**UNIT 5: THINGS WE CAN DO**

**Lesson 1:1,2,3**

**I.DESIRED OBJECTIVES**

- 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.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1.Warm up:**

- T greets to the class

- Sing a song

**2.Activity 1*:Look, listen and repeat***

**+Vocabulary**

- T elicits the new words

*+ skip : nhảydây (meaning)*

*+ ride a bike : đixeđạp (picture)*

*+ ride a horse : cưỡingựa (picture)*

*+ play the piano :chơiđàn piano (picture)*

*+ play the guitar :chơiđànghi-ta (picture)*

- T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**+ Look, listen and repeat**

**-** Ask pupils to look at Pictures a and b and identify the characters in the pictures.

- T supports:

*1. Who are the pupils?*

*2. Where are they?*

*3. What are they talking about?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

+ read in pairs.

+ some pairs role play in front of the class.

- Share and give feedback

**3. Activity 2: *Point and say* (Controlled practice)**

- Ssworkin pairs to practise asking and answering questions about someone’s abilities.

**+** T teacher model sentences:

- T elicits the model sentences from the conversation in part 1:

\* Look at picture b: 1. What does Minh Ask?

2.What do Marry and Mai answer?

+ Give model sentences:

-+ Point to the first picture and model the task with one student, using the information from the picture.

Teacher: Can you ride a bike?

Student:  *Yes, I can*

- Ss point and say:

+ Repeat the phrases in chorus and individual.

+ Repeat the model sentences in chorus and individual.

+ Practise asking and answering the questions in pairs.

- Share and give feedback

**4. Activity 3: Let’s talk**

**- Step 1:** draw a mindmap about their abilities.

- Ask sts work in groups of four to draw a mindmap about their abilities in 5 minutes.

**Step 2:** Invite a few pairs stick their mindmap on the board.

* Call some sts from different group ask about their friend abilities.

- Share and give feedback

**5. Wrap-up**

- T asks students to answer the following questions:

*1. What have you learnt from the lesson today?*

*2. What’re the core values of the lesson?*

**IV. REGULATION**

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***Date of teaching:24/10/2024***

**UNIT 5: THINGS WE CAN DO**

**Lesson 1:4,5,6**

**I.DESIRED OBJECTIVES**

- 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 ...?*

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up**: Greeting and Q/A

- T greets the students.

- Q/A: + Ss work in pairs, using: *Can you \_\_\_\_\_? Yes/ no…..*

- T: Observation and oral comments: pronunciation, sentence pattern and interaction.

**2. Activity 1:Listen and tick**

- Ss work in individual to listen to the recording to tick the correct the picture.

- T guides Ss how to listen: listen and tick

- T: what can you see in the picture?

+There are two numbers. In each, there are 2 pictures. Listen and tick the picture you hear.

- 1st, 2nd : Ss listen to the recordings twice, use the pencil to tick.

- Swap your book with your partner to check your answers.

- 3rd: Listen again and check their answer.

- Share and give feedback

+ key:

**3. Activity 2:Look, complete and read.**

- Ss work individually to complete the questions and the answers.

- T support: remind Ss to focus on the picture and elicit the answer to fill in the gap.

- T model number 1:

- Ss : + Read the questions and the answers ( individual)

+ Work in individually to do the task. One student write down on the hand out.

* Swap notebook with your partner and check their answer.

+ Ss say out their key.

* Stick their hand out on the board. The whole class check.

+ Ss act out the dialogues. ( 4 pairs)

- Share and give feedback

Key:

**4. Activity 3: Let’s play**

- Present the game *: Can you….*

- Ss work in groups.

**-** 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.

**5.Wrap-up & Assignments**

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

*2. What’re the core values of the lesson?*

**IV. REGULATION**

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**UNIT 5: THINGS WE CAN DO**

**Lesson 2:1,2,3**

**I.DESIRED OBJECTIVES**

- 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.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up**:

- T greets the students.

-Sing a song

**2.Activity 1*:Look, listen and repeat***

**+Vocabulary**

*+ roller skate : trượt pa tanh (meaning)*

- T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**+ Look, listen and repeat**

**-** Ask pupils to look at Pictures a and b and identify the characters in the pictures.

- T supports:

*1. Who are the pupils?*

*2. Where are they?*

*3. What are they talking about?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

+ read in pairs.

+ some pairs role play in front of the class.

- Share and give feedback

**3. Activity 2: *Point and say* (Controlled practice)**

- Ssworkin pairs to practise asking and answering questions about abilities and lack of abilities.

**+** T teacher model sentences:

- T elicits the model sentences from the conversation in part 1:

\* Look at picture b: 1. CanLinh play badminton ?

2.What does he answer ?

+ Give model sentences:*Can he / she \_\_\_\_\_? – Yes, he / she can. / No, he / she can’t*, *but he / she can \_\_\_\_\_*

-+ Point to the first picture and model the task with one student, using the information from the picture.

Teacher: Can she swim ?

Student:  *Yes, she can*

- Ss point and say:

+ Repeat the phrases in chorus and individual.

+ Repeat the model sentences in chorus and individual.

+ Practise asking and answering the questions in pairs.

- Share and give feedback

**4. Activity 3: Let’s talk**

**-** Ask pupils to look at the pictures and identify the characters and the activities.

- Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.  
- Give pupils time to work in pairs and take turns asking and answering about what the friends in the pictures can or can’t do.

- Invite a few pairs to come to the front of the classroom and act out the roles.

**\* 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.

**5. Wrap-up**

- T asks students to answer the following questions:

*1. What have you learnt from the lesson today?*

*2. What’re the core values of the lesson?*

**IV. REGULATION**

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***Teaching day:26/10/2024***

**UNIT 5: THINGS WE CAN DO**

**Lesson 2:4,5,6**

**I.DESIRED OBJECTIVES**

- 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.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up**

- T greets the students.

- sing a song

**2. Activity 1:Listen and tick or cross**

- Ss work in individual to listen to the recording to tick or cross the correct the picture.

- T guides Ss how to listen: listen and tick

- T: what can you see in the picture?

+There are 4 numbers. Listen and tick or cross the picture you hear.

- 1st, 2nd : Ss listen to the recordings twice, use the pencil to tick.

- Swap your book with your partner to check your answers.

- 3rd: Listen again and check their answer.

- Share and give feedback

+ key:

**3. Activity 2:Look, complete and read.**

- Ss work individually to complete the questions and the answers.

- T support: remind Ss to focus on the picture and elicit the answer to fill in the gap.

- T model number 1:

- Ss : + Read the questions and the answers ( individual)

+ Work in individually to do the task. One student write down on the hand out.

* Swap notebook with your partner and check their answer.

+ Ss say out their key.

* Stick their hand out on the board. The whole class check.

+ Ss act out the dialogues. ( 4 pairs)

- Share and give feedback

Key:

**4. Activity 3: Let’s sing**

- SS work in groups of four to sing the song

- T guides: + Who are they?

+ Where is it?

+ Where can they do?

- Ss: + Read sentence by sentence.

+ Students listen, sing along:

+ Choral repetition of the song line by line.

+ Individual repetition of the song line by line.

+ One group sings the questions and the other sing the answers, some groups to act out to the whole class

* T gives feedback

**5.Wrap-up & Assignments**

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

*2. What’re the core values of the lesson?*

**IV. REGULATION**

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***Date of teaching: 30/10/2024***

**UNIT 5: THINGS WE CAN DO**

**Lesson 3:1,2,3**

**I.DESIRED OBJECTIVES**

- 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. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

- Greet the class.

- Greet the class, then ask pupils to sing the song *Things they can do* on page 37

**2.Activity 1: Listen and repeat.**

- T intoduces the letter y/ n and sounds /y/ and /n/

Step 1: 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.

Step 2: 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.

Step 3: 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.

Step 4: Have pupils work in pairs or groups, pronouncing the sounds, saying

\***Assessment** - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers

**3. Activity 2:Listen and circle**

- Ss work in individual to listen to the recording to circle the answers.

- T guides Ss how to listen: listen and circle

+There are 2 sentences. In each, there are 2 the answers. Listen and cirle the answer they hear.

+ Get Ss to read the question and guess the answer options they may hear.

+ Expected answers: 1. 2.

- Ss listen to the recordings twice, use the pencil to circle.

- Swap their books with a partner and check their answers

- Play the recording again for ss to double – check their answers.

- Share and give feedback

+ key: 1.a 2.b

\* **Assessment** - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

**4. Activity 3 : Let’s chant**

- Discover the pictures: What can you see in the pictures:

Can you predict / pri ‘dikt/ what the people can do?

- Present the chant*.* Get Ss to read the lyrics in silence. Draw their attention to the sounds of the letter y and n.

- Play audio for Ss to repeat each line twice.

- Show Ss how to mime the song.

- Get Ss to practise chant and miming the song in groups.

- Call on two groups to perform the song. Encourage them to perform the song with appropriate and meaningful gestures.

**\*Assessment** - Performance products: Student’s interaction and performance - Assessment tools: Observation; Questions & answers.

**5.Wrap-up & Assignments**

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

**IV. REGULATION**

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***Date of teaching:31/10/2024***

**UNIT 5: THINGS WE CAN DO**

**Lesson 3:4,5,6**

**I.DESIRED OBJECTIVES**

- 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. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1.Wram- up:**

- Greet the class.

- 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.

**2. Activity 4: Read and tick True or Flase.**

**-** 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.

- Call 4 sts read 4 sentences.

**-** 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 Ss to do the task independently.

- Swap their notebooks with a partner and check their answer.

- Stssay out their answer in front the class.

- Invite 2 sts read the text.

**\*Assessment** - Assessment tools: Observation; Questions & Answers

**3. Activity 5: Let’s write**

**-** 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.

- Set time for Ss to do the task independently.

**-** Get pupils to swap their books with a partner and check their answers before checking as a class.

- Check and give feedback on Ss’ answers

- Have the class read their answer aloud.

**Suggested answer:**

*I have two friends, Lucy and Ben. Lucy can run, but she can’t ride a bike. Ben can swim, but he can’t sing. I can dance, but I can’t draw.*

**4. Activity 6: Project.**

Step 1: 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.

Step 2: 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.

Step 3: Invite a few groups to present their surveys to the class. Praise pupils when they do the task well.

**5.Wrap-up & Assignments**

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

**IV. REGULATION**

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