**Week: 09**

***Preparing date: 3/11/2024***

***Teaching date: 4 /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

- Support disabled student to say the things she can do

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**

**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.- 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.-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.-Invite a few pupils to read aloud the two completed exchanges in front of the class. - 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.  -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: | Listen to the teacherWhole 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. |

**Adjustments (if necessary):**

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***Week: 09***

***Preparing date: 3/11/2024***

***Teaching date: 4/11/2024***

***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

- Support disabled student to say the things she can do

4. Attributes:

**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.- 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.  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. Check comprehension.-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. -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: | -Listen to the teacherWhole 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***

***Preparing date: 3/11/2024***

***Teaching date : 4 /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

-Support disabled student to say the things she can do

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**

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****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. -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.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.Activity 3. Read and match. 8 minutesGoal: To read and match pairs of target sentence patterns-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.  -Repeat Step 2 with the rest of the gaps. Go around the classroom to offer support where necessary.Activity 5. Let’s write. 8 minutesGoal: To complete a gapped text with the help of picture cues.\*.Wrap up: | -Listen to the teacherWhole 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***

***Preparing date: 3/11/2024***

***Teaching date : 6 /11/2024***

***Period: 36***

**EXTENSION ACTIVITIES**

**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

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:

**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.Greet the class.- Have pupils sing the song *What time do you go to school?* on page 19. Praise pupils and get the class to cheer or clap their hands.- Ask pupils to open their books at page 42, 43 and look at Extension activities, Activity 1.2.New Lesson:Activity 1. Look and write. 5 minutesGoal: To identify five different countries in the pictures. -Draw pupils’ attention to the pictures. Ask *Where is Viet Nam?* and encourage pupils to point to it. Write Viet Nam on the board. -Repeat Step 1 for England, Japan, Australia and America.Extension: Nominate pairs of pupils to act out the exchanges.Key: 1. Viet Nam 2. England 3. Japan 4. Australia 5. AmericaActivity 2. Listen and write. 10 minutesGoal: To identify the different times in different countries. - Explain the concept of time zones in a simple way if necessary. -Write *In America, it’s \_\_\_\_\_.* on the board. Activity 3. Read the questions. Then tick the answers. 8 minutesGoal: To read the questions and tick the correct answers, then say what countries are near / far from Viet Nam. -Ask pupils to look at Answer A with three answer options a, b and c. Explain the new word Russia. Get them to look at the flags of Thailand, America and Russia, elicit the right answer and tick it (Picture a). Repeat the same procedure with Answer B. -Repeat Steps 1 and 2 with Question 2. Go around the classroom to offer support where necessary.Key: 1. A a B c 2. A a B b 1. A. It’s Thailand. B. It’s Malaysia. 2. A. It’s Canada. B. It’s AustraliaMystery box Game- Team with the most points is the winner.3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?*  | -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 work- Listen to the T's instruction.-play in group |

**Adjustments (if necessary):**

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