Week: 9 Date of planning: 29/10/2023

Period:33 Date of teaching: 31/10/2023

**UNIT 5: THINGS WE CAN DO**

**Lesson 3 ( 1-2-3)**

1. **Objectives:**

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

**1. Knowledge:**

- correctly repeat the sounds of the letters y and n in isolation, in the words *yes* and *no*, and in the sentences *Can you draw? – Yes, I can.* and *Can she swim? –* *No, she can’t.* with the correct pronunciation and intonation.

- identify the target words *yes* and *no* while listening.- say the chant with the correct pronunciation and rhythm.

**2. Competences:**

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

- Self-control & independent learning: perform listening tasks

- Problem solving

**3. Attitude/ 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’s preparation: book, flashcards/pictures, CDs player, computer, TV

2. Student’s preparation:Students’ aids: books, notebooks, workbooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)  **Game: Lucky number.**  - Divide the class into two/four groups.  - Pupils have to choose numbers from 1 to 6. Look at the pictures then read a sentence to choose the correct answer. If they answer correctly, their group will get points.  The group with the most points is the winner. | Whole class  Individually. |
| **\* New lesson:**  **Activity 1. Listen and repeat. (5** minutes)  **Goal*:*** To correctly repeat the sounds of the letters ***y*** and ***n*** in isolation, in the words *yes* and *no,* and in the sentences *Can you draw? – Yes, I can.* and *Can she swim? – No, she can’t.* with the correct pronunciation and intonation.  **-** Have pupils point at the letter *y,* the word *yes,* and the sentences *Can you draw? – Yes, I can.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.  **-**  Invite a few pupils to listen to the recording and repeat the sound*,* the word and the sentences in front of the class. Praise them if their pronunciation is good.  - Repeat Steps 1 and 2 for the letter, the word and the sentences in the second line. Go around the classroom and correct their pronunciation where necessary.  **-** Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.  **-**  Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences.  **-**  Ask a few pupils to say two lines in front of the class. The class listens and makes comments.  **Activity 2. Listen and circle.**  (10 minutes)  **Goal:** To identify the target words *yes* and *no* while listening.  - Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  - Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.  - Play the recording once or twice for pupils to listen and circle the correct options.  - Let pupils swap and check their answers in pairs or groups before checking as a class.  Extension: Invite a few pupils to read the completed sentences aloud in front of the class.  ***Audio script:***  *1. Can he swim? – Yes, he can.*  *2. Can they draw? – No, they can’t.*  **Key:** 1. a 2. b | Whole class  / Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Group work  Whole class/  Group work  Individual work  Whole class  Individual work |
| **Activity 3. Let’s chant.** 8 minutes  **Goal:** *To say the chant with the correct rhythm and pronunciation.*  - Have pupils read the first verse of the chant and elicit its meaning. Draw pupils’ attention to the sounds of the letter **o** in the words *yes* and *no*. Check their comprehension.  - Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap hands.  - Play the recording of the first verse again, more than once if necessary, for pupils to do choral and individual repetition.  - Then invite one or two groups of pupils to listen and repeat the verse in front of the class. Praise them to encourage their performance.  - Put the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite a few groups to the front of the class to chant and clap hands. The rest of the class may clap along.  **Fun corner and wrap up:** 5 minutes  **Game: Hot seat**  - Divide the class into 2 or 3 teams.  - Call a pupil to come up to the front and pick a flash card.  - He/ She has to use gestures to show their friends what the word or phrase is.  - A pupil from each team asks a question to find out the answer.  - The team that has the correct answer gets a point. |
| **Homelink:**  Prepare part 4,5,6 | Whole class |

**Comments:**

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Week: 9 Date of planning: 29/10/2023

Period: 34 Date of teaching: 31/10/2023

**UNIT 5: THINGS WE CAN DO**

**Lesson 3( 4-5-6)**

1. **Objectives:**

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

**1. Knowledge:**

- read and show understanding of a text by deciding if the statements are true or false;

- complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves;

- carry out a school club survey, collect the information and present their friends’ abilities and lack of abilities to the class by using the target language.

**2. Competences:**

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

- Self-control & independent learning: perform presentation skill

**3. Attitude/ Qualities:**

- Express pupils’ happiness when they carry out a school club survey, collect the information and present their friends’ abilities and lack of abilities to the class by using the target language.

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

2. Student’s preparation:Students’ aids: books, notebooks, workbooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)  **Game:** Brainstorming:  - Divide the class into three groups.  - Each group say the chant on page 38. | Whole class  Individually. |
| **\* New lesson:**  **Activity 1: Read and tick True or False.**  5 minutes  **Goal:** To read and show understanding of a text by deciding if the statements are true or false.  **-** Tell pupils the goal of the activity and explain that they should read the text and tick if the Sentences **1** to **4** are true or false. Check comprehension.  **-** Do Sentence **1** as an example. Have pupils read Sentence **1** and find who the sentence is about (*It’s about Ha.*) and what Ha can do (*Ha can swim.*). Then, ask pupils to find the information about Ha in the text. Ask them to read carefully to decide if the sentence is true or false.  **-** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  **Extension:** Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.  Key: 1- F 2-T 3-F 4-T  **Activity 2. Let’s write.**  10 minutes  **Goal:** To complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves.  **-** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps using the picture cues and with their own information. Explain that the gaps in the text focus on the things that people can or can’t do. Check comprehension.  **-** Have pupils do the first gapped sentence together as an example. Ask them to read the sentence, look at the picture about Lucy and complete the sentence. Then have them write the answer in the gap.  **-** Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.  **-** Get pupils to swap their books with a partner and check their answers before checking as a class.  **Extension:** Invite one or two pupils to read their completed texts in front of the class.  **Activity 3. Project** 8 minutes  **Goal:** To carry out a school club survey, collect the information and present their friends’ abilities and lack of abilities to the class by using the target language.  **-** Tell pupils the goal of the activity. Explain again that they need to work in groups of four or five to complete a school club survey. Each group should choose two clubs such as sports or music. Each pupil in a group needs to write questions to ask their friends to find out what they can or can’t do to find members for the club, and then presents his / her survey results to the class. Ask pupils to show the completed survey that they have prepared at home.  **-** Have pupils work in their groups. Each pupil should hold up their survey results and tell their group about them, e.g. *Hoa can swim, but she can’t roller skate*. Go around the classroom and offer help where necessary.  **-** Invite a few groups to present their surveys to the class. Praise pupils when they do the task well.  **Fun corner and wrap-up:** 5 minutes  **Game: Lucky number** - Divide the class into 3 teams.  - Pupils from each team choose a number, then ask and answer with the picture in that number.  - Pupil or teacher clicks the “play” button to roll the dice and clicks the “stop” button to get points.  - After 9 numbers, the team with the most points is the winner. | Whole class  / Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class    Pair work  Whole class/ Individual work  Whole class  Whole class/ Group work  Group work  Whole class/  Group work  Individual work |
| **Homelink:** - Prepare the new lesson Unit 6 (lesson 1) | Whole class |

**Comments:**

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Week: 9 Date of planning: 29/10/2023

Period: 35 Date of teaching: 02/11/2023

**REVIEW 1**

**Parts 1, 2, 3, 4, 5**

**A. Objectives**

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

**1. Knowledge:**

- correctly use the following sentence patterns:

* *Where are you from? - I’m from \_\_\_\_\_\_.*
* *Where’s he/she from? - He’s/ She’s from \_\_\_\_\_\_\_.*
* *What time is it?*
* *Can you \_\_\_\_\_\_? Yes, I can. / No, I can’t.*
* *Can he/she \_\_\_\_\_\_? - Yes, he/she can./ No, he/she can’t, but \_\_\_\_.*
* *When’s your birthday? - It’s in \_\_\_\_\_\_\_.*
* *What do you do on \_\_\_\_\_\_? - I \_\_\_\_\_\_\_\_.*
* *What time do you \_\_\_\_\_\_? I \_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_.*

*+ What do you want to eat/drink? - I want \_\_\_\_\_\_\_.*

*.*- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Self-control & independent learning: perform learning tasks

- Communication and collaboration: work in pairs or groups

**3. Attributes/ Qualities:**

- Work hard to consolidate what they have learnt and make good progress

**B. Preparation :**

1. *Teacher:* Teacher’s guide Pages 73, 74, 75; Track 55, 56; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

2. *Students:* Pupil’s book Page 40, 41, notebooks, workbooks, school things.

**C. procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm- up and review: (5’)**  **Game: Lucky numbers**  - Teacher divides the class into 2 groups  (boys and girls).  - Each team takes turns choosing the number and answering the question.  -The team that has more points will be the winner.  - Say “Open your book page 40, 41” and look at *Review 1.* | Whole class/ group work |
| **New lesson (30’)**  **Activity 1. Listen and tick:**  ***\* Goals:*** To listen to and understand five communicative contexts and tick the correct pictures.  - Draw pupils’ attention to Pictures 1a, 1b and 1c. Elicit the countries with the flags.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + 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.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  **Key:** 1. c 2. a 3. c 4. b 5. C  **Activity 2.**  **Ask and answer**  ***\* Goals:***To ask and answer questions using picture cues.  - Draw pupils’ attention to the first picture. Get them to look at the clock to identify the time shown on it. Check pupils’ comprehension.  **-** Draw pupils’ attention to Question 1. Have pupils look at the clock in the picture to answer the question.  **-**  Repeat Steps 1 and 2 with the rest of the questions.  **-**  Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.  **-**  Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.  **Activity 3. Read and match**  ***\* Goals:*** To read and match pairs of target sentence patterns.  - Draw pupils’ attention to the sentences. Tell them how to do the activity. Point at Sentence 1, elicit the answer and give feedback. Draw a line to match Sentence 1 with the letter c.  **-** Give pupils time to do the task. Go around the classroom to offer support.  **-** Get pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board.  **-** Invite pairs of pupils to stand up and read the matched exchanges aloud.  **Activity 4. Read and complete**  ***\* Goals:*** To read and complete a gapped passage about Ben.  - Have pupils read the passage about Ben. Check comprehension.  **-** Have pupils look at the gapped passage. Draw the pupil's attention to the gaps in the passage. Point at the sentence with the first gap and read it as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.  **-** Repeat **Step** **2** with the rest of the gaps. Go around the classroom to offer support where necessary.  **-** Get pupils to swap books with a partner, then check answers as a class. Write the correct answer on the board.  **-** Invite some pupils to stand up and read the completed passage aloud.  \* **Mini game***: Comprehension questions*  - Ask pupils to read the passage again.  - Then work in pairs and answer the questions:  *1. A: Where’s Ben from?*  *B: He’s from Australia*.  2. *A:* *How many days does Ben go to school?*  *B: Five days (from Monday to Friday).*  3*. A: Can he play football?*  *B: Yes, he can.*  *4. A:* *Can he play the guitar?*  *B: Yes, he can.*  5. *A: Does he go to school on Saturdays?*  *B: No, he doesn’t*  **Activity 5. Let’s write**  ***\* Goals:*** To complete a gapped text with the help of picture cues.  - Tell the class the goal of this activity: to read the gapped text and fill in the gaps using picture cues. Check comprehension.  **-** Write the sentence with the first gap on the board. Read the sentence as a class. When you reach the gap, ask pupils to point at the picture (the American flag) and encourage pupils to say the name of the country (*America*). Give pupils time to write the answers.  **-** Repeat **Step 2** for the other gaps.  **-** If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work. | T- Whole class  Whole class  / Individual work  Pair work  Whole class  - Whole class  Whole class  / Individual work  Pair work  Whole class  Whole class  Pair work  T- Whole class  Whole class  / Individual work  Pair work  T- Whole class  Pair work  T- Whole class  Whole class  / Individual work  Whole class  Whole class  / Individual work |
| **Fun corner and wrap-up:** 5 minutes  - Play game on power point “ Who’s faster?”  **Homework.**  - Prepare the new lesson: *Extension activities* |  |

**Comments**

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Week: 9 Date of planning: 29/10/2023

Period: 36 Date of teaching: 02/11/2023

**Extension activities**

**A. Objectives:**

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

**1. Knowledge:**

- dentify five different countries together with their flags and land shapes

- identify the different times in different countries

- identify some countries are near or far from Viet Nam

- ***Vocabulary:*** Review

- ***Skills***: speaking, writing and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. Preparation**

1. *Teacher:* website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

2. *Students:* Pupil’s book Page 42, 43, notebooks, workbooks, school things.

**C. procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm- up and revew: (5’)**  Greet the class.  - Have pupils sing the song *What time do you go to school?* on page 19. Praise pupils and get the class to cheer or clap their hands. (Teacher may let pupils watch the animation video of the song and have them sing along.  - Say “Open your book page 42, 43” and look at “*Extension activities”.* | Whole class/ group work |
| **New lesson (30’)**  **Activity 1. Look and write**  ***\* Goals:*** To identify five different countries in the pictures.  **-** Draw pupils’ attention to the pictures. Ask *Where is Viet Nam?* and encourage pupils to point to it. Write *Viet Nam* on the board.  **-** Repeat Step 1 for *Britain, Japan, Australia* and *America*.  **-** Have pupils complete the activity by writing the name next to each country. Check answers together as a class.  **Key:** 1. Viet Nam 2. Britain 3. Japan 4. Australia 5. America  **Activity 2**. **Look and write.**  ***\* Goals:***To identify the different times in different countries and complete the gapped sentences.  - Have pupils look at the clocks. Draw their attention to the different times in different countries. Explain the concept of time zones in a simple way if necessary.  **-** Write *In America, it’s \_\_\_\_\_.* on the board. Read the first part of the sentence aloud and encourage pupils to complete it. When pupils answer correctly, write the answer on the board: *It’s eight o'clock.*  **-** Have pupils complete the activity by completing the sentences. Check answers as a class.  - Pupils can identify the different times in different countries and complete the gapped sentences.  **Key:** 2. one o’clock 3. seven o’clock   4. nine o’clock 5. ten o’clock  **Activity 3. Read the questions. Then tick the answers.**  ***\* Goals:***  To read the questions and tick the correct answers about countries near and far from Viet Nam.  - Draw pupils’ attention to the question *Which country is near Viet Nam?* and read it as a class. Check comprehension.  **-** Ask pupils to look at Question 1 with three answer options a, b and c. Explain the new word Russia. Get them to look at the flags of Thailand, America and Russia, elicit the right answer and tick it (Picture a). Repeat the same procedure with Question 2.  **-** Repeat Steps 1 and 2 with the question *Which country is far from Viet Nam?* Go around the classroom to offer support where necessary.  **-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers. **-** Have pupils say the answers by asking the two questions.  Pupils can read the questions and tick the correct answers about countries near and far from Viet Nam.  **Key:** 1. a2. c3. a4. b | T- Whole class  Whole class  / Individual work  Whole class  Whole class  Whole class/ group work  Whole class  T- Whole class  Pair work  Whole class |
| ***Fun corner and wrap up***  ***\* Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **Guessing Game (ppt)**  - Divide the class into 2 teams: Boys and Girls.  - Pupils take turns looking at the pictures and letters to guess the words. If they have the correct answers, they get one point for their teams. If the answer is not correct, the other team answers and gets points.  **Homework.**  - Prepare the new lesson: *Unit 6, Lesson 1 (1,2,3)* | Whole class  Whole class  / Individual work |

**Comments**

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