***Week: 08***

***Preparing date: 27/10/2024***

***Teaching date: 28 /10/2024***

***Period: 29***

**UNIT 5: THINGS WE CAN DO**

**Lesson 1(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student to say the things she can do

4. Attributes:

- 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. RESOURCES**

**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.- Divide the class into 3 teams. - Each team has 1 sticky ball.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities. -Ask pupils to look at Pictures a and b and identify the characters in the pictures. Repeat the same procedure with Picture b. -Play the recording again and encourage pupils to point at the characters while listening. -Play the recording again, sentence by sentence, for pupils to listen, point at the sentences and repeat after each character. Correct their pronunciation where necessary.*Extension:* Invite a few pairs of pupils to act out the conversations in front of the class.Activity 2. Listen, point and say. 10 minutesGoal: 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. -Ask pupils to look at Pictures a, b, c, and d and identify the activities in the pictures. -Play the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the flash cards for *ride a bike, ride a horse, play the piano* and *play the guitar* to practise the phrases. -Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture a. Play the recording for pupils to repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures b, c, and d. -Have pupils practise asking and answering questions in pairs. Go around the classroom to offer help where necessary. Invite a few pairs to point at the pictures and ask and answer questions about what the pupils in the pictures can or can’t do.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *Can you ? – Yes, / No, \_\_\_\_.* to ask and answer questions about pupils’ abilities in a freer context.-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.Step 4: Invite a few pairs to point at the pictures and ask and answer questions about their abilities.3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of class- Listen to the T's instruction.-play game in groupWhole class/ Individual work |

 **Adjustments (if necessary):**

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***Week: 08***

***Preparing date:27/10/2024***

***Teaching date: 28 /10/2024***

***Period: 30***

**UNIT 5: THINGS WE CAN DO**

**Lesson 1( 4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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 ...?*

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student to say about the things she can do

4. Attributes:

- 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. RESOURCES**

**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.- Use the flash cards (*ride a bike, ride a horse, play the piano, play the guitar*) to revise the vocabulary in Period 1 by asking *Can you \_\_?*- Get pupils to open their books at page 35 and look at *Unit 5, Lesson 1, Activity 4.*2.New Lesson:Activity 4. Listen and tick. 5 minutesGoal: To listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures. -Play the recording all the way through. Then play the recording for pupils to listen and tick the activity the speakers can do.- Correct the answers where necessary. Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.Activity 5. Look, complete and read. 10 minutesGoal: To complete four gapped exchanges with the help of picture cues. -Model Question 1. Have pupils read the exchange and guess the missing words in the answer. Then draw pupils’ attention to the picture and elicit the answer to fill in the gap (*Yes, I can.).* -Give pupils time to do the task independently. Go around the classroom to offer help where necessary. -Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.Key: 1. Yes, I can 2. No, I can’t  3. ride a horse; Yes 4. play the guitar; NoActivity 6. Let’s play. 8 minutesGoal: 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.  -Play the game with other groups in the class. The group with the most stars is the winner.3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair work- Listen to the T's instruction.sing the whole song while clapping their handsclap to reinforce the activity.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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***Week: 08***

***Preparing date: 27/10/2024***

***Teaching date: 30 /10/2024***

***Period: 31***

 **UNIT 5: THINGS WE CAN DO**

**Lesson 2(1-3)**

**I.OBJECTIVES:**

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

Knowledges:

- 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.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student to say about the activities she can do

4. Attributes:

- 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. RESOURCES**

**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.Guessing game- Pupils take turns to answer the questions.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities. -Ask pupils to look at Pictures a and b and identify the characters and predict the activities that Linh can do on the sports day. -Correct their pronunciation where necessary. Repeat the same procedure with Picture b.Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.Activity 2. Listen, point and say. 10 minutesGoal: 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. -Pre-teach new words by asking pupils to look at the pictures and repeat the words in chorus and individually.  -Ask pupils to play the matching game. One pupil from each team chooses 2 boxes to open, if they match, that team earns a point.  -Teacher presents the model sentences.  -Ask pupils to look at the pictures and identify the activities in the pictures.-elicit the missing word in the sentence by pointing at Picture a. Play the recording for pupils to repeat the sentence a few times. Repeat the same procedure with Pictures b, c, and d.Invite a few pairs to the front of the class to point at the pictures and ask and answer questions about what the people in the pictures can or can’t do. Praise pupils if they perform well.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *Can he / she \_\_ ? – Yes, . / No, , but \_ .* to talk about abilities and lack of abilities in a freer context.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.- Team with the most points is the winner.3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacher- Listen to the T's instruction.-play in group |

**Adjustments (if necessary):**

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***Week: 08***

***Preparing date: 27/10/2024***

***Teaching date: 30/10/2024***

***Period: 32***

**UNIT 5: THINGS WE CAN DO**

**Lesson 2(4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student to say about the activities she can do

**II. RESOURCES**

**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.Guessing game- Divide the class into 3 teams.- Pupils take turns to answer the questions.- They look at the hidden pictures and guess what activity is.- If they have the correct answers, they get the points for their teams. If the answer is not correct, the other team answers. - Review models:Draw pupil’s attention to the picture.They answer the questions.*Can he play badminton?* *- Yes, he can*. / *No, he can't*.*Can she swim?*  - *Yes, she can*. / *No, she can't*.2.New Lesson:Activity 4. Listen and tick or cross. 5 minutesGoal: 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.Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.Activity 5. Look, complete and read. 10 minutesGoal: To complete four gapped exchanges with the help of picture cues. -Model Question 1. Have pupils read the exchange and guess the missing words. Then draw pupils’ attention to the picture and elicit the words to complete the sentence. -Invite a few pairs of pupils to read or act out the complete exchanges in front of the class.Activity 6. Let’s sing. 8 minutesGoal: To sing the song *Things they can do* with the correct pronunciation, rhythm and melody. -Repeat Step 2 for the second verse. Explain that it is about things the boy can and can’t do. Check comprehension and give feedback. 3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/- Listen to the T's instructionWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole class- Listen to the T's instruction.-play in group |

**Adjustments (if necessary):**

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