Week: 8 Date of planning:

Period: 29-34 Date of teaching:

**UNIT 5: THINGS WE CAN DO**(6 Periods)

**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.

- 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.

- 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.

**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:**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Period 1: Lesson 1 (1,2,3)****\* Warm-up and review:** (5 minutes)- 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**A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat:** (10 minutes)***\*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 minutes)***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 minutes)***\*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**Fun corner and wrap-up:** (5 minutes)**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).***Period 2: Lesson 2 (4,5,6)****\* Warm-up and review:** (5 minutes)- Greet- Play a game: *Who’s a millionaire*? - Lead to the new lesson *“Unit 5, Lesson 1 (4,5,6)”.***\* 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.**\* 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**Period 3: Lesson 2 (1,2,3)****\* Warm-up and review:** (5 minutes)- Greet the class.- Play the Guessing game. - Lead to new lesson. **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat** (10 minutes)***\*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 minutes)***\*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 minutes)*\*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 questionsto help them identify the context- Elicit the missing words in the speech bubbles andwrite them on the board. Get pupils to say the completedsentences.- Have pairs of pupils practise asking and answeringthe questions about the quantity of school facilities in thepicture. Go around the classroom to observe and providehelp.- Invite some pairs to practise asking and answeringquestions about the quantity of school facilities in front ofthe class. Give them corrections and feedback wherenecessary.**Fun corner and wrap-up:** (5 minutes)**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).***Period 4: Lesson 2 (4, 5, 6).****\* Warm-up and review:** (5 minutes)**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)”.***\* 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.**\* 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**Period 5: Lesson 3 (1, 2, 3)****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.**\* 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 **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**Period 6: Lesson 3 (4,5,6)****\* Warm-up and review: (**5 minutes)**Game:** Brainstorming: - Divide the class into three groups. - Each group say the chant on page 38. **\* 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.**Homelink:** - Prepare the new lesson Unit 6 (lesson 1) | Whole classT- Whole classWhole classT- Whole classWhole class/ Individual workT- Whole classT- Whole classWhole class/ Individual workT- Whole classWhole classPair workPair workWhole class/ Individual workPair work Pair work Group workWhole classGroup workWhole class/Individual workPair workWhole classWhole class/ Individual workPair workIndividual workPair workWhole classIndividual workWhole classWhole class/ Individual workWhole class/ Group workWhole class/ Individual workWhole class/ Individual workWhole classWhole class/ Individual workPair workPair workWhole class/ Individual workPair work Group workWhole classGroup workWhole classIndividual workPair workWhole classWhole class/ Individual workPair workIndividual workWhole class/ Whole classIndividual workGroup workWhole classWhole classIndividually.Whole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workGroup workWhole class/Group workIndividual workWhole classWhole classIndividually.Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole classPair workWhole class/ Individual workWhole classWhole class/ Group workGroup workWhole class/Group workIndividual workWhole class |

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