*Week: 8 Preparing date: 30/10/2024*

*Period: 31 Teaching date: 01/11/2024*

**Unit 5: Things we can do**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** roller skate

- ***Skills***: speaking and listening

**Students integrate: Read the words: ride a bike, ride a horse, play the piano, play the giutar, roller skate**

**2. Competences:**

- Critical Thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 72,73,74; audio Tracks 49, 50, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 36, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Game:* ***Guessing game***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into 3 teams.  - Pupils take turns to answer the questions.  - They look at the objects and guess what activity they can do with the objects.  - If they have the correct answers, they get the points for their teams. If the answer is not correct, another team answers  - Say “Open your book page 36” and look at “*Unit 5, Lesson 2 (1,2,3)”.*  **2. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ roller skate : trượt pa tin (picture)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: What and where*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and predict the activities that Linh can do on the sports day.    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**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.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: Can he swim?*  *B: Yes, he can.*  *A: Can he roller skate?*  *B: No, he can’t, but he can swim.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Have Ss look at the pictures and elicit the activities.      - Run through all the pictures.  - Run through model sentences.  + Run through the questions  + Run through the answers  - Have Ss to practise:  + T asks – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of Can he / she …. ? – Yes, …. / No, , but ....... to talk about abilities and lack of abilities in a freer context.*  **\*Procedure:**  - T asks ss to guess each character and what the children say.  *+ What can you see in the picture?*  *+Who are they?*  *+Where are they?*  *+What are they doing?*    - Put Ss into pairs and encourage them to ask and answer questions using *Can he/ she….? I Yes/ No, I….….*  - 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.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 5, Lesson 2 (4,5,6).* | - Ss listen  - Ss play the game  -Ss play the game  - Ss open their books  **Students integrate: Read the words: ride a bike, ride a horse, play the piano, play the giutar, roller skate**  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and slap  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:*  Mr Long: *Can Linh play badminton?* Ben: *Yes, she can.*  *– In picture b:*  Mr Long: *Can she play football?*  Ben: *No, she can’t, but she can swim.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the diaguage  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the sentences.  -Ss listen and answer  *+Picture a: swim/ yes*  *+Picture b. roller skate/ no/ swim*  *+Picture c. cook/ yes*  *+Picture d. draw/ no/ cook.*  - Ss look, listen and repeat  - Ss practice in chorus  - Ss practice in chorus  -Ss work in pairs to practice  -Ss listen  -Ss go to the board and point and say  -Ss listen  -Ss look at the picture and answer  *+*  *Lucy is cooking, Nam is drawing, Lucy cannot skate, Nam cannot swim.*  -Ss work in pairs  -Ss write the missing words  -Ss say the completed sentences  -Ss check nd answer  -Ss act out in front of the class  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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