| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 5: THINGS WE CAN DO**

**Lesson 1 – Period 1**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 34  - Audio track 46, 47  - Teacher’s guide: Pages 68, 69, 70  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 5)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say**  **– Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | **Note** |
| --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | |
|  | Greet the class.  **Option 1:**  - Have the whole class say the chant on page 32. You may use other food / drink items to have another version of the chant.  **Option 2:**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turns to pass the ball. After the music ends, 3 students have the ball – stand up and say the sentences, using the sentence models from the previous unit. | Whole class/ Individual work  Group work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 5 minutes | | | | |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities. | | |  |
| b. Input | - Context a: Mary: *I can fly a kite*. Mai: *I can skip.*  *-* Context b:Minh: *Can you ride a bike?* Mary: *Yes, I can.*  Mai: *No, I can't.* | | |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures.  **Key: 1.** b **2.** b | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures a and b and identify the characters in the pictures. **Step 2:** Draw pupils’ attention to the kite and the skipping rope in Picture a and predict what the characters can do or are talking about. Play the recording and have pupils check the prediction. Repeat the same procedure with Picture b.  **Step 3:** Play the recording again and encourage pupils to point at the characters while listening.  **Step 4:** 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. | | Whole class    Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & answers, Peer correction | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | |
| a. Goal | 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. | | |  |
| b. Input | - Picture cues:  **a.** a girl riding a bike **b.** a boy who can’t ride a horse  **c.** a boy playing the piano **d.** a girl who can’t play the guitar  - Speech bubbles: *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.*  ***Audio script:***  *a. ride a bike / yes b. ride a horse / no*  *c. play the piano / yes d. play the guitar / no*  *a. A: Can you ride a bike?*  *B: Yes, I can.*  *b. A: Can you ride a horse?*  *B: No, I can’t.*  *c. A: Can you play the piano?*  *B: Yes, I can.*  *d. A: Can you play the guitar?*  *B: No, I can’t.* | | |  |
| c. Outcome | Pupils can correctly say the phrases and use *Can you ? – Yes, I can. /* *No, I can’t.* to ask and answer questions about someone’s abilities. | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures a, b, c, and d and identify the activities in the pictures.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Have pupils practise asking and answering questions in pairs. Go around the classroom to offer help where necessary.  **Step 5:** 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. | | Whole class/ Individual work      Pair work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | |
| a. Goal | To enhance the correct use of *Can you ? – Yes, / No, \_\_\_\_.* to ask and answer questions about pupils’ abilities in a freer context. | | |  |
| b. Input | - Picture cue: A summer camp poster. There are four activities in the poster.  - Speech bubbles: Can you \_\_\_\_? – Yes, / No, \_\_\_\_. | | |  |
| c. Outcome | Pupils can enhance the correct use of *Can you\_\_\_\_? – Yes, / No,\_\_\_\_.* to ask and answer questions about their abilities in a freer context. | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the poster about the summer camp. Ask questions to help them identify the activities in the poster.  **Step 2:** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. **Step 3:** 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. | | Whole class/  Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | **Option 1: Game: Lucky number (ppt)**  - Divide the class into 3 groups.  - Pupils from each team choose a number, then ask and answer with the picture in that number.  - Pupil or teacher clicks the “play” button to roll the dice and clicks the “stop” button to get points.  - After 9 numbers, the group with the most points is the winner.  **Option 2:**  Use *hoclieu.vn*, have pupils look at the words in the pictures of Activities 1, 2 and repeat after the recordings.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use sentence pattern *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.* to ask and answer someone’s abilities.)  2. *What are the core values of the lesson?*  (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.)  ***\* Preparation for the project:***  Tell pupils about the project on page 39. Ask them to prepare for it at home by carrying out a school club survey and asking their friends about their abilities. Set up groups of four or five to carry out a survey. Each group should choose two clubs such as sports or music. They should write questions about what their friends can or can’t do to find members for the clubs. Remind pupils to bring their completed surveys to the class to present them at Project time. | | Group work  Whole class  Whole class |  |

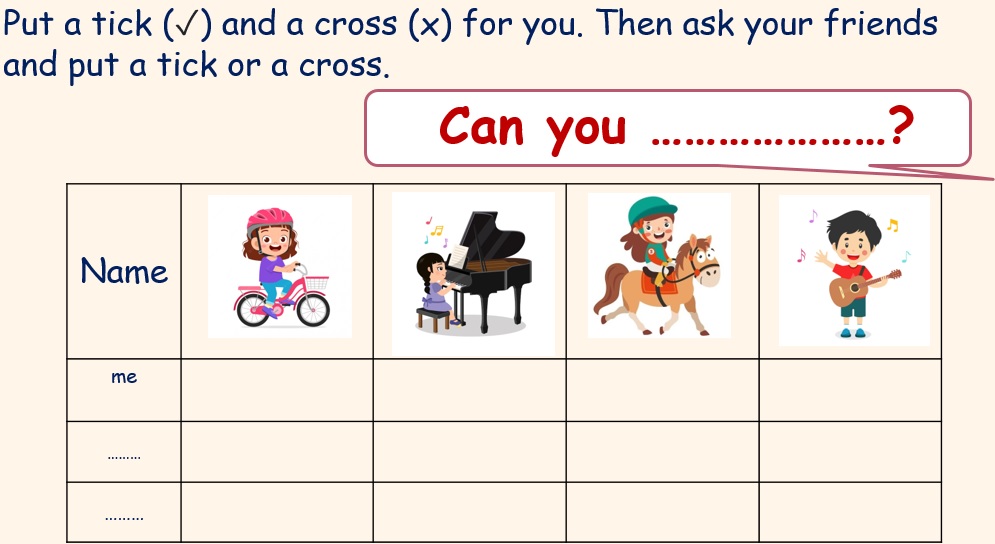
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 5: THINGS WE CAN DO**

**Lesson 1 – Period 2**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | * - 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 ...?* |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 35  - Audio track 48  - Teacher’s guide: Pages 70, 71, 72  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 5)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read –  Let’s play – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | **Note** |
| --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | |
|  | Greet the class.  **Option 1:**   * - 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.*   **Option 2:**  - Have students look at the screen and guess the words or phrases *(ride a bike, fly a kite, ride a horse, play the piano, play the guitar* and *skip)*. Then students use *I can \_\_./ I can’t \_\_.* to make a sentence for themselves with that word/ phrase.  - Review *Can you\_\_\_\_\_\_? – Yes, I can. / No, I can’t*. | Whole class/ Individual work  Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Listen and tick.**  5 minutes | | | | |
| a. Goal | To listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures. | | |  |
| b. Input | – Picture cues:  **1a.** a girl playing the piano **1b.** a girl riding a horse  **2a.** a boy riding a bike **2b.** a boy playing the guitar *Audio script:*  1. *1. A: What’s she doing?*   *B: She’s riding a horse.*  *A: Can you ride a horse?*  *B: Yes, I can.*   1. *2. A: Can you play the piano?*   *B: No, I can’t.*  *A: Can you play the guitar?*  *B: Yes, I can. I can do it well.* | | |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures.  **Key: 1.** b **2.** b | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures and ask questions to elicit the activities in the pictures. Remind them to look at each pair of pictures, listen to the recording and choose the activity the speakers can do.  **Step 2:** Play the recording all the way through. Then play the recording for pupils to listen and tick the activity the speakers can do.  **Step 3:** 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. | | Individual work/ Whole class  Individual work/ Whole class  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers,  Peer correction | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | |
| a. Goal | To complete four gapped exchanges with the help of picture cues. | | |  |
| b. Input | Four picture cues and four gapped exchanges to complete. | | |  |
| c. Outcome | Pupils can complete four gapped exchanges with the help of picture cues.  Key: 1. Yes, I can 2. No, I can’t  3. ride a horse; Yes 4. play the guitar; No | | |  |
| d. Procedure | **Step 1:** 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.).*  **Step 2:** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.  **Step 3:** 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.  **Step 4:** Invite four pairs of pupils to act out four complete exchanges in front of the class. Correct their pronunciation where necessary. | | Whole class/ Individual work  Individual work  Pair work    Whole class/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; answer keys | | |  |
| **PRACTICE**  **Activity 6. Let’s play.** 8 minutes | | | | |
| a. Goal | To practise the target vocabulary and sentence patterns by playing the game *Can you ...?* | | |  |
| b. Input | A picture of a teacher in front of two groups of pupils holding a flash card to elicit the action and a suggested sentence: *Can you ride a bike?* | | |  |
| c. Outcome | Pupils can practise the target vocabulary and sentence patterns by playing the game *Can you …?* | | |  |
| d. Procedure | **Step 1:** 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. The teacher holds up a flash card (*ride a bike*), the first pair looks at the picture, one pupil asks (e.g. *Can you ride a bike?*) and another pupil replies as quickly as possible. Check with the whole class if the question is correct or not, and ask the group to demonstrate the action.  **Step 2:** The pair who has played goes to the end of the line. The second pair moves up and continues with the next flash card. For each pair, the group gets three stars, one star for the question, one for the answer and one for the group action.  **Step 3:** Play the game with other groups in the class. The group with the most stars is the winner. | | Group work/  Pair work    Pair work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | **Option 1: Game: Lucky number**  - Teacher divides the class into 2 teams (boys and girls).  - Each team takes turns to choose the number and answer the question.  - The team that has more points will be the winner.  **Option 2:**   * - Teacher gives students handouts (attached below).   - Students read and check or cross for themselves.  - Students go around the class to ask their friends *Can you \_\_\_?* to find the person who has the same abilities as them and write their names in the blank.  - After 4 minutes, the student who can write the most names will be the winner.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use sentence pattern *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.* to ask and answer someone’s abilities.)  2. *What are the core values of the lesson?*  (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.) | | Group work    Individual work  Whole class |  |



| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 5: THINGS WE CAN DO**

**Lesson 2 – Period 3**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | * - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 36  - Audio tracks 49, 50  - Teacher’s guide: Pages 72, 73, 74  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 5)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say –  Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | |
|  | Greet the class.  **Option 1:**  - Greet the class, then play the *Can you …?* game with action verbs learnt in the previous lesson.  - Get pupils to open their books at page 36 and look at *Unit 5, Lesson 2, Activity 1*.  **Option 2: Guessing game**  - 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.  \* Review models:  - Draw the pupil's attention to the picture.  - They make the sentences: *I can …* | Whole class/ Individual work  Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities. | |  |
| b. Input | - Context **a:** Mr Long: *Can Linh play badminton?* Ben: *Yes, she can.*  - Context **b**: Mr Long: *Can she play football?* Ben: *No, she can’t, but she can swim.* | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities. | |  |
| d. Procedure | **Step 2: Step 1:** 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.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen and check the prediction. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.  **Step 3:** Invite a few pairs to the front of the classroom to listen to and act out the exchanges.  **Step 4:** Draw pupils’ attention to the words *can* and *can’t* in the conversation to elicit the meaning. Explain that they are used to talk about abilities and lack of abilities.  **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Individual work  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | |
| a. Goal | 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. | |  |
| b. Input | – Picture cues:  **a.** a boy swimming **b.** a boy who can’t roller skate  **c.** a girl cooking **d.** a girl who can’t draw  – Speech bubbles:  *Can he / she ?*  *Yes, he / she can.*  *No, he / she can’t, but he / she can .*  ***Audio script:***  **a.** swim / yes **b.** roller skate / no / swim  **c.** cook / yes **d.** draw / no / cook  ***a.*** *A: Can he swim?*  *B: Yes, he can.*  ***b.*** *A: Can he roller skate?*  *B: No, he can’t, but he can swim.*  ***c.*** *A: Can she cook?*  *B: Yes, she can.*  ***d.*** *A: Can she draw?*  *B: No, she can’t, but she can cook.* | |  |
| c. Outcome | Pupils can 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 or lack of abilities. | |  |
| d. Procedure | **Step 1:** Pre-teach new words by asking pupils to look at the pictures and repeat the words in chorus and individually.  **Step 2:** 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.  **Step 3:** Teacher presents the model sentences.  **Step 4:** Ask pupils to look at the pictures and identify the activities in the pictures.  **Step 5:** Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident. Use the flash cards for *swim*, *roller skate, cook* and *draw* to practise the words.  **Step 6:** Draw pupils’ attention to the speech bubbles and 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**.  **Step 7:** Have pupils point at the pictures and ask and answer questions in pairs. Go around the classroom to offer help where necessary.  **Step 8:** 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. | Whole class/ Individual work  Whole class/ Individual work  Whole class  Pair work    Whole class/  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Questions & answers | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal: | To enhance the correct use of *Can he / she \_\_ ? – Yes, . / No, , but \_ .* to talk about abilities and lack of abilities in a freer context. | |  |
| b. Input: | - Picture cues: Lucy is cooking, Nam is drawing, Lucy cannot skate,  Nam cannot swim  - Speech bubbles: *Can he/ she \_\_\_?*  *Yes, \_\_\_\_\_\_\_\_\_\_\_\_.*  *No, \_\_\_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_.* | |  |
| c. Outcome: | Pupils can enhance the correct use of *Can he / she \_\_\_\_\_? - Yes,\_\_\_./ No,\_\_\_. but \_\_\_.* to talk about abilities and lack of abilities in a freer context. | |  |
| d. Procedure: | **Step 1:** Ask pupils to look at the pictures and identify the characters and the activities.  **Step 2:** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. **Step 3:** 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.  **Step 4:** Invite a few pairs to come to the front of the classroom and act out the roles. | Whole class/ Individual work  Pair work   Pair work |  |
| e. Assessment: | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: Fun Game**  - Divide the class into 2 teams: Boys and Girls.  - Pupils take turns to choose the Among us and answer the questions.  - They look at the pictures and answer the questions. If they have the correct answers, they get the points for their teams.  If the answer is not correct, the other team answers.  **Option 2: 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.  - 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.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use sentence pattern *Can he / she \_\_\_\_\_? – Yes, \_\_\_\_\_. /  No, \_\_\_\_\_, but \_\_\_\_\_.*  to ask and answer someone’s abilities.)  2. *What are the core values of the lesson?*  (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.) | Group work  Group work  Whole class |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 5: THINGS WE CAN DO**

**Lesson 2 – Period 4**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - 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. |
| **Competences** | * - Communication and collaboration: work in pairs and groups to complete the learning tasks.   - Self-control & independent learning: perform listening tasks. |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 37  - Audio tracks 51, 52  - Teacher’s guide: Pages 75, 76  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 5)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick or cross – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | |
|  | - Greet the class.  - Review vocabulary  **Option 1:** **Game:** **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*.  **Option 2: 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 that makes it first will be the winner. | Group work  Group work |  |
| **PRACTICE**  **Activity 4. Listen and tick or cross.**  5 minutes | | | |
| a. Goal: | To listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures. | |  |
| b. Input: | Picture cues:  **1.** a boy cooking **2.** a girl falling off her roller skates  **3.** a girl riding a bike **4.** a boy drawing  ***Audio script:***   1. *1. A: Is that your brother?*   *B: Yes, it is. My brother can cook.*  *2. A: Can your sister roller skate?*  *B: Yes, she can.*  *3. A: Can your sister ride a bike?*  *B: No, she can’t, but she can swim.*  *4. A: Can your brother play badminton?*  *B: No, he can’t, but he can draw.*  **Answer key:**  1. ✔ **2.** 🗶 **3.** 🗶 **4.** ✔ | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures. | |  |
| d. Procedure: | **Step 1:** 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.  **Step 2:** Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.  **Step 3:** 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. | Whole class/ Individual work  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | |
| a. Goal: | To complete four gapped exchanges with the help of picture cues. | |  |
| b. Input: | Four picture cues and four gapped exchanges to complete. | |  |
| c. Outcome: | Pupils can complete the four gapped exchanges with the help of picture cues.  **Answer key:**  **1.** Yes; can **2.** No; can’t **3.** bike; can **4.** Can; but | |  |
| d. Procedure: | **Step 1:** 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.  **Step 2:** Give pupils a time limit to read the gapped exchange 2, 3 and 4, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.  **Step 4:** Invite a few pairs of pupils to read or act out the complete exchanges in front of the class. | Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment: | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal: | To sing the song *Things they can do* with the correct pronunciation, rhythm and melody. | |  |
| b. Input: | The lyrics and the recording of the song *Things they can do* | |  |
| c. Outcome: | Pupils can sing the song *Things they can do* with the correct pronunciation, rhythm and melody. | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **Step 2:** Have pupils read the first verse of the lyrics. Explain that the first verse is about things the girl can and can’t do. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen and practise singing it, line by line, while miming the actions.  **Step 3:** 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.  **Step 4:** Ask pupils to listen to and sing the whole song while miming the actions. Go around the classroom and offer help where necessary.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity. | Whole class/ Individual work    Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance | |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | **Option 1: Fun Game**   * -Divide the class into 3 teams. * - Pupils take turns to answer the questions.   - They look at the pictures and choose the correct answers  - If they have the correct answers, they get the points for their teams. If the answer is not correct, the other team answers.  **Option 2: Game: Pass the ball**  -Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, pupils in each team take turns to pass the ball. After the music ends, 3 pupils have the ball stand up and say the name, using the sentence model.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Correctly use sentence pattern *Can he / she \_\_\_\_\_? – Yes, \_\_\_\_\_. / No, \_\_\_\_\_, but \_\_\_\_\_.*  to ask and answer someone’s abilities and lack of abilities and sing the song *Things they can do* with the correct pronunciation, rhythm and melody.)  2. *What are the core values of the lesson?*  (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.) | Group work  Group work    Whole class |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 5: THINGS WE CAN DO**

**Lesson 3 – Period 5**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | * - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks  - Problem solving |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 38  - Audio tracks 53, 54, 55  - Teacher’s guide: Pages 77, 78  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 5)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle –  Let’s chant – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** | |
| --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | |
|  | **Option 1:**  - 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.  **Option 2: 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.  - 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. | Whole class/ Individual work  Group work |  | |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.**  5 minutes | | | | |
| a. Goal | 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. | |  | |
| b. Input | – The letter ***y***, the word *yes* and the sentences *Can you draw? – Yes, I can.*  – The letter ***n***, the word *no* and the sentences *Can she swim? – No, she can’t.* | |  | |
| c. Outcome | Pupils can 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. | |  | |
| d. Procedure | **Step 1:** 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.  **Step 2:** Invite a few pupils to listen to the recording and repeat the sound*,* the word and the sentences in front of the class. Praise them if their pronunciation is good.  **Step 3:** Repeat Steps 1 and 2 for the letter, the word and the sentences in the second line. Go around the classroom and correct their pronunciation where necessary.  **Step 4:** Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident. | Whole class/  Individual work    Group work |  | |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | |  | |
| **PRACTICE**  **Activity 2. Listen and circle.**  10 minutes | | | | |
| a. Goal | To identify the target words *yes* and *no* while listening. | |  | |
| b. Input | Two questions, each with two answer options  ***Audio script:***  *1. Can he swim? – Yes, he can.*  *2. Can they draw? – No, they can’t.* | |  | |
| c. Outcome | Pupils can identify the target words *yes* and *no* while listening. | |  | |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **Step 2:** Get pupils to read the questions and guess the answer options they may hear in the recording.  **Step 3:** Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.  **Step 4:** Invite a few pupils to read aloud the two completed exchanges in front of the class. Go around the classroom and correct their pronunciation where necessary. | Whole class/ Individual work  Pair work    Whole class/ Pair work |  | |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys  **Key:** 1. a 2. b | |  | |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | |
| a. Goal | To say the chant with the correct pronunciation and rhythm. | |  | |
| b. Input | The lyrics and recording of the chant. | |  | |
| c. Outcome | Pupils can say the chant with the correct pronunciation and rhythm. | |  | |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap hands while chanting.  **Step 4:** Repeat Steps 2 and 3 for the second verse of the chant.  **Step 5:** Play the recording all the way through for pupils to chant and clap along. | Whole class/ Individual work  Whole class/ Individual work |  | |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | |  | |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | **Option 1: Fun Game**  - Divide the class into 2 teams (Boys and Girls).  - Pupils take turns to choose a number.  - Look at the picture, read and say the answer.  - Get points when the balloon flies away.  - If they have the correct answers, they get the points for their teams. If the answer is not correct, the other team answers and gets points.  **Option 2: Game: Hot seat**  - 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.  **Option 3:**  Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (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, say the chant with the correct  pronunciation and rhythm.)  2. *What are the core values of the lesson?*  (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.) | Group work  Group work    Whole class |  | |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 5: THINGS WE CAN DO**

**Lesson 3 – Period 6**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | * - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform presentation skill |
| **Attributes** | - Express pupils’ happiness when they 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. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 39  - Teacher’s guide: Pages 78, 79, 80  - Website *hoclieu.vn*  - Flash cards  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and tick True or False – Let’s write – Project** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | |  |
|  | Greet the class.  **Option 1:**  - Have the whole class say the chant on page 38.  **Option 2:**  - Put 4 flash cards on 4 different chairs.  - 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. | Whole class  Whole class/ Individual work | | |  |
| **PRACTICE**  **Activity 1. Read and tick True or False.**  5 minutes | | | | |  |
| a. Goal | To read and show understanding of a text by deciding if the statements are true or false. | | | |  |
| b. Input | - A short text about what a group of friends can or can’t do  - Four statements with True and False boxes | | | |  |
| c. Outcome | Pupils can read and show understanding of the text by deciding if the statements are true or false. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  **Extension:** Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary. | | Whole class/ Individual work | |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | |  | |  |
| **PRODUCTION**  **Activity 2. Let’s write.**  10 minutes | | | | |  |
| a. Goal | To complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves. | | | |  |
| b. Input | A short gapped text about what a group of friends can or can’t do | | | |  |
| c. Outcome | Pupils can complete a gapped text about the abilities and lack of abilities of Lucy and Ben. | | | |  |
| d. Procedure | **Step 1:** 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. Explain that the gaps in the text focus on the things that people can or can’t do. Check comprehension.  **Step 2:** 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. Then have them write the answer in the gap.  **Step 3:** Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.  **Step 4:** 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. | | Whole class/ Individual work  Individual work  Pair work  Whole class/ Individual work | |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | |  | |  |
| **PRODUCTION**  **Activity 3. Project** 8 minutes | | | | |  |
| a. Goal | 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. | |  | |  |
| b. Input | A pupil, her survey results and a sentence from her presentation | |  | |  |
| c. Outcome | Pupils can 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. | |  | |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity. 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, and then presents his / her survey results to the class. Ask pupils to show the completed survey that they have prepared at home.  **Step 2:** 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.  **Step 3:** Invite a few groups to present their surveys to the class. Praise pupils when they do the task well. | | Whole class/ Individual work  Group work  Group work | |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | |  | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |  |
|  | **Option 1:**  Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (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. *What are the core values of the lesson?*  (Express pupils’ happiness when they 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.)  **Option 2: Game: Lucky number** - Divide the class into 3 teams.  - Pupils from each team choose a number, then ask and answer with the picture in that number.  - Pupil or teacher clicks the “play” button to roll the dice and clicks the “stop” button to get points.  - After 9 numbers, the team with the most points is the winner. | | Whole class  Group work | |  |