**UNIT 3: MY WEEK**

**Lesson 1:1,2,3**

**I. DESIRED OBJECTIVES**

- 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.

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

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Have the whole class listen and sing the song Days of a week.

 - Lead in to the new lesson

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

**-Vocabulary**

+ T elicits the new words

* T use pictures to elicits the newords about Days of the week with mindmap : From Monday to Sunday

 - T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**+ Look, listen and repeat.**

**-** Ask pupils to look at Pictures a and b and identify the characters in the pictures.

- T supports:

*1. Who are they?*

*2. Where are they?*

*3. In PA: What does teacher ask?*

*- How do students answer?*

*4. In PB: What does Bill ask?How does Lucy answer?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

 + read in pairs.

 + some pairs role play in front of the class.

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

- Draw their attention to the question *What day is it today?* and the answer It's *Monday.* and*It’s Friday*.

- Tell pupils that they have a question and answers about the days of the week.

**Extension:** Invite a few pairs of pupils to ask and answer about the days of the week.

**3.Activity2: Listen, point and say.**

**-** Have pupils look at the pictures and elicit the days of the week.

- T runs through the days of a week on each picture.

-Have pupils point at the pictures,listen to the recording and repeat.

- T models with PA: T: What day it is today? Ss: It’s Monday.

- Ss work in pairs to ask and answers 4 pictures ( 3minutes).

- Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4.Activity 3. Let’s talk.**

**- SS work in pairs** and encourage them to ask and answer questions about the days of the week. Go around the classroom to offer support.

- T models

**-** Invite a few pairs to the front of the class to ask and answer questions about the days of the week using *What day is it today? – It’s \_\_\_\_\_.* and the picture cue. Praise pupils if they perform well.

**Game: Racing horses**

**-** Divide children into groups of four.

- Give each group one paper dice.

- Race to find the winner.

**5. Wrap- up**

- Ask students to answer the following question:

*What have you learnt from the lesson today?*

(- Use the words *Monday,Tuesday, Wednesday, Thursday, Friday* in relation to the topic *My week* to talk about the days of the week.

- Use sentence patterns *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week.)

**-** Learn the vocab about the days of the week at home.

**IV. REGULATION**

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**UNIT 3: MY WEEK**

**Lesson 1:4,5,6**

**I. DESIRED OBJECTIVES**

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

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Spend a few minutes revising the previous lesson by asking the question *What day is it today?* and have a few pupils answer the question. Have the class give comments.

**2. Activity 4: Listen and tick.**

**-** Draw pupils attention to Pictures. Ask questions to help them identify the days of the week.

**-** Play the recording for ss listen and tick the correct pictures. ( 2 times)

- Ss work individually to listen to the recording twice and tick.

 - Ss compare their answers with their partners.

- Ss share their answers in front of the class.

- Ss listen again to check their answer.

 - T gives feeback.

**Key:1b 2a**

\* Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers, Peer correction

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

**-** Have pupils look at the pictures. Get them to identify the days of the week in the pictures.

**-** Have pupils look at the gapped exchanges. Draw their attention to the missing words in the questions and answers.

**-T** Models Picture **1**. Have pupils look at the answer. Ask them what word is missing in the answer (*Monday)*. Then have pupils complete it (*It’s Monday.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

**-** Have pupils complete the gapped exchanges individually and ask a few pairs to read them aloud.

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

- Assessment : through their answers.

**4. Activity 6: Let’s play.**

**-** Tell pupils that they are going to listen to and slap the correct words as quickly as possible. Have them look at the days of the week on the board to recall the days of the week (as in *Input*).

**-** Call two pupils to the front. Get them to stand at a certain distance from the board.

**-** Say a day of the week using *It’s \_\_\_\_.* with one of the words on the board, for example, *It’s Monday*. The pupil who is the quickest to slap the right word (*Monday*) gets one point. The pupil who slaps the most words is the winner.

**-** Invite a few pairs to the front of the class to play the game.Praise pupils if they perform well.

**5. Wrap – up**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

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

**IV. REGULATION**

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 ***Date of teaching:4/10/ 2024***

**UNIT 3: MY WEEK**

**Lesson 2:1,2,3**

**I. DESIRED OBJECTIVES**

- 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. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class

- Play a game: **Listen and guess**

- Spell the first letter of any day/ spell any letter in a day, pupils guess.

- Flash the cards to consolidate pupils’ pronunciation and spelling.

**2.Activity 1: Look listen and repeat**

**-Vocabulary**

- T elicits the new words

*+ study at school: học ở trường (picture)*

*+ go to school : đihọc (picture)*

*+ do housework :làmviệcnhà (picture)*

*+ listen to music: nghenhạc (picture)*

 - T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**+ Look, listen and repeat.**

**-** Have pupils look at Pictures **a** and**b** and identify the characters in the pictures.

- T supports:

*1. Who are they?*

*2. Where are they?*

*3. In PA: What does teacher ask?*

*- How do students answer?*

*4. In PB: What does Bill ask?How does Lucy answer?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

 + read in pairs.

 + some pairs role play in front of the class.

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

- Draw their attention to the questions *What do you do on Thursdays / Saturdays?* and the answers *I study at school* and *I do housework*. Tell pupils that they are questions and answers about what someone does on certain days of the week.

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

**-** Have pupils look at the pictures and elicit the activities and the days of the week.

**-** Have pupils look at the pictures and elicit the days of the week.

- T runs through the days of a week on each picture.

-Have pupils point at the pictures,listen to the recording and repeat.

- T models with PA: T: *What do you do on Mondays? – I study at school*.

- Ss work in pairs to ask and answers 4 pictures ( 3minutes).

- Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4.Activity 3. Let’s talk.**

**-** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*).

**-** Put pupils into pairs and encourage them to ask and answer questions about what someone does on certain days of the week. Go around the classroom to offer support.

**-** Invite a few pairs to the front of the class to perform their conversations.
**-** Invite a few pairs to practise asking and answering questions about what they do on certain days of the week. Praise pupils if they perform well.

**Game: Spelling game**

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

- Have Ss repeat with others.

- can play in two groups, the fastest gets one sticker.

**5. Wrap -up**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

**-** Learn the vocab by heart at home.

**IV. REGULATION**

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 ***Date of teaching:4/10/ 2024***

 **UNIT 3: MY WEEK**

**Lesson 2:4,5,6**

**I.DESIRED OBJECTIVES**

- 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. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

- Greet the class.

- 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. Activity 4. Listen and number.**

**-** Draw pupils’ attention to the pictures. Elicit the activities and the days of the week.

**-** Play the recording for pupils to do the task by numbering the pictures. Play the recording again to give pupils another listening opportunity.

**-** Check answers together as a class. Play the recording a third time for pupils to double-check their answers and correct their answers in pairs.

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

\* Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers, Peer correction

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

**-** Have pupils look at the pictures. Get them to identify the days of the week and the activities in the pictures.

**-** Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the questions and answers.

**-** Model Picture **1**. Have pupils look at the answer. Ask them what word is missing (*Tuesday*). Then have them complete the answer (*It’s Tuesday.).* Repeat the same procedure with Pictures **2**, **3** and **4**.

**-** Have pupils complete the gaps individually and ask a few pairs to read the four completed exchanges aloud.

***Key:***

***1. Tuesday***

***2. What/Wednesday***

***3. I go to school on Thursdays.***

***4. What/I listen to music on Sundays.***

**4.Activity 6. Let’s sing.**

Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the characters’ activities to reinforce their understanding.

**-** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation, rhythm and the melody.

**-** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**-** Play the recording all the way through for pupils to sing along.
- Play the recording again for pupils to sing and clap along with the recording. Pupils can sing the song *What day is it today?*with the correct pronunciation, rhythm and melody.

**5. Wrap- up**

- Sing the song *Seven days of the week* with TPR technique

<https://www.youtube.com/watch?v=lPgTdgvj_jc>

- Let pupils listen to the song several times, sing along and act together.

**-** Learn the sing by heart at home.

- Do parts C, D in the workbook.

- Prepare the new lesson: Lesson 3 (1,2,3) of Unit 3

**IV. REGULATION**

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 ***Date of teaching:9/10/ 2024***

 **UNIT 3: MY WEEK**

**Lesson 3:1,2,3**

**I.DESIRED OBJECTIVES**

-  Correctly repeat the sounds of the letter *u* in isolation, in the word *music* (/ju/) as in the sentence *I listen to music on Saturdays*, and the word *Sunday* (/ʌ/) as in *I do housework on Sundays.*

-  Identify the target words *music* and *Sunday* while listening.

-  Say the chant with the correct pronunciation and rhythm.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Have pupils answer the questions then sing the song *What day is it today?*

- Lead into the new lesson.

**2.Activity 1: Listen and repeat. (10’)**

**-** Draw pupils’ attention to the letter ***u***, the word *music* and the sentence *I listen to music on Saturdays*. Play the recording and encourage pupils to point at the letter, the word, and the sentence while listening.

**-** Play the recording again and encourage pupils to listen to and repeat the sound, the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

**-** Repeat **Steps 1** and **2** for the same letter ***u***, the word *Sunday* and the sentence *I do housework on Sundays.*

**-** Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

\*Assessment - Performance products: Pupils’ answers. - Assessment tools: Observation; Questions & Answers

**3.Activity 2. Listen and circle.**

**-** Tell pupils that they are going to listen to the recording and circle the correct options. Get them to read the options and guess the sentences they may hear in the recording.

**-** Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

**-** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

**-** Play the recording again for pupils to double-check their answers.

**Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences.

\* Assessment - Performance products: Pupils’ answers. - Assessment tools: Observation; Questions & Answers.

***4.*Activity 3: Let’s chant.**

**-** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.

**-** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter ***u*** in the words *music* and *Sunday*.

 **-** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

 **-** Play the recording all the way through for pupils to chant along. Encourage them to clap along while chanting.

**Extension:** Divide the class into two groups to take turns listening to and repeating the chant, while the rest of the class claps along.Praise pupils if they perform well.

* **Memory game**

[**https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/**](https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/)

**5. Warp – up.**

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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 ***Date of teaching:10/10/ 2024***

**UNIT 3: MY WEEK**

**Lesson 3:4,5,6**

**I.DESIRED OBJECTIVES**

-  Read and show understanding of a text and complete a table about Nam’s week.

-  Complete a paragraph about what pupils do on certain days of the week by writing the target words in the gaps.

- Draw two pictures about weekend activities at home and present them to the class by using the target language.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1.Wram up: sing a song**

<https://www.youtube.com/watch?v=RfAMjbaHMVU>

**2.Activity 4. Read and complete.**

**-** Draw pupils’ attention to the words provided in the table and the four gaps about Nam’s activities on some days of the week.

- Ask pupils to read the text and complete the table with the missing words.

**-** Set a time limit for pupils to read the text again and look for specific information to fill in the gaps in the table. Go around the classroom to monitor their reading task.

**-** Tell pupils to swap their answers with a partner, then check answers together as a class. Write the answers on the board.

**Key:** 1, 2. go to school3. do housework4. watch TV

\*Assessment - Performance products: Pupils’ answers. - Assessment tools: Observation; Questions & Answers.

**-** Ask pupils to read the gapped text and fill in the gaps with their own information. Tell pupils that the gaps in the text should focus on their activities and the days on which they do the activities. Check comprehension.

**3. Activity 5: Let’s write.**

**-** Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap, e.g. *I am Lan.*

**-** Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.

**-** Get pupils to swap their books with a partner and check their answers before checking as a class.

**Extension:** Invite a few pupils to read their completed texts in front of the class.

**Suggested answer:**

*I am Tram. I go to school school on Modays, Tuesdays, Wednesdays, Thursdays, and Fridays. I do housework on Saturdays. On Sundays, I listen to music. What do you do at the weekend?*

**4.Activity 6. Project**

**-** Tell pupils the goal of the activity. Explain that they have to look at the pictures they have prepared at home and present them to the class.
**-** Have pupils work in groups of five or six. Each pupil looks at his / her pictures and tells the group about what he / she does on Saturdays and Sundays.

**-** Invite a few pupils to look at their pictures and tell the class about them, e.g. *On Saturdays, I play football. or On Sundays, I do housework.*

**- The disabled:** Say their weekend activites.

**Game: Touching the wall**

- Give each pair something to stick the cards on the wall with.  Ask everyone to randomly stick the cards all over the walls around the room.  Then bring everyone into the middle of the room.  Shout out *Monday* and everyone has to race over to a Monday card and touch it.  Then *Tuesday* and so on (in the correct order) until you make it through all the weekdays.  Play another round, this time faster!

**5. Wrap – up.**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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