**WEEK 9** *Date of preparing: 28/10/2023*

*Date of teaching: 30/10 – 03/11/2023*

**UNIT 5: THINGS WE CAN DO**

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

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able 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.

- Identify the target words yes and no while listening.

- Say the chant with the correct pronunciation and rhythm

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Play game: Slap the board

**2. Discover to build up the structure**

**Activity 1: Listen and repeat**

- Ss practise saying the soud of the letters y and n in the words paiting and running respectively.

T supports:

+ Have ss to focus on the words. Play the recording and ask pupils to repeat a few times to identify the sound then listen and repeat.

+ Have ss to focus on sentences, introduce new words if appear then play the recording for ss to repeat.

- Ss practise pronounce the words and sentences in pairs

- Ss speak aloud in front of the class.

\* Assessement: Check and correct the pronunciation, if necessary

**Activity 2: Listen and circle**

- Ss listen to the recording and circle the correct option to complete the sentences.

T supports:

+ Give ss a few seconds to read the sentences in silence

+ Explains the new words if appears

**+** Play the recording twice for pupils to do the task.

- Ss listen and do the task individually

**-** Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*Key: 1. a 2. b*

**Activity 3: Let**’**s chant**

*-* Ss say the chant

T supports:

+ Play the recording all the way through for pupils to listen and follow in their books.

+ Play the recording again, pausing after each line for pupils to repeat.

+ Play the recording once more for pupils to repeat the whole chant, show pupils how to chant.

- Ss work in pairs to practice chanting.

- Some pairs say the chant in front of the class

- Whole class say the chant and clap along to the rhythm of the chant.

**3. Wrap – up.**

Game: Hot seat

- Ask students to answer the following questions:

**IV. REGULATION:** (Optional)

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**UNIT 5: THINGS WE CAN DO**

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

**I. DESIRED OBJECTIVES**

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

- 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.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Game:

Put 4 flash cards on 4 different chairs. - Two pupils play each round. - Teacher speaks a sentence in English. - Have pupils quickly sit on the chair with the flash card on. - Who is faster is the winner. Whole class Whole class/ Individual work

After the game, have the whole class repeat the sentences in chorus.

**2. Discover to practice the structure**

**Activity 4: Read and tick True or False**

- SS work in pairs to read and complete the table

- T guides:

+ SS look, read the dialoge in silence and then identify the characters & the context.

- Ss read, discuss and complete it independently.

- Ss compare their answers with their partner.

- Some students share their answers in front of the class

- T gives assessments:

Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary

**Activity 5: Let’s write**

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

T guides:

+ Introduce the topic of the writing

+ Check understanding then elicit the missing words to complete the sentences.

+ Show a model writing for ss to refer

- Ss the task individually (T goes around offering help, if necessary).

- Ss swap their writing to partner

- Some ss writing theirs answers on the board, others give comments.

\* *Extension:* Use mindmap to create a completely talk for ss to practise speaking about themselve.

**Activity 6: Project.**

- Sscarry 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.

**T guides:**

+ Explain the goal of this activity to pupils.

- Ss work in groups. (remind pupils to be friendly, cooperative and supportive when working together)

**+** Give the class time to complete the project.

**Extension:** Have a class display of pupils’ products and have them vote for the most interesting ones.

**3. Wrap – up.**

Ask students to answer the following questions:

1. What have you learnt from the lesson today?

2. What are the core values of the lesson?

**IV. REGULATION:** (Optional)

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**REVIEW 1**

**I. DESIRED OBJECTIVES**

By the end of the lesson, pupils will be able to review the following sentences patterns:

- Correctly use the following sentence patterns:

+ Where are you from? - I’m from \_\_\_\_\_\_.

+ Can you \_\_\_\_\_\_? Yes, I can. / No, I can’t.

+ Can he/she \_\_\_\_\_\_? - Yes, he/she can./ No, he/she can’t, but \_\_\_\_.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Sing *What time do you go to school?* song.

(Teacher may play the animation video of the song and have pupils sing along. https://www.youtube.com/watch?v=- GAWoPPtI8c&list=PL8\_ETpRL2xNay3h-avBjWhplE1wXFpSJ&index=6)

**2. Discover to practice the structure**

**Activity 3: Listen and tick**

- Ss listen to the recording and tick the correct pictures.

T guides:

+ Aks ss to look at the picture to identify the context and appearances of each.

+ Play the recording twice

- Ss listen to the CD twice and number the correct answers

- Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*Key: 1. c 2. a 3. c 4. b 5. c*

**Activity 2: Ask and answer**

- SS ask and answer questions using picture cues.

- T guides:

+ Ask pupils to look at the pictures and identify the appearances.

+ Make a model with ss in picture 1

- Ss ask and answer in pair to role-play the four exchanges.

- Some pairs of ss stand up and act out in front of the class

Others give comment and vote for the best

**Free activity:** Game: Spin the wheel (ppt)

- Divide the class into 2 teams.

- Pupils take turns spinning the wheel.

- Teacher presses the “spin” button to spin and presses again to stop, then asks pupils the suggested questions in the box.

- If they have the correct answers, they get the points corresponding to \* for their teams. If the answer is not correct, the other team has a turn.

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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**REVIEW 1 (Cont)**

**I. DESIRED OBJECTIVES**

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

Correctly use the following sentence patterns:

+ 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 \_\_\_\_\_\_\_.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

***Play game:* Odd one out**

- Teacher displays four flashcards connected to a theme (time, days of the week, months, countries,...) with one “odd one out”.

- Pupils say all the words together. - Then, ask them to raise their hands when they have found an odd one out and explain their reasons.

**2. Discover to practice the structure**

**Activivy 3: Read and match**

- Ss read the questions column, then read the answers column and focus on the information needed to match.

T supports:

+ If necessary, get students to work in pairs or groups.  
+ Set time for Ss to do the task independently. Go around and offer help, if necessary.  
- Ss compare their answers in pairs before giving the answers to the class.

Assessment:\*

*Key: 1. c 2. d 3. b 4. e 5. A*

**Activity 2: Read and complete**

- Ss read and complete a gapped passage about Ben.

T guides:

+ Ask pupils look at pictures to get informations from them.

+ Give ss a few seconds to work in pairs to read the sentences and guess the answers.

- Ss the task individually (T goes around offering help, if necessary).

- Ss swap and check their answers

- Some ss writing theirs answers on the board, others give comments.

- Call a few open pairs to act out the dialogues in front of the class.

*\* Assessment through the answers*

*Key: 1. Australia 2. Fridays 3. guitar 4. Saturdays*

**Activity 5: Let’s write**

- Ss complete a gapped text with the help of picture cues.

T supports:

+ Introduce the topic of the writing

+ Check understanding then elicit the missing words to complete the sentences.

+ Show a model writing for ss to refer

- Ss the task individually (T goes around offering help, if necessary).

- Ss swap their writing to partner

- Some ss writing theirs answers on the board, others give comments.

\* *Extension:* Use mindmap to create a completely talk for ss to practise speaking about themselve.

*Key: 1. America 2. April 3. sing 4. draw 5. roller skate*

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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*Xuân Hóa, ngày ... tháng 10 năm 2023*

**Chuyên môn ký duyệt**

**P. Hiệu trưởng**

**Cao Văn Thơm**