**Week: 6**

**Period: 21**

**UNIT 3: MY WEEK**

Lesson 3 (P1,2,3)

**I. Objectives:**

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

**1. Knowledge:**

- 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. Competences:**

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

- Sociability: Talk to each other, say good words to others.

**3. Attributes:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Preparation:**

1. Teacher: Teacher’s guide; posters, laptop, lesson plan, TV.

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

**III. Procedure:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Warm- up: (5’)**  Have pupils answer the questions then sing the song *What day is it today?*(\_\_\_\_\_?/ | Whole class |
| **Activity 1. Listen and repeat: (8’)**  **\*Goals:**  *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.  **-** 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 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.  - T gives feedbacks. | Whole class/ Individual work  Whole class/ individual work  Whole class  Whole class |
| **Activity 2.** **Listen and circle. (5’)**  **\*Goal:** *Ss will be able**to*  *identify the target words music and Sunday while listening*  - Draw pupils’ attention to the sentences and the answer options.  - 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 as a class.  **-** Write the correct answers on the board. Play the recording for pupils to check their answers again.  - Invite one or two pupils to stand up, listen and repeat the sentences.  Key: 1. a 2. b | T- Whole class  Whole class  Pair work  Whole class |
| **Activity 3. Let’s chant (8’)**  **\*Aims:** *Ss will be able to say the chant with the correct rhythm and pronunciation*.  - Introduce the title, the scene and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant.  - Have them repeat the title and lyrics line by line.  - Ask Ss to attend 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.  - Play the recording for Ss to chant and clap along.  - Ask Ss to practise chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  **\* Fun corner and wrap up (5’)**  **Miming Game**  - Mime to show the subject or activities pupils often do on each day at school or at home. It can be played in groups or the whole class.  - Award pupils stickers for their correct answer.  **Homework. (2’)**  **-** Practise the chant more.  - Prepare the new lesson: Unit 3, Lesson 3 (4,5,6) | T- Whole class  Whole class  Whole class  Pair work/ Group work  Whole class |

**IV. Comments:**

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**Week: 6**

**Period: 22**

**UNIT 3: MY WEEK**

Lesson 3 (P4,5,6)

**I.Objectives:**

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

**1. Knowledge:**

-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. Competences:**

- Critical Thinking: self-introduce

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

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

**3. Attributes:**

- 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’**  **Let’s chant**.  - Ask pupils to read the chant page 26.  - Invite some of them come to the board to role play, the rest of the pupils will chant.  Lead to the new lesson “Unit 3, Lesson 3 (4,5,6)”. | Whole class  Group work |
| **\* New lesson:**  **Activity 1. Read and complete. (**8 minutes)  **Goal:** *Ss will be able**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.  **-** 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. Go to school 2. Go to school 3. Do housework*  *4. Watch TV*  **Activity 5. Let’s write. (**9 minutes)  **Goal:** *Ss will be able**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  **Goal:** *Ss will be able to draw two pictures about weekend activities at home and present them to the class by using the target language*.  **-** 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.*  **\* Fun corner and wrap-up: (**5 minutes)  Singing along *Seven days a week* song  - Have pupils listen and sing along several times, change the lyrics to the most common activities that pupils in the class choose to do at weekends and sing with the new lyrics.  - Have different groups present the song with their own lyrics if their language proficiency is good enough.  **\*Homework:** Learn by heart vocabulary and practise model sentence | Whole class/Individual work  Individual work  Pairwork  Whole class  Whole class/ Individual work  Whole class/  Individual work  Group work  Whole class/  Individual work  Group work |

**IV.Comments:**

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Week: 6 Date of planning: / /2023

Period: 23 Date of teaching: / /2023

UNIT 4: MY BIRTHDAY PARTYLesson 1 (Part 1, 2, 3)

**I. OBJECTIVES:**

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

**1. Knowledge:**

- 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. Competences:**

- Communication and collaboration: work in pairs and groups to complete the  
learning tasks  
- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

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

**II. PREPARATION:**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

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

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  - Greet the class.  - Play *Guessing words* game.  - Lead to the new lesson *“Unit 4: My birthday party”.* | Wholeclass/Individualwork |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat: (8’)**  ***\*Goal:*** *To understand and correctly repeat the sentences in two communicativecontexts focusing on asking and answering questions about birthdays.*  **Set the context:**  - Have Ss look at Pictures a and b and identify the characters in the pictures. Ask *“Who are they?” “What are they talking about?”*  **-** Ask Ss to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for Ss to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.  - Play the recording again for Ss to listen and repeat in chorus, sentence by sentence.  **-** Invite a few pairs to the front of the classroom.  **-** Draw their attention to the question *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.  **B. PRACTICE**  **Activity 2**. **Listen, point and say. (10’)**  ***\*Goal:****﻿﻿To correctly say the words and use When’s your birthday? – It’s in \_\_\_\_\_. to ask and answer questions about someone’s birthday.*  **\**Vocabulary****:*  *+January: tháng 1 (picture)*  *+ February: tháng 2 (picture)*  *+ March: tháng 3 (picture)*  *+ April: tháng 4 (picture)*  *+ May: tháng 5 (picture*  - *Checking: What’s the missing?*  \* Model sentences  - Draw their attention to the question *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.  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  **-** Have Ss look at Picture a, listen to the recording and repeat the word (*January*). Repeat the same procedure with the other three pictures.  **-** Point at the bubbles and have pupils listen to and repeat after the recording (*When’s your birthday? – It’s in January.*). Point at Picture a and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Pictures b, c, and d. **-** Have Ss work in pairs and practise asking and answering the question *When’s your birthday? – It’s in \_\_\_\_\_.* using the speech bubbles and the pictures.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk. (7’)**  ***\*Goal:*** *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.*  **-** Draw Ss’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context.  - Elicit the missing words in the speech bubble and write them on the board. Get Ss to say the completed sentences.  **-** Have Ss look at the bubbles to understand how the sentence pattern is used. Have Ss role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure Ss understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.  **-** Invite some Ss to practise asking and answering questions in front of the class. Praise them if they perform well.  - T gives feedback | T- Whole class  Whole class  T- Whole class  Whole class/ Individual work  T- Whole class  T- Whole class  Whole class/ Individual work  T- Whole class  Whole class  Pair work  Pair work  Whole class/ Individual work  Pair work  Pair work |
| **Fun corner and wrap-up: (**5’)  **Game: SpongeBob**  **-** Divide the class into 3 teams.  - Ss from each team take turns to choose a letter and answer a question.  - Ss answer correctly to get some points corresponding to the number of hamburgers.  \* Preparation for the project:  - Tell Ss about the project on page 33. Ask them to prepare for it at home by making birthday party invitations. Remind them to bring the invitations to class to present them at Project time  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 4, Lesson 1 (4, 5, 6).* | Group work |

**Comments:**

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Week: 6 Date of planning: / /2023

Period: 24 Date of teaching: / /2023

UNIT 4: MY BIRTHDAY PARTY Lesson 1 (Part 4, 5, 6)

1. **Objectives:**

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

**1. Knowledge:**

- 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. Competences:**

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

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

**3. Attributes/ Qualities:**

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

**II. Preparation.**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

2. *Students:* Pupil’s books, notebooks, workbooks, school things.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  *-* **Game: Yes or No**  - Play YES/ NO physical game (PPT slides) to review months that Ss have learnt in the previous lesson.  - Lead to the new lesson*“Unit 4: Lesson 1 (4,5,6)”.* | Whole class |
| **\* New lesson:**  **Activity 4. Listen and number.** 8 minutes  ***\*Goal:***﻿﻿*To listen to and understand four communicative contexts in which Ss ask and answer questions about their birthdays and number the correct pictures.*  **-** Draw Ss’ attention to the pictures. Elicit the name of the month in each picture.  **-** Play the recording all the way through so that Ss can become familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.  **-** Play the recording again for Ss to do the task. Play the recording a third time to give Ss another listening opportunity.  **-** Tell Ss to swap books with a partner, then check answers together as a class. Say the correct answer again for Ss to correct their answers.  Key: 1. b 2. a 3. d 4. c  **Activity 5. Look, complete and read.** 10 minutes  ***\*Goal:****﻿To complete four target gapped exchanges with the help of picture cues.*  **-** Have Ss look at the pictures and identify the birthdays (months) in the pictures.  **-** Have Ss look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  ﻿**-** 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 Ss complete the dialogues individually.  - 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. March 2. May 3. birthday; February 4.When’s; in April  **Activity 6. Let’s sing** (7 minutes)  ***\*Goal:*** *﻿﻿To sing the song When's your birthday? with the correct pronunciation, rhythm and melody.*  - Draw Ss’ 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.  **-** Play the recording line by line for Ss to listen and repeat. Correct their pronunciation where necessary.  **-** Play the recording all the way through and have Ss sing along.  **-** Put Ss 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.  **\* Fun corner and wrap-up: (**5 minutes)  Ask students about what they have learnt from the lesson  - Listen and number the correct pictures about months of birth  - Complete four target gapped exchanges  - Sing the song *When's your birthday?*  **\*Home link:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 4- Lesson 2- P 1, 2, 3 | Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class  Individual work  Whole class |

**Comments:**

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