| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 3: MY WEEK**

**Lesson 1 – Period 1**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show their responsibility by noticing the day of the week. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 22  - Audio tracks 26, 27  - Teacher’s guide: Pages 43, 44, 45  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 3)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Wrap up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  **Option 1:** Have the whole class sing the song *What time do you go to school?*  **Option 2:** Ppt | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | - Context **a**: Ms Hoa: *Hi, class. What day is it today?*  Class: *It’s Monday.* - Context **b**: Bill: *What day is it today?*  Lucy: *It’s Friday.* | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the days of the week. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** 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.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** 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. | | | Whole class  /Individual work  Pair work  Whole class  /Individual work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | – Picture cues: **a.** Monday **b.** Tuesday **c.** Wednesday **d.** Thursday  – Speech bubbles: *What day is it today? – It’s \_\_\_\_\_.* ***Audio script: a.*** *Monday* ***b.*** *Tuesday* ***c.*** *Wednesday* ***d.*** *Thursday*  ***a.*** *A: What day is it today?*  *B: It’s Monday.*  ***b.*** *A: What day is it today?*  *B: It’s Tuesday.*  ***c.*** *A: What day is it today?*  *B: It’s Wednesday.*  ***d.*** *A: What day is it today?*  *B: It’s Thursday.* | | | |  |
| c. Outcome | Pupils can correctly say the words and use *What day is it today? – It’s \_\_\_\_\_.* to ask and answer questions about the days of the week. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the days of the week.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Have pairs practise asking and answering the question *What day is it today? – It’s \_\_\_\_\_.*  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | | | Whole class/ Individual work    Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | – Picture cue: a boy asks a girl about the days of the week: *Tuesday, Wednesday, Thursday, Friday* (illustrated by calendars)  – Speech bubbles: *What day is it today? – It’s* \_\_\_\_\_. | | | |  |
| c. Outcome | Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*).  **Step 2:** 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.  **Step 3:** 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. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game** from <https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/>  **Option 2: Play the Board game**  **-** Divide children into groups of four.  - Give each group one paper dice.  - Race to find the winner.  ***\* Preparation for the project:***  Tell pupils about the project on page 27, Lesson 3, Activity 6. Ask them to take notes of weekend activities at home and present them to the class at Project time.  **Option 3: Ask students 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? | | | Group work  Group work  Group work |  |

**RACING HORSES**

**How to play:**

Divide children into groups of four.

Give each group one paper dice.

Race to find the winner.

| START | THE DAY AFTER MONDAY | THE DAY BEFORE THURSDAY | GO BACK TWO SPACES | THE DAY AFTER THURSDAY | GET A GIFT FROM THE TEACHER |
| --- | --- | --- | --- | --- | --- |
| THE DAY AFTER WEDNESDAY | GO FORWARD TWO SPACES | GO BACK ONE SPACE | THREE DAYS AFTER SUNDAY | 6 DAYS AFTER SUNDAY | FOUR DAYS BEFORE SATURDAY |
| SING A SONG | GO BACK TO THE START | GO FORWARD ONE SPACE | THE DAY AFTER TUESDAY | THREE DAYS AFTER FRIDAY | THE DAY BEFORE WEDNESDAY |
| GO BACK 5 SPACES | PICK ONE FRIEND TO ASK HIM/ HER TO SING A SONG | THE DAY BEFORE SUNDAY | THE DAY AFTER SATURDAY | TWO DAYS START WITH T | FINISH |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 3: MY WEEK**

**Lesson 1 – Period 2**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | -  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.* |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 23  - Audio tracks 29  - Teacher’s guide: Pages 45, 46, 47  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 3)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read –  Let’s play – Wrap up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  **Option 1:**  - 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.  **Option 2:** Sing along <https://www.youtube.com/watch?v=RfAMjbaHMVU>  **Option 3:** Ppt | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Listen and tick.**  5 minutes | | | | | |
| a. Goal | To listen to and understand two communicative contexts about the days of the week and tick the correct pictures. | | | |  |
| b. Input | Picture cues: **1a.** Tuesday 12 **1b.** Wednesday 13  **2a.** Thursday 14 **2b.** Friday 15  ***Audio script:* 1.** *Ms Hoa:* Hello, Nam.  *Nam:* Hello, Ms Hoa.  *Ms Hoa:* What day is it today?   *Nam:* It’s Wednesday.  *Ms Hoa:* OK.  **2.** *Mr Long:* Hello, Mai.  *Mai:* Hello, Mr Long.  *Mr Long:* What day is it today?  *Mai:* It’s Thursday.  *Mr Long:* Good.  **Key: 1.** b **2.** a | | | |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts about the days of the week and tick the correct pictures. | | | |  |
| d. Procedure | **Step 1:** Draw pupils attention to Pictures **1a** and **1b**. Ask questions to help them identify the days of the week.  **Step 2:** Play the recording for Question **1** for pupils to listen. Then play the recording again for pupils to listen and tick the correct picture.  **Step 3:** Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.  **Step 4:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for pupils to double- check their answers.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | | | Whole class /Individual work  Pair work  Whole class |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | To complete four gapped exchanges with the help of picture cues. | | | |  |
| b. Input | Four picture cues and four gapped exchanges to complete. | | | |  |
| c. Outcome | Pupils can correctly complete four gapped exchanges with the help of picture cues.  Key: 1. Monday 2. Friday 3. What day; It’s 4. today; It’s Thursday | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Get them to identify the days of the week in the pictures.  **Step 2:** Have pupils look at the gapped exchanges. Draw their attention to the missing words in the questions and answers.  **Step 3:** Model 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**.  **Step 4:** Have pupils complete the gapped exchanges individually and ask a few pairs to read them aloud. | | | Whole class/ Individual work  Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRODUCTION**  **Activity 3. Let’s play.** 8 minutes | | | | | |
| a. Goal | To revise target words about the days of the week by playing the game *Slap the board.* | | | |  |
| b. Input | Some words of the target vocabulary on the board: *Monday, Tuesday, Wednesday, Thursday, Friday* (jumbled) | | | |  |
| c. Outcome | Pupils can revise target words about the days of the week by playing the game *Slap the board.* | | | |  |
| d. Procedure | **Step 1:** 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*).  **Step 2:** Call two pupils to the front. Get them to stand at a certain distance from the board.  **Step 3:** 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.  **Step 4:** Invite a few pairs to the front of the class to play the game. Praise pupils if they perform well. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game** from <https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/>  **Option 2: Play the “ Board game” (bank)**  **Option 3:** Sing along <https://www.youtube.com/watch?v=RfAMjbaHMVU> | | | Whole class/ Group work |  |

**RACING HORSES**

**How to play:**

Divide children into groups of four

Give each group one paper dice

Race to find the winner

| START | THE FIRST DAY OF A WEEK | THE DAY BEFORE TUESDAY | ASK YOUR PARTNER TO SING A SONG | THE DAY AFTER THURSDAY | GET A GIFT FROM THE TEACHER |
| --- | --- | --- | --- | --- | --- |
| THE DAY AFTER FRIDAY | GO FORWARD ONE SPACES | GO BACK THREE SPACE | THREE DAYS AFTER MONDAY | 6 DAYS AFTER SATURDAY | DAY FOUR, COUNT FROM WEDNESDAY |
| SHOW A DANCE | GO BACK TWO SPACES | GO FORWARD ONE SPACE | THE DAY AFTER MONDAY | THREE DAYS AFTER MONDAY | THE DAY BEFORE SUNDAY |
| GO BACK 5 SPACES | PICK ONE FRIEND TO ASK HIM/ HER TO TELL A FUN STORY | THE DAY BEFORE SUNDAY | THE DAY AFTER SATURDAY | THE DAY START WITH W | FINISH |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 3: MY WEEK**

**Lesson 2 – Period 3**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | -  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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 24  - Audio tracks 29, 30  - Teacher’s guide: Pages 47, 48, 49  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 3)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Wrap up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class and encourage pupils to respond to your greeting.  **Option 1:**  - Get a few pupils to play the game *Slap the board* in front of the class. Have the class give comments.  **Option 2**: ppt | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | – Context **a**: Ms Hoa: *What day is it today?*  Nam: *It’s Thursday.*  Ms Hoa: *What do you do on Thursdays?*  Nam: *I study at school.* – Context **b**: Bill: *What do you do on Saturdays?*  Mai: *I do housework.* | | | |  |
| c. Outcome | Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** 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.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** Draw their attention to the questions *What do you do on Thursdays / Saturdays?* and the answers *I study at school* and *I do homework*. Tell pupils that they are questions and answers about what someone does on certain days of the week.  **Extension:** Invite a few pairs of pupils to ask and answer about the days of the week and their activities during a week. | | | Whole class/  Individual work  Pair work  Whole class    Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | To 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. | | | |  |
| b. Input | – Picture cues: **a.** a girl studying at school **b.** a girl going to school **c.** a boy doing housework **d.** a boy listening to music  – Speech bubbles: *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.* ***Audio script: a.*** *Mondays / study at school* ***b.*** *Wednesdays/ go to school* ***c.*** *Saturdays / do housework* ***d.*** *Sundays/ listen to music*  ***a.*** *A: What do you do on Mondays?*  *B: I study at school.*  ***b.*** *A: What do you do on Wednesdays?*  *B: I go to school.*  ***c.*** *A: What do you do on Saturdays?*  *B: I do housework.*  ***d.*** *A: What do you do on Sundays?*  *B: I listen to music.* | | | |  |
| c. Outcome | Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the activities and the days of the week.  **Step 2:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*Mondays / study at school*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times.  **Step 3:** Point at the bubbles and Picture **a**, then have pupils listen to and repeat after the recording *(What do you do on Mondays? – I study at school.*). Repeat the same procedure with the other three pictures **b**, **c** and **d**.  **Step 4:** Have pairs practise asking and answering the question *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.*  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | | | Whole class/ Individual work  Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | To 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. | | | |  |
| b. Input | – Picture cue: A boy asks a girl about what she does on Tuesdays*,* Fridays and Sundays (illustrated by the calendars and her activities)  – Speech bubbles: *What do you do on \_\_\_\_\_? – \_\_\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*).  **Step 2:** 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.  **Step 3:** Invite a few pairs to the front of the class to perform their conversations. **Step 4:** 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. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game**  First, some pupils walk around the class, reading aloud the words on their activity card to each other. Pupils' task is to form a group of five that have a matching free-time activity. Each group should consist of a pupil with a free-time activity card, a pupil with a card for the place where the activity is done, and a pupil with a card that has the object used in the free-time activity. When everyone is happy with the groups they have formed, the groups identify the free-time activity, place and objects used by the rest of the class. The other students listen and try to remember what each group says. Groups then complete a table with the information they remember about each activity. Groups score one point for each correct answer. The group with the most points wins.  **Option 2:** Sing along <https://www.youtube.com/watch?v=RfAMjbaHMVU>  **Option 3**: Find the treasure  Explain each day is a treasure like time is valuable to all of us.  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 learners into groups of seven. The 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. | | | Whole class/ … |  |

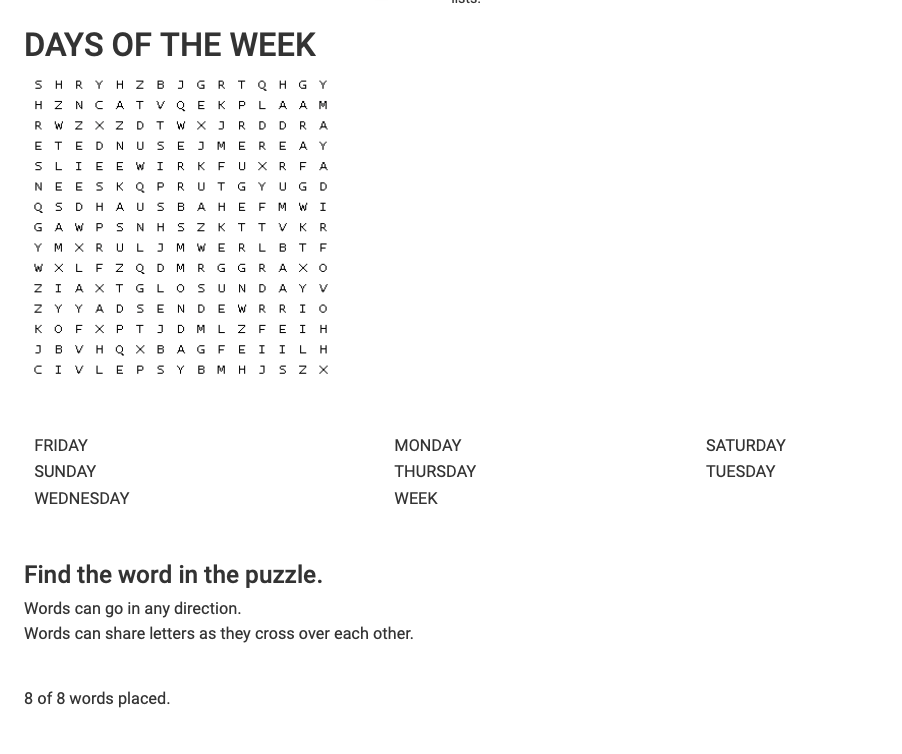
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 3: MY WEEK**

**Lesson 2 – Period 4**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 25  - Audio tracks 31, 32  - Teacher’s guide: Pages 49, 50, 51  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 3)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – Wrap up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  **Option 1:**  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.  **Option 2: Miming game** | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Listen and number.**  5 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | Picture cues: **a.** a girl listening to music on Sundays  **b.** a calendar: Friday **c.** a calendar: Monday **d.** a boy doing housework on Saturdays  **Audio script:**   1. *A:* What day is it today?   *B:* It’s Monday.   1. *A:* What do you do on Saturdays?   *B:* I do housework.   1. *A:* What day is it today?   *B:* It’s Friday.   1. *A:* What do you do on Sundays?   *B:* I listen to music. | | | |  |
| c. Outcome | Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Elicit the activities and the days of the week.  **Step 2:** Play the recording for pupils to do the task by numbering the pictures. Play the recording again to give pupils another listening opportunity.  **Step 3:** 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. | | | Whole class/ Individual work  Pair work  Whole class |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | To complete four gapped exchanges with the help of picture cues. | | | |  |
| b. Input | Four picture cues with four gapped exchanges to complete. | | | |  |
| c. Outcome | Pupils can complete four gapped exchanges with the help of picture cues. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Get them to identify the days of the week and the activities in the pictures.  **Step 2:** Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the questions and answers.  **Step 3:** 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**.  **Step 4:** Have pupils complete the gaps individually and ask a few pairs to read the four completed exchanges aloud. | | | Whole class/ Individual work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | | |
| a. Goal | To sing the song *What day is it today?* with the correct pronunciation, rhythm and melody. | | | |  |
| b. Input | The lyrics and the recording of the song *What day is it today?* | | | |  |
| c. Outcome | Pupils can sing the song *What day is it today?* with the correct pronunciation, rhythm and melody. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the characters’ activities to reinforce their understanding.  **Step 2:** 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.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along. **Step 5:** 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. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1:** Play the song again, divide pupils into small groups, have them join in a singing competition to find out the best singers. Give all pupils encouragement.  **Option 2: Sing the song from**  <https://www.youtube.com/watch?v=mXMofxtDPUQ>  Let pupils listen to the song several times, sing along together and draw the first letter of the day to memorize the spelling.  **Option 3: Sing the song with TPR technique**  <https://www.youtube.com/watch?v=lPgTdgvj_jc>  Let pupils listen to the song several times, sing along and act together.  **Option 4: Games word search** | | | Whole class/ Group work |  |



| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 3: MY WEEK**

**Lesson 3 – Period 5**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | -  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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 26  - Audio tracks 33, 34, 35  - Teacher’s guide: Pages 51, 52, 53  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 3)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle –**  **Let’s chant – Wrap up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  **Option 1:** Have the class sing the song *What day is it today?* on page 25 and clap along.  **Option 2:** Select one song from wrap up in the previous lesson to sing and have a singing competition among class groups.  **Option 3:** ppt | | Whole class/ Individual work | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | – The letter ***u***, the word *music* and the sentence *I listen to music on Saturdays.*  – The letter ***u***, the word *Sunday* and the sentence *I do housework on Sundays.* | | | |  |
| c. Outcome | Pupils can 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.* | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Repeat **Steps 1** and **2** for the same letter ***u***, the word *Sunday* and the sentence *I do housework on Sundays.*  **Step 4:** Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident. | | | Whole class/  Individual work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| a. Goal | To identify the target words *music* and *Sunday* while listening. | | | |  |
| b. Input | Two questions, each with three options to choose ***Audio script: 1.*** *I listen to music.*  ***2.*** *I study at school.* | | | |  |
| c. Outcome | Pupils can identify the target words *music* and *Sunday* while listening. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **Step 3:** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  **Step 4:** 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. | | | Whole class/ Individual work    Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| a. Goal | To say the chant with the correct pronunciation and rhythm. | | | |  |
| b. Input | The lyrics and recording of the chant | | | |  |
| c. Outcome | Pupils can say the chant with the correct pronunciation and rhythm. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **Step 2:** 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*.  **Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** 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. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game** from <https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/>  **Option 2: Miming Game**  Miming 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.  **Option 3: Game - March and Chant**  You'll need a fairly long classroom with space for everyone to march up and down (or space outside). The teacher stands at one end of the room against the left wall.  Line the students up along side the teacher and teacher says "Go!".  As you all march together, teacher starts calling out the days in order ("Monday", "Tuesday", etc.).  Students repeat each day (Teacher: "Monday", Students: "Monday").  March along at a slow pace, but smartly (backs straight, arms swinging).  At certain points teacher suddenly shouts "Stop!".  Everyone must stop and be EXACTLY in line with the teacher .  If someone is out of line, order them back in line and then continue marching where you left off.  Turn around each time you reach the end of the room and continue the march.  Once finished start again, but this time walk briskly.  You can do it the final time running!  This is even more fun when there are tables, etc, in the room that the need to climb over/under.  After a few lessons you shouldn't have to chorus the words - just get the students to chant together as they march. | | | Whole class/ Group work |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 3: MY WEEK**

**Lesson 3 – Period 6**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | -  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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks |
| **Attributes** | - Self-control & independent learning: perform listening tasks |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 27  - Teacher’s guide: Pages 53, 54  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 3)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and complete – Let’s write – Project –**  **Wrap up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class and encourage pupils to respond to the greeting.  **Option 1:** Spend a few minutes revising the previous lesson by having the class say the chant on page 26.  **Option 2**: ppt | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Read and complete.**  5 minutes | | | | | |
| a. Goal | To read and show understanding of a text and complete a table about Nam’s week. | | | |  |
| b. Input | A text and an incomplete table | | | |  |
| c. Outcome | Pupils can read and show understanding of a text and complete a table about Nam’s week*.* | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the words provided in the table and the four gaps about Nam’s activities on some days of the week.  **Step 2:** Ask pupils to read the text and complete the table with the missing words.  **Step 3:** 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.  **Step 4:** Tell pupils to swap their answers with a partner, then check answers together as a class. Write the answers on the board. | | | Whole class  Individual work  Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRACTICE**  **Activity 5. Let’s write.**  10 minutes | | | | | |
| a. Goal | To complete a paragraph about what pupils do on certain days of the week by writing the target words in the gaps. | | | |  |
| b. Input | A writing frame with four blanks to complete. | | | |  |
| c. Outcome | Pupils can complete a paragraph about what they do on certain days of the week by writing the target words in the gaps. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.*  **Step 3:** Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.  **Step 4:** 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. | | | Whole class/ Individual work  Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | | | |
| a. Goal | To draw two pictures about weekend activities at home and present them to the class by using the target language. | | | |  |
| b. Input | A table for pupils to take note of what they do on Saturdays and Sundays. | | | |  |
| c. Outcome | A picture showing a boy presenting two pictures about what he does on Saturdays and Sundays to the class | | | |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity. Explain that they have to look at the notes in their tables they have prepared at home and present them to the class.  **Step 2:** Have pupils work in groups of five or six. Each pupil looks at his / her notes and tell the group about what he / she does on Saturdays and Sundays.  **Step 3:** Invite a few pupils to look at the notes in their tables and tell the class about them, e.g. *On Saturdays, I play football. or On Sundays, I do housework* | | | Whole class/ Individual work  Group work  Individual work |  |
| e. Assessment | - Performance products: Pupils’ answers.  - Assessment tools: Observation; Questions & Answers. | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Play the game** from <https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/>  then play fast response by asking them question *What do you do at the weekend/ on Mondays/…?* then have them respond accordingly.  **Option 2: Singing along with TPR**  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 weekend and sing with the new lyrics.  Have different groups present the song with their own lyrics if their language proficiency is good enough  <https://www.youtube.com/watch?v=lPgTdgvj_jc>  **Option 3: 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 week days.  Play another round, this time faster! | | | Whole class/ Individuals/ groups |  |