**UNIT 5: THINGS WE CAN DO**

**Lesson 1 – Period 2**

**I. OBJECTIVES**

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

**1.** **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 ...?*

**2.** **Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3.** **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**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | Greet the class.  - 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 |
| **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 |
| **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 |
| **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 |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | **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. | Group work |