*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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