

# Unit 5

# Can you swim?

## Lesson 1

1 Look, listen and repeat. 🗣️ 🎧 🗣️



2 Point and say. 🖱️ 🗣️



skip



skate



cook



swim

Work in pairs. Tell your partners what you can do. 😊

## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Things we can do*.
- ask and answer questions about what someone can/cannot do, using *What can you do? I can ...*
- ask and answer questions about whether someone can do something, using *Can you ...? Yes, I can./No, I can't.*
- pronounce the sounds of the letters *s* and *sw* in the words *sing* and *swim* respectively.

**Warm-up:** Revise the verbs/verb phrases to talk about activities pupils learnt in *Tieng Anh 3* (e.g. *read, cycle, skip, skate, cook, swim, play football, play volleyball*). Use flashcards if possible.

### 1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about what they can or cannot do.
- Ask them to look at the four pictures to identify the characters (Mai, Nam and Phong) and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* (In Picture a, Mai is holding a picture to show that she can draw a cat. In Pictures b and c, Mai is asking Nam and Phong about what they can do. Explain the meaning of the phrases *can dance, can sing* and *can't dance*. Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

**Language note:** *Can* is used to express ability (*can't = cannot*).

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what someone can do.
- Have them look at the bubbles to understand how to use the language. Ask pupils to look at the four pictures to identify what the girl can do in each picture. Revise the words *skip, skate, cook* and *swim*.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under the picture. (Teacher: *What can you do?* Pupil: *I can skip*.) Ask pupils to say the phrases chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the pictures.
- Select some pairs to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary.

### Work in pairs. Tell your partners what you can do.

- Tell pupils that they are going to practise using *What can you do?* and *I can ...*
- Ask them to work in pairs: one pupil asks the question and the other answers with facts about themselves.
- Monitor the activity and offer help, if necessary.
- Select some pairs of pupils to role-play in front of the class.
- To extend this activity, ask them to say something they cannot do (e.g. *I can't skate*.)

**3** Listen and tick. 🎧 ✎

1.

a



b



c



2.

a



b



c



3.

a



b



c



**4** Look and write. 👁️ 🗨️



1. I can \_\_\_\_\_.



2. I can \_\_\_\_\_.



3. I can \_\_\_\_\_.



4. I can \_\_\_\_\_.

**5** Let's play. 🎮

*Guessing game*

It can swim,  
but it can't walk.  
What is it?



It's a fish!

**Warm-up:** Spend a few minutes revising the question *What can you do?* and the answer *I can ...* Get pairs to act out the questions and the answers in front of the class.

### 3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about someone's abilities and tick the correct pictures.
- Ask them to look at the pictures to identify the similarities and differences among them (In Picture 1a, Tony is drawing a picture. In Picture 1b, Tony is singing. In Picture 1c, Tony is dancing. In Picture 2a, Nam is cooking. In Picture 2b, Nam is skipping. In Picture 2c, Nam is cycling. In Picture 3a, Akiko is skating. In Picture 3b, Akiko is singing. In Picture 3c, Akiko is reading.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and tick the correct pictures.
- Get pupils to swap their answers before you check as a class.

**Key:** 1 a    2 c    3 a

#### Audio script

1. *Mai:* What can you do?  
*Tony:* I can draw. Look at this!  
*Mai:* Oh, what a nice picture!
2. *Mai:* What can you do?  
*Nam:* I can cycle.  
*Mai:* Cycle? Let's cycle together in the park.
3. *Mai:* How old are you?  
*Akiko:* I'm nine years old.  
*Mai:* What can you do?  
*Akiko:* I can skate.  
*Mai:* Oh, really? It's wonderful.

### 4. Look and write.

- Tell pupils that they are going to complete the sentences to express ability, using the picture cues.
- Ask them to look at the four pictures to identify what the character in each picture can do. Then have them find appropriate words to complete the sentences. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read the complete sentences aloud.

**Key:** 1 dance    2 skate    3 swim    4 cycle

### 5. Let's play.

- Tell pupils that they are going to play a *Guessing game*. Follow the procedure in *Games in Introduction*.
- Stick pictures of a dog, a fish and a parrot on the board. Check if pupils can recognize the animals. Point to a picture and ask some questions about the animal (e.g. *What's this animal? What can it do? Can it swim?*).
- Divide pupils into groups of five. A pupil in one group says two sentences about one of the animals, using *can* and *can't*, and then asks what it is (e.g. *It can swim, but it can't walk. What is it?*) The pupils of the other groups guess (e.g. *It's a fish.*) The group that gives the right answer the quickest gets one point.
- The groups take turns asking and answering questions. The one that gets most points wins.

# Lesson 2

1 Look, listen and repeat. 🗣️ 🎧 🗣️



2 Point and say. 📖 🗣️

Can you \_\_\_\_\_ ?



Yes, \_\_\_\_\_.



No, \_\_\_\_\_.



play table tennis



play volleyball



play the piano



play the guitar

3 Let's talk. 🗣️

- What can you do?
- Can you \_\_\_\_\_ ?

**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to talk about what they can or cannot do.

### 1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils express their ability.
- Tell them that they are going to look at, listen to and repeat the dialogue between characters in the three pictures.
- Ask pupils to look at the pictures to identify the characters (Tom and Peter) and the context in which the language is used. Ask them questions such as *Who are the boys? Where are they? What are they doing?* (In Picture a, Tom and Peter are talking in the street. In Picture b, Tom suggests they play football together. In Picture c, Peter kicks the ball and breaks the window.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about someone's ability.
- Have them look at the bubbles to understand how to ask and answer questions about someone's ability, using *Can you ...? Yes, I can./No, I can't*. Ask pupils to look at the four pictures to identify what the boy can do in each picture. Teach the phrases *play table tennis, play volleyball, play the piano* and *play the guitar*.
- Point to the first picture and model the task with one pupil, using the sentences in the bubbles and the phrases under the picture. (Teacher: *Can you play table tennis?* Pupil: *Yes, I can.*) Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, one asking the question and the other giving the answer, using the prompts in the bubbles and pictures.
- Select some pairs to demonstrate the task in front of the class. Monitor the activity and offer help, if necessary.

**Language note:** Draw pupils' attention to the expression *play + the + (musical instrument)* (e.g. *play the guitar, play the piano*).

### 3. Let's talk.

- Tell pupils that they are going to practise asking and answering about ability, using *What can you do? I can ...* and *Can you ...? Yes, I can./No, I can't*.
- Do the task with one pupil as a model. Put the sentences on the board and do choral and individual repetition.
- Ask them to work in pairs, one pupil asking the questions and the other giving the answers to talk about their abilities. Monitor the activity and offer help, if necessary.
- Select some pairs of pupils to role-play in front of the class.

4 Listen and number. 🎧 🎵



a



b



c



d

5 Look and write. 👁️ 🗣️



1. Nam: Can you cycle?  
Akiko: \_\_\_\_\_, \_\_\_\_\_.



2. Nam: Can you play the piano?  
Hakim: \_\_\_\_\_, \_\_\_\_\_.



3. Nam: Can you play the guitar?  
Tony: \_\_\_\_\_, \_\_\_\_\_.



4. Nam: Can you play chess?  
Linda: \_\_\_\_\_, \_\_\_\_\_.

6 Let's sing. 🎵

### Can you swim?

Daddy, daddy, Daddy, daddy, Can you swim? Yes, I can. Yes, I can. I can swim.	Mummy, mummy, Mummy, mummy, Can you dance? Yes, I can. Yes, I can. I can dance.	Baby, baby, Baby, baby, Can you sing? Yes, I can. Yes, I can. I can sing.
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**Warm-up:** Spend a few minutes revising the previous lesson by asking some pairs to ask and answer about ability, using *Can you ...? Yes, I can./No, I can't.*

#### 4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about what the four characters can do and number the pictures.
- Ask them to look at the pictures and identify what the character in each picture can do (In Picture a, Tom can play the piano. In Picture b, Phong can sing. In Picture c, Peter can play football. In Picture d, Nam can play table tennis.) Check understanding.
- Play the recording for pupils to listen and number the pictures.
- Play the recording again for them to check their answers.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

**Key:** a 2    b 4    c 3    d 1

#### Audio script

- |  |   |
|--|---|
| 1. <i>Mai:</i> Can you play table tennis?        | 2. <i>Tony:</i> Can you play the guitar?                  |
| <i>Nam:</i> Yes, I can. It's my favourite sport. | <i>Tom:</i> No, I can't.                                  |
| <i>Mai:</i> Let's play it together.              | <i>Tony:</i> What about the piano?                        |
| <i>Nam:</i> OK.                                  | Can you play the piano?                                   |
| 3. <i>Tom:</i> Let's play chess.                 | <i>Tom:</i> Yes, I can.                                   |
| <i>Peter:</i> Sorry, I can't.                    | 4. <i>Mai:</i> Do you like music?                         |
| <i>Tom:</i> What about football?                 | <i>Phong:</i> Yes, I do.                                  |
| Can you play football?                           | <i>Mai:</i> Can you dance?                                |
| <i>Peter:</i> Yes, I can.                        | <i>Phong:</i> No, I can't. I can't dance, but I can sing. |

#### 5. Look and write.

- Tell pupils that they are going to write the answers to the questions about what the children can do, using picture cues.
- Ask them to look at the four pictures to identify what the character in each picture can/cannot do. (In Picture 1, Akiko can't dance. In Picture 2, Adam can play the piano. In Picture 3, Tony can't play the guitar. In Picture 4, Linda can't play chess.) Then ask them to read the questions and think of possible answers, using the picture cues. After that, have them write the appropriate answers. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pairs to act out the complete dialogues.



**Key:** 1 No, I can't.    2 Yes, I can.    3 No, I can't.    4 No, I can't.

#### 6. Let's sing.

- Tell pupils that they are going to sing the song *Can you swim?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line until they get familiarized with the pronunciation, the stress, the rhythm and the tune of the song.
- Play the recording again and get pupils to sing along with the recording.
- Divide the class into two groups: one sings the questions and the other sings the answers.



# Lesson 3

1 Listen and repeat.  

s

sing

I can sing.

sw

swim

I can't swim.


2 Listen and number. Then say aloud.   

a.  Can you sing?

c.  Can you sit on the chair?

b.  Can you swim?

d.  Can you swing?

3 Let's chant. 

## Can you sing?

Can you sing?  
Yes, I can.  
I can sing.

Can you swim?  
No, I can't.  
I can't swim.

Can you swing?  
No, I can't.  
I can't swing.

**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Can you swim?* Have the class listen and clap their hands.

### 1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **s** and **sw** in the words *sing* and *swim* respectively.
- First, put the letters **s** and **sw** on the board. Play the recording and ask pupils to repeat a few times. Then put the words *sing* and *swim* on the board, play the recording and ask pupils to repeat a few more times. After that, write the sentences *I can sing* and *I can't swim* on the board. Play the recording a few more times and let pupils say the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

### 2. Listen and number. Then say aloud.

- Tell pupils that they are going to listen to four sentences with the sounds **s** and **sw** and number them.
- Ask them to read the sentences and identify the words with the letters **s** and **sw**. Explain the new word *swing*. Check pupils' understanding.
- Play the recording for pupils to listen and number the sentences. Remind pupils to focus on the words with the sounds **s** and **sw** while listening.
- Play the recording again for them to check their answers.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.
- Ask pupils to say the sentences aloud.

**Key:** a 4    b 1    c 2    d 3

#### Audio script

- |                   |                              |
|-------------------|------------------------------|
| 1. Can you swim?  | 2. Can you sit on the chair? |
| 3. Can you swing? | 4. Can you sing?             |

### 3. Let's chant.

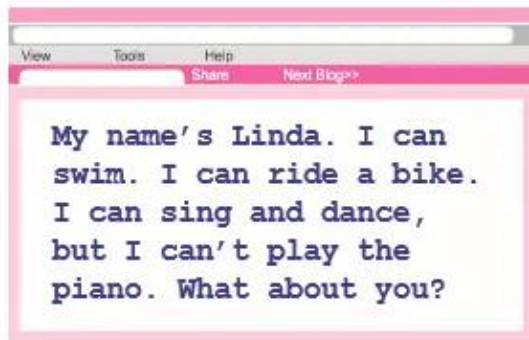
- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show pupils how to chant and do actions. Divide the class into groups of four and call two groups to give a demonstration: one group chants the questions, the other chants the answers.
- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call three groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

4 Read and complete. 🧐 🗨️



*Mai*

5 Write about yourself. 🗨️



My name's \_\_\_\_\_





\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Project 🎨

Interview three friends and complete the chart.

Name				

**Warm-up:** Spend a few minutes revising the previous lesson. Get three groups of two to go to the front of the class to sing the chant *Can you sing?* and do actions. Ask the rest of the class to listen and clap their hands.

#### 4. Read and complete.

- Tell pupils that they are going to read the text about Mai and her friends Nam and Phong and write their names under the pictures. Explain the meaning of ✓ and × in the pictures (✓: can, ×: can't). Check understanding. Have pupils read the first three lines of the passage and explain why we put *Mai* under the third pair of pictures. (Mai can sing, but she can't play the piano.)
- Get them to read the text and focus on the information to complete the blanks (what each character can and cannot do). If necessary, get pupils to work in pairs or small groups.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. Provide explanations to the answers, if necessary.

**Key:** 1 Nam 2 Phong

#### 5. Write about yourself.

- Tell pupils that they are going to write a short paragraph about what they can and cannot do, following the structure of the given text.
- You may want to introduce the word *blog*. (A blog, or a web log, is a website with short articles that are changed regularly.) Ask pupils if they or their family members have written a blog. Explain how and why people write a blog. (People usually write about their daily lives, interests, opinions, and/or experiences on their blogs.)
- Tell pupils that the given text is an article from a blog. Ask pupils to read the blog to understand what Linda writes about herself: her name, what she can do and what she cannot do.
- Have pupils work in pairs or groups to discuss what they are going to write. Then give them time to do the task independently.
- Get pupils to swap their answers before checking as a class. If there is time, ask one pupil to write the answer on the board.

**Key:** *Pupils' own answers*

#### 6. Project

- Tell pupils that they are going to interview three classmates to get information about their abilities and complete the chart.
- Ask pupils to pay attention to the sample sentences in the bubbles. Check their understanding of the symbols in the chart.
- Get a pair to do a demonstration in front of the class as an example before starting the activity.
- Give pupils time to do the interview in class.
- Call some pupils to the front of the class to report on their work.
- If time allows, you may make a chart to show the number of pupils who can do each of the four activities and put it on the wall for display.

**Key:** *Pupils' own answers*