**Week: 09**

**Date of teaching: 34 /11/2024**

**Period: 33**

**UNIT 5: THINGS WE CAN DO**

**Lesson 3 (1- 3)**

**I.OBJECTIVES:**

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

1. Knowledges:

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. Skills: Listening and speaking

3. Competences:

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

- Self-control & independent learning: perform listening tasks

- Problem solving

4. Attributes:

- Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. RESOURCES**

- Student’s book: Page 38

- Audio tracks 53, 54, 55

- Teacher’s guide: Pages 77, 78

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Greet the class, then ask pupils to sing the song *Things they can do* on page 37.- Get pupils to open their books at page 38 and look at *Unit 5, Lesson 3, Activity 1*. Tell them what they will learn in this lesson.2.New Lesson:Activity 1. Listen and repeat. 5 minutesGoal: 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.Activity 2. Listen and circle. 10 minutesGoal: To identify the target words *yes* and *no* while listening.with the correct pronunciation and intonation. -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 questions and guess the answer options they may hear in the recording. -Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers. -Invite a few pupils to read aloud the two completed exchanges in front of the class. Go around the classroom and correct their pronunciation where necessary.- Performance products: Student's talks and interaction- Assessment tools: Observation; Answer keys Key: 1. a 2. b Activity 3. Let’s chant. 8 minutesGoal: To say the chant with the correct pronunciation and rhythm. -Have pupils look at the pictures and tell what they can see in the pictures and predict what the pupils can do. Play the recording for them to check their prediction. -Have pupils read the first verse of the chant and draw their attention to the sounds of the letters *y* and *n,* the words y*es* and *no*. Check comprehension. -Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap hands while chanting. -Repeat Steps 2 and 3 for the second verse of the chant. Play the recording all the way through for pupils to chant and clap along.3.Wrap up:Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* (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, say the chant with the correctpronunciation and rhythm.)2. *What are the core values of the lesson?* (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.) | Listen to the techerWhole class/ Individual work-Whole class-Listen to the T's instruction-IndividualworkWhole class/-Pair workIndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.Whole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 09**

**Date of teaching: 5/11/2024**

**Period: 34**

**UNIT 5: THINGS WE CAN DO**

**Lesson 3(4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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. Skills: Listening and speaking

3. Competences:

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

- Self-control & independent learning: perform presentation skill

4. Attributes:

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. RESOURCES**

- Student’s book: Page 39

- Teacher’s guide: Pages 78, 79, 80

- Flash cards

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- 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. After the game, have the whole class repeat the sentences in chorus.2.New Lesson:Activity 1. Read and tick True or False. 5 minutesGoal: 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.Activity 2. Let’s write. 10 minutesGoal: 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 minutesGoal: 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.3.Wrap up:Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* (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. *What are the core values of the lesson?* (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.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/do the task independently- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen to the teacherIndividual work Whole classPair work-play in group Listen to the T's instruction.work in groups of fiveWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 09**

**Date of teaching: 5/11/2024**

**Period: 35**

 **REVIEW 1**

**Period 1**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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? – It’s …………..*

*What time do you …………? – I ………….. at …………..*

*What day is it today? – It’s …………………….*

*What do you do on ………………….? – I……………………*

*When’s your birthday? – It’s in …………………*

*What do you want to eat / drink? – I want …………………….*

*Can you …………….? – Yes, I can. / No, I can’t.*

*Can he / she ………………..?*

 *– Yes, he / she can. / No, he / she can’t, but he / she can……………………..*

- take part in extension activities to apply their language knowledge and competences.

2. Skills: Listening and speaking. writing

3. Competences:

Decision making, motivation, problem-solving, communication, planning and organization

4. Attributes:

Listening competence: Listen and tick

Speaking Communication: Let’s talk

Reading competence: work in pairs or groups

Diligence: complete learning tasks

**II. RESOURCES**

- Student’s book: Page 40

- Audio track 56

- Teacher’s guide: Pages 81, 82, 83

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.Game: 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 makes it first will be the winner.2.New Lesson:Activity 1. Listen and tick 5 minutesGoal: 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. Then play the recording for Question 1. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the rest of the questions. -Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. -Play the recording for pupils to double-check their answers.Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.Pupils can listen to and understand five communicative contexts and tick the correct pictures.Key: 1. c 2. a 3. c 4. b 5. CActivity 2. Ask and answer. 7 minutesGoal: 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.Extension: Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.Game: Spin the wheel - Divide the class into 3 teams.- Pupils take turn to spin the wheel, use the information given to ask and answer.- If they have the correct answers, they get the points for their teams. If the answer is not correct, the other team has a turn.3.Wrap up:- Ask pupils to answer the following questions: 1. *What have you learnt from the lesson today?* 2. *What are the core values of the lesson?* | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatIndividualwork- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 09**

**Date of teaching: 8 /11/2024**

**Period: 36**

**REVIEW 1**

**Period 2**

**I.OBJECTIVES:**

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

1. Knowledges

-To read and write a gapped conversation.

2. Skills: Listening and speaking, writing

3. Competences:

Decision making, motivation, problem-solving, communication, planning and organization

4. Attributes:

Diligence: complete learning tasks

**II. RESOURCES**

- Student’s book Page 41

- Teacher’s guide Pages 75, 76

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.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.New Lesson:Activity 3. Read and match. 8 minutesGoal: 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.Extension: Invite pairs of pupils to stand up and read the matched exchanges aloud. Pupils can read and match pairs of target sentence patterns.Key: 1. c 2. d 3. b 4. e 5. AActivity 4. Read and complete. 9 minutesGoal: 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 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.Extension: Invite some pupils to stand up and read the completed passage aloud.Mini game: Reading comprehension- Ask pupils to read the passage again.- Then work in pairs and answer the questions:*1. A: Where is 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.*Pupils can read and complete a conversation with the words relating to the topics “Names”, “Ages”, and “Hobbies”.Key: 1. Australia 2. Fridays 3. guitar 4. SundaysActivity 5. Let’s write. 8 minutesGoal: 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 America). Give pupils time to write the asnwers. -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.Guessing game- Divide class in teams. Teacher calls 1 pupil from each team to guess the word. Teacher shows 3 hints after 10 seconds. If pupils can give the correct after 1st hint, 3 points are given to his/ her team. If pupils can give the correct after 2nd hint, 2 points are given to his/ her team. If pupils can give the correct after 3rd hint, 1 points are given to his/ her team.3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?*  | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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