Group work |

**Comments:**

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Week: 8 Date of planning: 18 / 10 /2023

Period: 32 Date of teaching: 26 / 10 /2023

UNIT 6: **THINGS WE CAN DO**

Lesson 2 (4-5-6)

1. **Objectives:**

By the end of the lesson, students will be able to:

**1. Knowledge:**

- Listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures.

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

- Sing the song *Things they can do* with the correct pronunciation, rhythm and melody.

**2. Competences:**

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

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

**3. Attributes/ Qualities**:

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. Preparation.**

- *Teacher:* laptop, pictures, lesson plan, TV or projector, Website *hoclieu.vn*

- *Students:* Pupil’s book s, notebooks, workbooks, school things.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Sentence puzzle**  - Divide the class into groups of four.  - Give each group a sentence that is broken/ cut into pieces.  - Ask them to arrange them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  - Lead to the new lesson*“Unit 6, Lesson 2 (4, 5, 6)”.* | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Listen and tick or cross. (**8 minutes)  **Goal:** To listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures.  - Draw pupils’ attention to the pictures and ask *What can he / she do?* Remind them that they will look at the activities in the pictures and tick or cross the boxes while listening.  - Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.  **-** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.  - If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation.  Key: 1. ✔ **2.** 🗶 **3.** 🗶 **4.** ✔  **Activity 5. Look, complete and read. (** 9 minutes)  **Goal:** To complete four gapped exchanges with the help of picture cues.  **-** Have pupils look at the picture in Dialogue 1 and prompt them to ask and answer questions about school location. **-** Give pupils 1 - 2 minutes to complete the gaps in Dialogue 1, then have them compare their answers in pairs. Monitor and help where necessary.  **-** Go through the answer with the class. Ask some pairs to read aloud the dialogue.  **-** Repeat the same procedure with Dialogue 2. Encourage pupils to make use of the picture cues to fill the gaps.  Key: 1. Yes; can **2.** No; can’t **3.** bike; can **4.** Can; but  **Activity 6. Let’s sing (** 8 minutes)  **Goal:** To sing the song *Things they can do* with the correct pronunciation, rhythm and melody.  - Draw pupils’ attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback.  - Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.  - Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  - Play the recording all the way through for pupils to sing along to.  - Introduce actions for pupils to do while they sing along with the recording.  - Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity. | Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class/  Whole class  Individual work  Group work  Whole class |
| **\* Fun corner and wrap-up: (**5 minutes)  **Game: Pass the ball**  -Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, pupils in each team take turns to pass the ball. After the music ends, 3 pupils have the ball stand up and say the name, using the sentence model.  **\*Homelink:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 5- Lesson 3- P 1, 2, 3 | Whole class  Group works |

**Comments:**

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