**Week :5**

**Period: 17**

**UNIT 3: MY WEEK**

Lesson 1 ( Act. 1,2,3)

1. **Objectives:**

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

**1. Knowledge:**

- Understand and correctly repeat the sentences in two communicative contexts 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.

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes**:

- Show their responsibility by noticing the day of the week.

**II. Preparation:**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: books, notebooks, workbooks.

**III. Procedures:**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Have the whole class sing the song *What time do you go to school?*  - Lead to new lesson. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** *- Help Ss understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on* the days of the week.  - Have pupils look at Pictures a, 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 for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation if necessary.  **-** Invite a few pairs role play.  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.  **1. Vocabulary:**  *- day: ngày, thứ (eliciting)*  *- Monday: thứ hai (picture of calendar)*  *- Tuesday: thứ ba (picture of calendar)*  *- Wednesday: thứ tư (picture of calendar*)  *-Thursday: thứ năm (picture of calendar)*  *-Friday: thứ sáu (picture of calendar)*  **Check vocabulary:** Rub out and Remember  **2. Model sentence:**  *A: What day is it today?*  *B: It’s Monday.*  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books.  **B. PRACTICE**  **Activity 2. Listen, point and say. (**9 minutes)  **Goal:** - *Help Ss* to correctly say the words and use “*What day is it today? – It’s \_\_\_\_\_.”* to ask and answer questions about the days of the week.  **-** Ask Ss look at the picture a, b, c, d and read these days.  **a.** Monday **b.** Tuesday **c.** Wednesday **d.** Thursday  - Elicit speech bubbles: *What day is it today? – It’s \_\_\_\_\_.*  **-** Have pupils point at Picture **a**, listen to the recording and repeat the word (*Monday*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times.  **-** Point at the bubbles and Picture **a** and have pupils listen to and repeat after the recording (*What day is it today? – It’s Monday.*). Repeat the same procedure with the other three pictures (**b**, **c**, **d**). Have the class repeat the questions and answers a few times.  **-** Have pairs practise asking and answering the question *What day is it today? – It’s \_\_\_\_\_.*  **-** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** - *Help Ss to 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.  -Draw pupils’ attention to the picture. Ask questions to help them identify the context  **-** Put pupils into pairs and encourage them to ask and answer questions about the days of the week. Go around the classroom to offer support.  -Invite some groups to the front of the class to perform their conversations. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)  **Ask pupils two questions related to days of the week.**  *Which day do you like most in a week? Monday? Tuesday?... Why?*  *Why do we need Saturday and Sunday?*  **Homework:** Learn by heart vocabulary and practice model sentence.  Prepare the new lesson: Unit 3-Lesson 1- P4,5,6. | Group work  Whole class |

**IV.Comments:**

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**Week: 5**

**Period:18**

**UNIT 3: MY WEEK**

Lesson 1 (P4,5,6)

**I.Objectives:**

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

**1. Knowledge:**

-  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.*

**2. Competences:**

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

- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks.

**II. Preparation:**

1. Teacher’s preparation: TV, computer, books.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game: Look and guess (ppt)**  - Divide the class into 2 teams.  - Each team guess the answer with picture.  - slide show the games- give mark  - Lead to the new lesson “Unit 3, Lesson 1 (4,5,6)”. | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Listen and tick. (**8 minutes)  **Goal:** *Ss will be able**to listen to and understand two communicative contexts a bout the days of the week and tick the correct pictures.*  - Have Ss look at the pictures and elicit the word for the day in each picture.  - Ask Ss to guess their answers.  - Play the recording of the first exchange.  - Play the recording again for Ss to do the task.  - Repeat Step 1 for pictures 2a and 2b.  - Get Ss to swap books with a partner, then check answers together as a class.  - Ask Ss to write the correct answers on the board  - T gives feedbacks.  - If time allows, play the recording sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation.  *Key: 1. b 2. a*  **Activity 5. Look, complete and read. (**9 minutes)  **Goal:** *Ss will be able**to look, complete and read four target sentence patterns in dialogues with the help of picture cues*.  - Have Ss look at the pictures and identify the day in the pictures.  - Have Ss look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  - T models with picture 1.  - Ask them what is missing in the sentence (Monday)  - Ask Ss to complete the dialogues individually.  - Go arround the classroom to offer.  - Get Ss to swap books and correct their answers in pairs  - Ask some Ss to write their answers on the board.  - T gives comments and feedback.  - Ask a few pairs to read the dialogues aloud.  *Key: 1. Monday 2. Friday 3. What day – It’s 4. Today-It’s Thursday*  **Activity 6. Let’s play (** 8 minutes)  **Goal:** *To revise target words about the days of the week by playing the game Slap the board.*  -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  **-** 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.  - T gives feedback.  **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “ Who’s millionare ?  - T gives some tasks by listening and asks Ss to listen to choose the best answer  - Ss listens and answer the questions.  - T gives feedback  **\*Homelink:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 3- Lesson 2- P 1, 2, 3 | Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work    Whole class/  Whole class  Individual work  Pair work/ groups  Pair work/ groups  Whole class |

**IV.Comments:**

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**Week: 5**

**Period: 19**

**UNIT 3: MY WEEK**

Lesson 2 (P1,2,3)

**I.Objectives:**

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

**1. Knowledge:**

-  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.

**2. Competences:**

- ask and answer questions about someone confidently.

- help partners to complete learning tasks

**3. Attributes:**

- Kindness: Help partners to complete learning tasks.

- Leadership: collaborate with teachers to enhance language skills

**II. Prepartion:**

- Teacher: laptop, pictures, lesson plan, TV or projector.

- Students: Pupil’s book s, notebooks, workbooks, school things.

**III. Procedure:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’ 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.  - Lead to new lesson. | Whole class  / Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat:**  **\*Goals:** *Ss will be able*t*o 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*  - Have pupils look at Pictures a, 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 for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **\*Vocabulary**.  - T elicits the new words  *+ do: làm (eliciting)*  *+ study: học (eliciting)*  *+ housework: việc nhà (eliciting)*  *+ listen to music: nghe nhạc (eliciting)*  - T models (3 times).  **-** Ask Ps to say the words.  - T writes the words on the board and the Ss copy down.  - Checking: What and where  - T asks Ss look at picture a and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books.  \* Model sentences:  **A: What do you do on Thursdays?**  **B: I study at school.**  **B. PRACTICE**  **Activity 2**. **Listen, point and say.**  **\*Goals:** *Ss will be able**to correctly say the words and use “What do you do on \_\_\_\_\_? – I \_\_\_\_\_.” to ask and answer questions about the activities in the days of a week.*  **-** Ask Ss look at the picture a, b ,c,d and call the names of the day and the activity  - Run through all the pictures.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picure a  **A: What do you do on Mondays?**  **B: I study at school.**  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and roleplay in front of the class.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk.**  **\*Goals:** *Ss will be able to enhance the correct use of “What do you do on \_\_\_\_\_? – I \_\_\_\_\_.” to ask and answer questions about someone’s activities.*  - T asks Ss to guess each character and what the children do.  + What can you see in the picture?  +Who are they?  Put pupils into pairs and encourage them to ask and answer questions about the characters. Go around the class to offer support.  **-** Invite some pairs to the front of the class to perform their conversations.  **Fun corner and wrap-up: (**5’)  **Game: Find the treasure**  - Explain each day is a treasure like time is valuable to all.  - Hide flashcards in different places, for example Monday learners have English, then the card Monday is hidden in an English textbook. In the same rule, hide 14 cards in different places in the classroom or outside if possible.  - Divide Ss into groups of 7. Teacher stands in the middle of the class, acts or draws to the air the subject learners have on each different day. Learners run and find the cards, put into a basket. The group with more flashcards after a limited time wins. Play again with different groups, using miming to help depending on the learners’ language competence.  **Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: Unit 3- Lesson 2 (P4,5,6). | Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Pair work  Pair work  Whole class/ Individual work  Pair work  Group work |

**IV. Comments:**

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**Week: 5**

**Period: 20**

**UNIT 3: MY WEEK**

Lesson 2 (P4,5,6)

1. **Objectives:**

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

**1. Knowledge:**

- 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.

**2. Competences:**

- Critical Thinking: noticing activities in the day of the week

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks.

**II. Preparation:**

1. Teacher’s preparation: TV, computer, books.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Ask and answer: 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. | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Listen and number. (**8 minutes)  **Goal:** *Ss 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.*  - Have Ss look at the pictures and point at each picture and elicit the situations.  - Ask Ss to guess their answers.  - Play the recording twice so that Ss can do the task.  - Play the recording more time to give Ss another listening opportunity.  - Go arround the classroom to offer  - Get Ss to swap books with a partner, then check answers together as a class.  - Ask Ss to write the correct answers on the board  - T gives feedbacks.  - If time allows, play the recording sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation.  *Key: 1. c 2. d 3. b 4. a*  **Activity 5. Look, complete and read. (**9 minutes)  **Goal:** *Ss will be able**to complete four gapped exchanges with the help of picture cues.*  **-** 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 day -Wednesday 3. Study at school 4. What-listen to music*  **Activity 6. Let’s play (** 8 minutes)  **Goal:** *Ss will be able to sing the song What day is it today? with the correct pronunciation, rhythm and melody.*  -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.  **\* Fun corner and wrap-up: (**5 minutes)  - Play the song *What day is it today?* again, divide pupils into small groups, have them join in a singing competition to find out the best singers. Give all pupils encouragement.  - T gives feedback  **\*Homelink:**  **-** Learn by heart vocabulary and practise model sentence.  - Prepare new lesson Unit 3- Lesson 3- P 1, 2, 3 | Whole class  Individual work  Pairwork  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class/  Whole class  Individual work  Group work  Whole class |

**IV.Comments:**

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