**WEEK 5** *Date of preparing: 30/9/2023*

*Date of teaching: 02/10 – 06/10/2023*

**UNIT 3: MY WEEK**

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

**I. DESIRED OBJECTIVES**

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

- Understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week.

- Correctly say the words and use *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week.

- Enhance the correct use of *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week in a freer context..

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Game: Sentence Puzzle

**2. Discover to build up the structure**

**Activity 1: Look, listen and repeat**

- Ss discover the picture and listen to the conversation to identify the context

T supports:

+ Ask ss to identify the character, place appear in pictures

*+* Introduce the new words

- SS look at their books, listen all the way through

- Ss listen and repeat then gess meaning.

- Ss work in pairs, practise reading

- Ss act out the dialoge in front of the class, others comment

- Find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss follow the T to learn some new words obout names

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

+ Introduces and explains the phrases

+ Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk**

- Ss talk in pairs, practice further by asking and answering questions about addresses by using provided dialoge in the book.

- T supports:

+ Make a model with a student.

+ Let time for Ps work, goes around and offer help when necessary.

- Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

Memory game <https://www.eslgamesplus.com/days-of-the-week-eslvocabulary-game/>

**IV. REGULATION:** (Optional)

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**UNIT 2: MY WEEK**

**Lesson 1 (4, 5, 6)**

**I. DESIRED OBJECTIVES**

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

- Listen to and understand two communicative contexts about the days of the week and tick the correct pictures.

- Complete four gapped exchanges with the help of picture cues.

- Revise target words about the days of the week by playing the game Slap the board.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

**2. Discover to practice the structure**

**Activity 4: Listen and tick**

- Ss listen to the recording and tick the correct pictures.

T guides:

+ Aks ss to look at the picture to identify the context and appearances of each.

+ Play the recording twice

- Ss listen to the CD twice and number the correct answers

- Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*\* Assessment through the key: 1. b 2. a*

**Activity 5: Look, complete and read.**

- Ss complete the gapped sentences and read them aloud with the help of the picture cues.

- Ss pay attention to Pictures to identify the context and appearances of each

T supports:

+ Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

- Ss complete the sentences individually

- A few pupils write their answer on the board, others give feedback.

- Ss practice reading sentences in pair

- Some ss read aloud before class

*Keys 1. Monday 2. Friday 3. What day; It’s 4. today; It’s Thursday*

**Activity 6: Let’s play**

- Ss revise target words about the days of the week by playing the game Slap the board.

T supports:

+ Gives instruction how to play the game

+ Give the rule

- Ss play game in pairs

**3. Wrap – up.**

Sing along the song What day is it today? https://www.youtube.com/watch?v=RfAMjbaHMVU

**IV. REGULATION:** (Optional)

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**UNIT 3: MY WEEK**

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

**I. DESIRED OBJECTIVES**

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

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.

- Correctly say the phrases and use *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.* to ask and answer questions about what someone does on certain days of the week.

- Enhance the correct use of *What do you do on \_\_\_\_\_? –* \_\_\_\_\_. to ask and answer questions about what someone does on certain days of the week in a freer context.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Play game from T’s presentation

**2. Discover to build up the structure**

**Activity 1: Look, listen and repeat**

- Ss discover the picture and listen to the conversation to identify the context

T supports:

+ Ask ss to identify the character, place appear in pictures

*+* Introduce the new words

- SS look at their books, listen all the way through

- Ss listen and repeat then gess meaning.

- Ss work in pairs, practise reading

- Ss act out the dialoge in front of the class, others comment

- Find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss follow the T to learn some new words obout names

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

+ Introduces and explains the phrases

+ Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk**

- Ss talk in pairs, practice further by asking and answering questions about addresses by using provided dialoge in the book.

- T supports:

+ Make a model with a student.

+ Let time for Ps work, goes around and offer help when necessary.

- Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

**Game:** Spelling game - Teacher says: Can you spell - pause - pretends to think, then say Mondays, waits for pupils to spell, shows the word

**IV. REGULATION:** (Optional)

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**UNIT 3: MY WEEK**

**Lesson 2 (4, 5, 6)**

**I. DESIRED OBJECTIVES**

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

- Listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.

- Complete four gapped exchanges with the help of picture cues.

- Sing the song My week with the correct pronunciation, rhythm and melody.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what they do on certain days of the week.

**2. Discover to practice the structure**

**Activity 3: Listen and number**

- SS listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.

- T guides:

+ Ask pupils to look at the pictures and identify the appearances.

+ Play the recording twice for pupils to listen and number.

- Ss listen to the recording twice and number the correct answers individually

- Some students share their answers in front of the class

- SS listen again to check their answers

- T assesses SS’ answers

+ Key: *1.c, 2.d, 3.b, 4.a*

**Activity 5: Look, complete and read.**

- Ss complete the incompleted sentences and read them aloud with the help of the picture cues.

- Ss pay attention to Pictures to identify the context and appearances of each

T supports:

+ Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

+ Model with sentence 1.

- Ss complete the sentences individually

- A few pupils write their answer on the board, others give feedback.

- Ss practice reading sentences in pair

- Some ss read aloud before class

**Activity 6: Let’s sing**

Sssing the song *What day is it today?* with the correct pronunciation, rhythm and melody

- Ss pay attention to the lyric and discover the picture

- Ss listen to the whole song twice to get familiarized

- Ss read the lyric in pairs then read aloud in front of the class (T correct pronunciation, introduce new words)

- Ss listen to the song line by line to repeat, then whole song (T drawing to the rhythm and melody)

- Ss practise singing in group of 4

- Some groups perform in front of the class, others give comments and vote.

**3. Wrap – up.**

- Ss answer the following questions from T:

+ What have you learnt from the lesson today?

+ What’re the core value of the lesson?

- Reminds pupils to to do exercises in workbook at home

**IV. REGULATION:** (Optional)

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*Xuân Hóa, ngày…tháng 10 năm 2023*

**Chuyên môn ký duyệt**

**P. Hiệu trưởng**

**Cao Văn Thơm**