***Week: 06***

***Preparing date: 13/10/2024***

***Teaching date: 14 /10/2024***

***Period: 21***

**UNIT 3: MY WEEK**

**Lesson 3(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

-  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.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student about daily activities.

4. Attributes:

- Show their responsibility by noticing the day of the week

**II. RESOURCES**

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.Have pupils answer the questions then sing the song *What day is it today?*(ppt)2.New Lesson:Activity 1. Listen and repeat. 5 minutesGoal: To correctly repeat the sounds of the letter *u* in isolation, in the words *music* and *Sunday*, and in the sentences *I listen to music on Saturdays*. and *I do housework on Sundays.* with the correct pronunciation and intonation. -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.   -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.Activity 2. Listen and circle. 10 minutesGoal: To identify the target words *music* and *Sunday* while listening. -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. Extension: Invite one or two pupils to stand up, listen to and repeat the sentences. Activity 3. Let’s chant. 8 minutesGoal: To say the chant with the correct pronunciation and rhythm. -Draw pupils’ attention to the lyrics of the chant. Check their comprehension. 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.Miming Game- Award pupils stickers for their correct answer. 3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class-Listen to the T's instruction-IndividualworkListen and repeatWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workclap along while chanting- Listen to the T's instruction.-play in groupWhole class/ Individual work |

 **Adjustments (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...………

***Week: 06***

***Preparing date: 13/10/2024***

***Teaching date: 14 /10/2024***

***Period: 22***

**UNIT 3: MY WEEK**

**Lesson 3(4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

-  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.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student about introducing yourself.

4. Attributes:

- Show their responsibility by noticing the day of the week

**II. RESOURCES**

- Student’s book: Page 27

- Teacher’s guide: Pages 53, 54

- Flash cards/ pictures and posters (Unit 3)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class and encourage pupils to respond to the greeting.Spend a few minutes revising the previous lesson by having pupils answer the questions by using sentence patterns they have learned. (ppt)2.New Lesson:Activity 4. Read and complete. 5 minutesGoal: To read and show understanding of a text and complete a table about Nam’s week. -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.  - Go around the classroom to monitor their reading task.  -Write the answers on the board.Activity 5. Let’s write. 10 minutesGoal: To complete a paragraph about what pupils do on certain days of the week by writing the target words in the gaps. -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.  -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.Activity 6. Project 8 minutes -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.*Game: Touching the wallPlay another round, this time faster!3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/do the task independently- Listen to the T's instructionIndividualworkListen to the teacherGroup workwork in groups of five or sixListen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….…………………………………………………………

***Week: 06***

***Preparing date: 13/10/2024***

***Teaching date: 16/10/2024***

***Period: 23***

**UNIT 4: MY BIRTHDAY PARTY**

**Lesson 1(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.

- Correctly say the words and use *when’s your birthday? – it’s in \_\_\_\_\_.* To ask and answer questions about someone’s birthday.

- Enhance the correct use of *When’s your birthday? – It’s in \_\_\_\_\_.* to ask and answer questions about someone’s birthday in a freer context.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student to say the days of week and date of birth.

4. Attributes:

- Show pride in the date of birth of themselves and others’ and respect to their parents for their presence

**II. RESOURCES**

- Student’s book: Page 28

**III. PROCEDURE**:

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Ask pupils to open their books at page 28 and look at *Unit 4, Lesson 1, Activity 1*. Get pupils to look at the title of the unit and check comprehension. Have them repeat it once or twice. Tell pupils what they will learn in this lesson.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicativecontexts focusing on asking and answering questions about birthdays. -Have pupils look at Pictures a and b and identify the characters in the pictures. -Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary. -Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. *When’s your birthday?* and the answer *It’s in May*. Tell pupils that these are a question and an answer about someone’s birthday.Activity 2. Listen, point and say. 10 minutesGoal: To correctly say the words and use *When’s your birthday? – It’s in \_\_\_\_\_.* to ask and answer questions about someone’s birthday.  -Have pupils open the book at page 28, point at Picture a, listen to the recording and repeat the word (*January*).  (*When’s your birthday? – It’s in January.*). -answering the question *When’s your birthday? – It’s in \_\_\_\_\_.* using the speech bubbles and the pictures.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *When’s your birthday? – It’s in \_\_\_\_\_.* to ask and answer questions about someone’s birthday in a freer context. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).Game: SpongeBob - Divide the class into 3 teams. - Pupils from each team take turns to choose a letter and answer a question.- Pupils answer correctly to get some points corresponding to the number of hamburgers. 3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of classsome pupils to practise asking and answering questions in front of the classWhole class/ Individual work |

**Adjustments (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..…………………………………………………

***Week: 06***

***Preparing date: 13/10/2024***

***Teaching date: 16/10/2024***

***Period: 24***

 **UNIT 4: MY BIRTHDAY PARTY**

**Lesson 1(4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- Listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.

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

- Sing the song *When's your birthday?* with the correct pronunciation, rhythm and melody.

2. Skills: Listening and speaking

3. Competences: Support disabled student to know the date of birth

4. Attributes:

- Show pride in the date of birth of themselves and others’ and respect to their parents for their presence

**II. RESOURCES**

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- ﻿Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about birthdays in front of the class. Have the class give comments.2.New Lesson:Activity 4. Listen and number. 5 minutesGoal: To listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures. -Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. If they repeat well, praise them.Activity 5. Look, complete and read. 10 minutesGoal: ﻿To complete four target gapped exchanges with the help of picture cues.1: Have pupils look at the pictures. Have them identify the birthdays (months) in the pictures. -Have pupils look at the four incomplete dialogues﻿ -Model Picture 1. Have pupils look at the dialogue. Then have them look at the picture and identify the month. Ask them what is missing in the answer (*March*). Ask them to complete the gap (*When’s your birthday? – It’s in March.*). Repeat the same procedure with Pictures 2, 3 and 4. -Have pupils complete the dialogues individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.Activity 6. Let’s sing. 8 minutesGoal: To sing the song *When's your birthday?* with the correct pronunciation, rhythm and melody. -Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce the understanding. -Play the recording all the way through. Encourage them to listen carefully to the pronunciation and melody.Extension: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.Whole class/ Individual work |

**Adjustments (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………