*Week 9 From date 4/11 to 8/11/2024*

*Period 33*

**Unit 5: Things we can do**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- 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 77,78; audio Tracks 53,54,55; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 38, notebooks, workbooks, school things.

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (5’)**  *Game:* ***Slap the board***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - 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.  - They listen as the teacher calls out a word or a sentence and they race to slap the correct picture.  - Whoever is the fastest with the correct slap gets a point for their team.  - Team with the most points is the winner.  - Say “Open your book page 38” and look at “*Unit 5, Lesson 3 (1,2,3)”.*  **2. Presentation (9’)**  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**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.*  **\*Procedure:**  - T gives instruction to the letter ***y*** and ***n,*** *yes and no*, and in the sentences *Can you draw? – Yes, I can.* and *Can she swim? – No, she can’t.*  - Play the recording for the letter ***y,n.***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **3.Practice: (19’)**  **Activity 2.** **Listen and circle.**  ***\*Aims:*** *Ss will be able**to identify the target words yes and no while listening.*  **\*Procedure:**  - Elicit the sentences and the gap-fill options.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  - Invite one or two Ss to stand up and read the completed sentences.  *Key: 1.a 2.b*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to attend to the sounds of the letters *y* and *n* and the words *yes* and *no..*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  ***\*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 praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (2’)**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 5, Lesson 3 (4,5,6).* | - Ss listen  -Ss play game  - Ss open their books  - Ss recognize the differences about color of letter  - - Ss listen  - Ss listen and point  - Ss listen again and repeat  -Ss listen again and repeat  -Ss practice  -Ss listen  -Ss listen and say:  *+ Number 1: Can he swim?*  *+ Number 2: Can he draw?*  -Ss guess the answers  - Ss listen to the tape and circle  - Ss listen again, circle and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss read the sentences  - Ss look and listen.  -Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  -Ss note the sounds, words  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss listen.  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*Week 9 From date 4/11 to 8/11/2024*

*Period 34*

**Unit 5: Things we can do**

**Lesson 3 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce

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

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 78,79,80; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 39, notebooks, workbooks, school things.

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (5’)**  *Game:* ***Hot seat***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Divide the class into 2 or 3 teams.  - Call a pupil to come up to the front and pick a flash card.  - He/ She has to use gestures to show their friends what the word or phrase is.  - A pupil from each team asks a question to find out the answer.  - The team that has the correct answer gets a point.  - Say “Open your book page 39” and look at *“Unit 5, Lesson 3 (4, 5, 6)”.*  **2.Practice: (8’)**  **Activity 1. Read and tick True or False:**  ***\*Aims:*** *Ss will be able to* *read and show understanding of a text by deciding if the statements are true or false.*  **\*Procedure:**  -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.  - 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*.).  + 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.  - Invite one or two pupils to read the text in front of the class.  *Key: 1.False 2.True 3.False 4.True*  **3.Production: (19’)**  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able**to complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves.*  **\*Procedure:**  - 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.*  - 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. + Have them write the answer in the gap.  - Give pupils time to complete the text independently.  - Get pupils to swap their books with a partner and check their answers before checking as a class.  - Invite one or two pupils to read their completed texts in front of the class.  *Example: I have two friends, Lucy and Ben. Lucy can run, but she can’t ride a bike. Ben can swim, but he can’t sing. I can sing, but I can’t play the piano.*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able 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.*  **\*Procedure:**  **-** Explain the goal of this activity to Ss.    - 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  + Ask pupils 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, *ex: Hoa can swim, but she can’t roller skate*.  - Invite a few groups to present their surveys to the class.  ***\*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?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (3’)**  - Prepare the new lesson: *Review 1* | - Ss listen  -Ss play game  - Ss open their books  - Ss read and answer  -Ss read and tick  -Ss swap books and check  -Ss check the correct their answers  -Ss say  -Ss listen  -Ss listen  -Ss listen and pay attention  -Ss write the first gapped sentence.  -Ss read and complete the sentence  -Ss write the answer in the gap  -Ss complete the text  -Ss swap books and check their answers  -Ss read the completes texts.  -Ss listen  -Ss listen and pay attention.    -Ss work in groups and survey.  -Ss present their surveys  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

………………………………………………………………………………………….…..……………………………………………………………………………...…………

*Week 9 From date 4/11 to 8/11/2024*

*Period 35, 36*

**Review 1**

**Parts 1, 2, 3, 4, 5**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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………*

*-* ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce

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

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 73, 74; Track 56; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 40, 41, notebooks, workbooks, school things.

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (5’)**  *Game:* ***Whispering***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Divide class into 2 groups.  -Ask 5 Ss in each group stand in a straight line.  - T says a word or phrase to the first pupil in this line.  - Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase.  - The last pupil says the word or phrase out loud.  - The faster group has correct word or phrase is the winner.  - Say “Open your book page 40, 41” and look at *Review 1.*  **2.Practice: (52’)**  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able to* *listen to and understand five communicative contexts and tick the correct pictures.*  **\*Procedure:**  - Elicit the names of the characters in each picture and what they say.        - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. c 2. a 3. c 4. b 5. c*  **Activity 2.** **Ask and answer:**  ***\*Aims:*** *Ss will be able**to ask and answer questions using picture cues.*  **\*Procedure:**  - Get pupils to look at the clock to identify the time shown on it      - Draw pupils’ attention to Question 1.  - Have pupils look at the clock in the picture to answer the question.  - Have pupils work in pairs to role-play the four exchanges.  - Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.  .  *Key: 1. b 2. c 3. d 4. a*  **Activity 3. Read and match**  ***\*Aims:*** *Ss will be able to* *read and match pairs of target sentence patterns*  **\*Procedure:**  - Tell Ss about this activity. Point at sentence 1, elicit the answer and models.  - Give Ss work in pairs to do the sentence 2,3,4,5.  - Tell Ss to swap their books with their partners, then check answers together as a class.  - Write the correct answers on the board for Ss to correct their answers.  - Invite some pairs to stand up and read the matched exchanges aloud.  *Key:*  *1. c 2. d 3. b 4. e 5. a*  **Activity 4. Read and complete**  ***\*Aims:*** *Ss will be able to* *read and complete a gapped passage about Ben.*  **\*Procedure:**  - Have pupils read the passage about Ben.  - Have pupils look at the gapped 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.  - Get pupils to swap books with a partner, then check answers as a class. Write the correct answer on the board.  - Invite some pupils to stand up and read the completed passage aloud.  *Key:*  *1. Australia 2. Friday*  *3. guitar 4. Sunday*  \* **Mini game***: Comprehension questions*  - Ask Ss to read the conversation again  - Give Ss work in pairs and answer the questions:  *+ Where is Ben from?*  *He’s from Australia.*  *+ How many days does Ben go to school?*  *Five days (from Monday to Friday)*  *+ Can he play football?*  *Yes, he can.*  *+ Can he play the guitar?*  *Yes, he can.*  *+ Does he go to school on Saturdays?*  *No, he doesn’t.*  **3.Production: (10’)**  **Activity 5. Let’s write**  ***\*Aims:*** *Ss will be able to* *complete a gapped text with the help of picture cues.*  **\*Procedure:**  - Ask Ss to read the question and elicit the answer    -Tell the class the goal of this activity: to read the gapped text and fill in the gaps using picture cues.  - 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 and write (*the America).*  - Ask pupils complete the other sentences.  - Invite a few pupils to read the sentences they have completed aloud in front of the class.  *Key: 1. America 2. April*  *3. sing 4. draw 5. Roller skate.*  ***\*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?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (3’)**  - Prepare the new lesson: *Extension activities.* | - Ss listen  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture 1a: the Vietnamese flag*  *+ Picture 1b:*  *the English flag*  *+ Picture 1c: the Japanese flag*  *+ Picture 2a: a boy roller skating*  *+ Picture 2b: a boy cooking*  *+ Picture 2c: a boy drawing*  *+ Picture 3a: calendar showing 8 February*  *+ Picture 3b. a calendar showing 8 March*  *+ Picture 3c. a calendar showing 8 April*  *+ Picture 4a. a girl studying at school on Fridays*  *+ Picture 4b. a girl listening to music on Fridays*  *+ Picture 4c. a girl doing housework on Fridays*  *+ Picture 5a. a boy having breakfast at 6:15 a.m.*  *+ Picture 5b. a boy having breakfast at 6:30 a.m.*  *+ Picture 5c. a boy having breakfast at 6:45 a.m.*  -Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Look at the pictures and say:  *+ Picture a:*  Lucy: *What time do you go to school?*  Nam*: …………….*  *+ Picture b:*  Lucy: *What do you want to drink?*  Nam*: …………..*  *+ Picture c:*  Lucy*: Where’s he from?*  Nam*: ………….*  *+ Picture d:*  Lucy: *Can you cook?*  Nam*: ………..*  -Ss listen to the teacher  - Ss look at the clock and answer.  - Ss work in pairs to role play  - Ss role play  -Ss listen and repeat.  -Ss look at the sentence 1 and say  -Ss work in pairs and match  -Ss swap their books and match  -Ss check their answer  -Ss read aloud  -Ss read the passage  -Ss look at the passage  -Ss point at the first gap and read  -Ss complete the missing word  -Ss swap their books and check their answer.  -Ss read aloud  -Ss read the passage again  -Ss work in pairs and answer  -Ss listen and answer  -Ss pay attention  -Ss point and answer the first gap  -Ss complete the sentences  -Ss read aloud.  -Ss listen and answer  -Ss listen and clap their hands  -Ss listen and take note |

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

………………………………………………………………………………………….…..……………………………………………………………………………...…………