

WEEK 5

Class	Date of teaching
4A	<i>October 07th, 2025</i>
4B	<i>October 08th, 2025</i>

PERIOD 17

UNIT 3: MY WEEK LESSON 1 (1-3)

A. OBJECTIVES:

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

1. Knowledges:

- 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.

2. Skills: Listening and speaking

3. Attributes:

- Show their pride in their personal information and
- Communication and collaboration: work in pairs and groups to complete the learning tasks
- Self-control & independent learning: perform listening tasks.

4. Digital Competence (1.3CB2b): Identify where data is organized (specifically the days of the week) on digital interfaces such as a digital calendar or an online school timetable.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 22
- Audio tracks 26, 27
- Teacher's guide: Pages 43, 44, 45
- Flash cards/ pictures and posters (Unit 3)
- Hoclieu.vn
- Computer, projector

C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') Greet the class. - Have the whole class sing the song <i>What time do you go to school?</i> (ppt)	- Listen to the teacher Whole class/ Individual work
2. Presentation (10')	

Activity 1-Vocabulary

* **Goals:** Ss will be able to know the day of the week, before starting the new lesson.

* **Procedure:**

- T elicits the new words

+ *week* : *tuần lễ* (picture)

+ *Monday* : *thứ hai* (picture)

+ *Tuesday* : *thứ ba* (picture)

+ *Wednesday* : *thứ tư* (picture)

+ *Thursday* : *thứ năm* (picture)

+ *Friday* : *thứ sáu* (picture)

+ *Saturday* : *thứ bảy* (picture)

+ *Sunday* : *chủ nhật* (picture)

- T models (3 times).

- T writes the words on the board.

- Checking: Rub out and remember

- **The disabled:** Practice reading vocab.

- **Digital Competence (1.3CB2b):** T shows a **digital calendar** (e.g., Google Calendar or the Windows taskbar calendar) on the screen.

Activity 2-1. Look, listen and repeat.

* **Goals:** 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.

* **Procedure:**

- 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

- Ss listen and repeat

+ Choral repetition (3 times).

+ Individual repetition (3 ss)

- Ss take note

- Ss look, remember and write

- Whole class/Individual work

- Listen to the T's

pronunciation where necessary.

- Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

- **Digital Competence (1.3CB2b):** In Picture a, point to the calendar on the classroom wall. Ask: "*In our e-book, how is this information arranged?*" (In a list or grid).

- Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

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

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

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

3. Practice (15')

Activity 3-2. Listen, point and say.

- * **Goals:** 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.

- * **Procedure:**

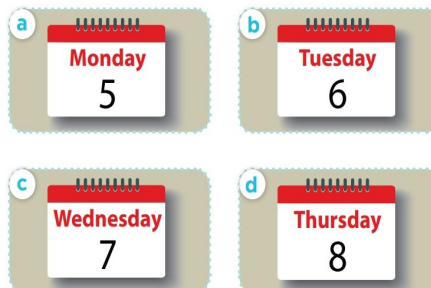
- Have pupils look at the pictures and elicit the days of the week.

- **Digital Competence (1.3CB2b):** T uses the e-book tools to highlight the specific cells where the words "Monday", "Tuesday", etc., are stored. This helps Ss recognize the **structured placement** of data.

2 Listen, point and say. 

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.

instruction

- Listen to the recording
- Individual work
- Listen and repeat

- Whole class/Pair work

- Listen to the T's instruction

- Individual work

- Listen to the teacher
- Whole class/ Individual work

- 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.
- 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.*

Activity 4-3. Let's talk.

* **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.

* **Procedure**

- Draw pupils' attention to the picture. Ask questions to help them identify the context.

3 Let's talk.



- Listen and repeat

- Listen to the teacher

- Pair work

- 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 a few pairs to the front of the class to ask and answer questions about the days of the week using <i>What day is it today? – It's _____</i>. and the picture cue. Praise pupils if they perform well. Game: Racing horses - Divide children into groups of four. - Give each group one paper dice. - Race to find the winner. 4. Consolidation (3') - Ask students to answer the following question: <i>What have you learnt from the lesson today?</i> (- Use the words <i>Monday, Tuesday, Wednesday, Thursday, Friday</i> in relation to the topic <i>My week</i> to talk about the days of the week. - Use sentence patterns <i>What day is it today? – It's _____</i>. to ask and answer questions about the days of the week.) * 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. 5. Homework (2') - Learn the vocab about the days of the week at home. - Prepare the new lesson: Lesson 1 (4,5,6) of Unit 3	- Whole class - Practice in front of class - Listen to the T's instruction. - Play game in group - Whole class/ Individual work
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D. Recommendation

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WEEK 5

Class	Date of teaching
4A	October 07 th , 2025

PERIOD 18**UNIT 3: MY WEEK
LESSON 1 (4-6)****A.OBJECTIVES:**

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

1. Knowledges:

- 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. Skills: Listening and speaking**3. Attributes:**

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

4. Digital Competency (3.2CB2a): Select ways to modify and refine information (weekly schedule): Pupils learn how to identify, select, and update correct information in a digital weekly schedule context when presented with incomplete or incorrect data.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 23
- Audio tracks 29
- Teacher's guide: Pages 45, 46, 47
- Hoclieu.vn
- Flash cards/ pictures and posters (Unit 3)
- Computer, projector

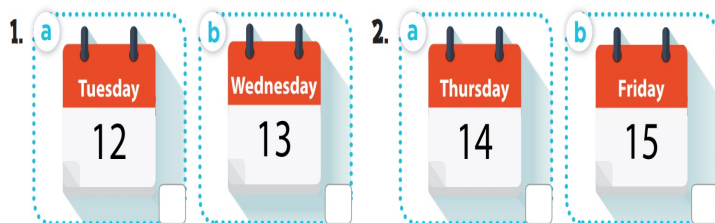
C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') Greet the class. - Spend a few minutes revising the previous lesson by asking the question <i>What day is it today?</i> and have a few pupils answer the question. Have the class give comments. 2. Practice (25') 1-4. Listen and tick. * Goals: To listen to and understand two communicative contexts about the days of the week and tick the correct pictures.	- Listen to the teacher Whole class/ Individual work

*** Procedure**

- Draw pupils attention to Pictures **1a** and **1b**. Ask questions to help them identify the days of the week.

4 Listen and tick.



- Play the recording for Question **1** for pupils to listen. Then play the recording again for pupils to listen and tick the correct picture.

- Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.

- 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.

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**

Activity 2-5. Look, complete and read.

*** Goal:** To complete four gapped exchanges with

- Whole class/Individual work

- Listen to the T's instruction
- Listen to the recording

- Individual work
- Listen and tick

- Whole class/Pair work

the help of picture cues.

*** Procedure**

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

- **Digital Task (3.2CB2a):** Tell pupils: *"Imagine you are an editor for a digital calendar. This planner has missing days. You need to choose the correct day to 'refine' and complete the schedule."*

5 Look, complete and read.

1. A: What day is it today?

B: It's _____.



2. A: What day is it today?

B: It's _____.



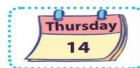
3. A: _____ is it today?

B: _____ Tuesday.



4. A: What day is it _____?

B: _____.



- Have pupils look at the 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 in the answer (*Monday*). Then have pupils complete it (*It's Monday*). Repeat the same procedure with Pictures 2, 3 and 4.

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

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

Activity 3. Let's play.

*** Goal:** To revise target words about the days of the week by playing the game *Slap the board*.

*** Procedure**

- 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*).

- Listen to the T's instruction

- Individual work

- Pair work

- Listen to the teacher

6 Let's play.



- 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.
- **The disabled:** Play a game: Slap the board with the classmates.

3. Consolidation (3')

- Ask students to answer the following questions:

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

Memory game

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

4. Homework (2')

- Review the vocab about the days of the week at home.
- Do parts A, B in the workbook.
- Prepare the new lesson: Lesson 2 (1,2,3) of Unit 3

- Group work

- Listen to the T's instruction.

D. Recommendation

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WEEK 5

Class	Date of teaching
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4A	October 09 th , 2025
4B	October 10 th , 2025

PERIOD 19

UNIT 3: MY WEEK LESSON 2 (1-3)

A. 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 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.

2. Skills: Listening and speaking

3. Attributes:

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

4. Digital Competency 2.1CB2a: Interact by asking and answering questions about weekly activities using digital tools (e.g., interactive software, Hoclieu.vn) at a basic level.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 24
- Audio tracks 29, 30
- Teacher's guide: Pages 47, 48, 49
- Flash cards/ pictures and posters (Unit 3)
- Hoclieu.vn
- Computer, projector

C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') Greet the class. Listen and guess - Spell the first letter of any day/ spell any letter in a day, pupils guess. - Flash the cards to consolidate pupils' pronunciation and spelling. 2. Presentation (10')	- Listen to the teacher Whole class/ Individual work

Activity 1-Vocabulary

* **Goals:** Ss will be able to know the day of the week, before starting the new lesson.

* **Procedure:**

- T elicits the new words

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

+ *go to school : đi học* (picture)

+ *do housework : làm việc nhà* (picture)

+ *listen to music: nghe nhạc* (picture)

- T models (3 times).

- T writes the words on the board.

- **Checking:** Rub out and remember

- **The disabled:** Practice reading vocab.

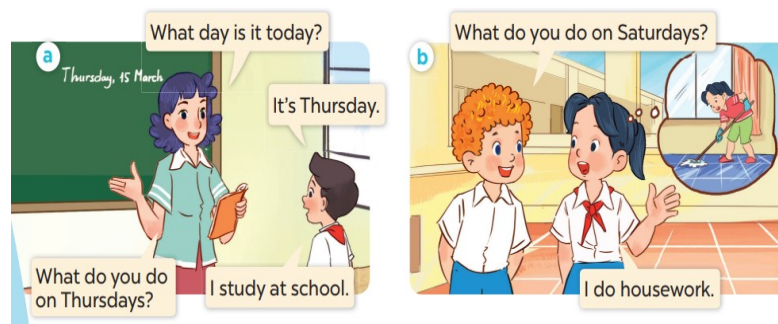
Activity 2-1. Look, listen and repeat.

* **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.

* **Procedure:**

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

1 Look, listen and repeat.



- 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.

- Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

- **Digital Integration (2.1CB2a):** Use the interactive software to "click" on characters to hear them

- Ss listen and repeat

+ Choral repetition (3 times).

+ Individual repetition (3 ss)

- Ss take note

- Ss look, remember and write

- Listen to the T's instruction

- Individual work

- Whole class/Pair work

- Listen and repeat

ask/answer. Ask pupils to predict the "digital response" before clicking.

- Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.
- Draw their attention to the questions *What do you do on Thursdays / Saturdays?* and the answers *I study at school* and *I do housework*. Tell pupils that they are questions and answers about what someone does on certain days of the week.

3. Practice (15')

Activity 3-2. Listen, point and say.

* **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.

* **Procedure:**

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

2 Listen, point and say. 

What do you do on _____?

I _____.



a Mondays / study at school



b Wednesdays / go to school



c Saturdays / do housework



d Sundays / listen to music

- 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.
- 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**.
- Have pairs practise asking and answering the

- Listen to the T's instruction

- Repeat
- Individual work

- Listen to the teacher

- Whole class/ Individual work

question *What do you do on _____? – I _____.*

- Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

– 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.

Activity 4-3. Let's talk.

* **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.

* **Procedure:**

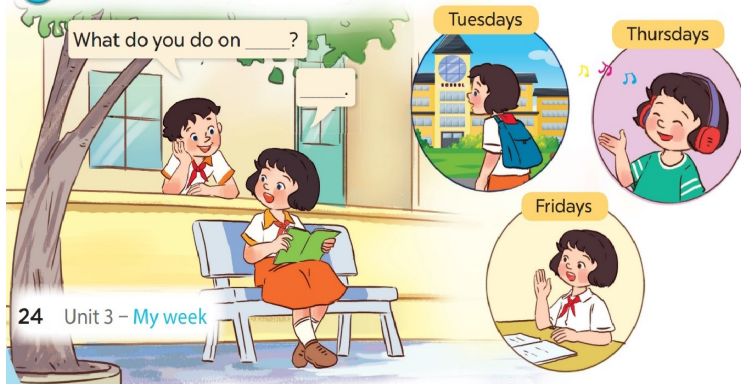
- Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).

- **Digital Competency Focus (2.1CB2a):** Use the "Interacting" feature on the projector. Invite a student to come up and "interact" with a digital friend on the screen (using *Hoclieu.vn* or a digital puppet) to ask: *What do you do on Sundays?*

- Listen to the teacher

- Listen to the T's instruction.

3 Let's talk.



24 Unit 3 – My week

- Put pupils into pairs and encourage them to ask and answer questions about what someone does on certain days of the week. Go around the classroom to offer support.
- Invite a few pairs to the front of the class to perform their conversations.
- Invite a few pairs to practise asking and answering questions about what they do on certain days of the week. Praise pupils if they perform well.

Game: Spelling game

- Teacher says: Can you spell - pause - pretends to think, then say Mondays, waits for pupils to spell, shows the word
- Have Ss repeat with others.
- can play in two groups, the fastest gets one sticker.

4. Consolidation (3')

- Ask students to answer the following questions:
1. *What have you learnt from the lesson today?*

5. Homework (2')

- Learn the vocab by heart at home.
- Prepare the new lesson: Lesson 2 (4,5,6) of Unit 3

- Play in group

- Whole class/ Individual work

D. Recommendation

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WEEK 5

Class	Date of teaching
4A	<i>October 09th, 2025</i>
4B	<i>October 10th, 2025</i>

PERIOD 20

UNIT 3: MY WEEK LESSON 2 (4-6)

A. OBJECTIVES:

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

1. Knowledges:

- 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. Skills: Listening and speaking

3. Attributes:

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

4. Digital Competence 5.2CB2c: Choose simple ways to adjust listening exercises. Pupils learn to interact with digital audio (pausing, repeating, or adjusting speed) to improve comprehension.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 25
- Audio tracks 31, 32
- Teacher's guide: Pages 50, 51, 52
- Flash cards/ pictures and posters (Unit 3)
- Hoclieu.vn
- Computer, projector

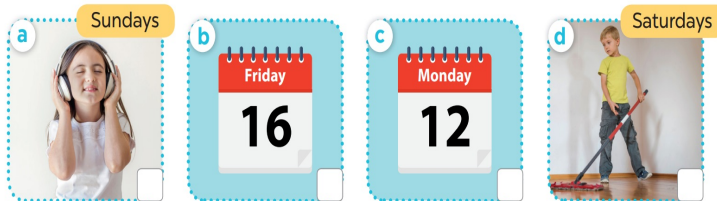
C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') Greet the class. - Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what they do on certain days of the week. 2. Practice (25') Activity 1-4. Listen and number. * 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. * Procedure: - Draw pupils' attention to the pictures. Elicit the	- Listen to the teacher Whole class/ Individual work

activities and the days of the week.

- **Integration of 5.2CB2c:** Before playing the audio, T asks: *"If the recording is too fast, what should we do?"* (Slow it down/Pause). T shows how to use the playback bar on *hoclieu.vn* or the media player.

4 Listen and number.



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

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

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

- **The disabled:** Do Ex.4.

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.
2. *A:* What do you do on Saturdays?
B: I do housework.
3. *A:* What day is it today?
B: It's Friday.
4. *A:* What do you do on Sundays?
B: I listen to music.

Activity 2-5. Look, complete and read.

* **Goal:** To complete four gapped exchanges with the help of picture cues.

- Whole class/Individual work

- Listen to the T's instruction

- Individual work

- Whole class

*** Procedure:**

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

1. **A:** What day is it today?

B: It's _____.



2. **A:** _____ is it today?

B: It's _____.



3. **A:** What do you do on Thursdays?

B: I _____.



4. **A:** _____ do you do on Sundays?

B: I _____.



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

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

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

Key:

1. *Tuesday*

2. *What/Wednesday*

3. *I go to school on Thursdays.*

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

Activity 3-6. Let's sing.

*** Goals:** 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.

*** Procedure:**

- Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen

- Listen to the T's instruction

- Whole class/ Individual work

- Individual work

- Listen to the teacher

carefully to the pronunciation, rhythm and the melody.

- Integration of 5.2CB2c: T encourages pupils to request a "replay" of difficult lines to catch the rhythm.

6 Let's sing. 

What day is it today?

What day is it today?
It's Monday. It's Monday.
What do you do on Mondays?
I study at school. I study at school.



What day is it today?
It's Sunday. It's Sunday.
What do you do on Sundays?
I listen to music. I listen to music.



Lesson 2 25

- 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.

3. Consolidation (3')

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

https://www.youtube.com/watch?v=IPgTdgvj_jc

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

4. Homework (2')

- Learn the sing by heart at home.
- Do parts C, D in the workbook.
- Prepare the new lesson: Lesson 3 (1,2,3) of Unit 3

- Group work

- Sing and clap along with the recording

- Whole class/ Individual work

D. Recommendation

WEEK 6

Class	Date of teaching
4A	October 14 th , 2025
4B	October 15 th , 2025

PERIOD 21

UNIT 3: MY WEEK LESSON 3 (1-3)

A. 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. Attributes:

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

4. Digital Competence (1.1CB2c): Identify and use the interactive audio icons on the digital textbook (hoclieu.vn) to access the specific sounds of the letter *u*.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 26
- Audio tracks 33, 34, 35
- Teacher's guide: Pages 51, 52, 53
- Flash cards/ pictures and posters (Unit 3)
- Hoclieu.vn
- Computer, projector

C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') Greet the class. - Have pupils answer the questions then sing the song <i>What day is it today?</i> (ppt) 2. Presentation (10') Activity 1-1. Listen and repeat. * Goals: To correctly repeat the sounds of the letter u in isolation, in the words <i>music</i> and <i>Sunday</i>, and in the sentences <i>I listen to music on Saturdays.</i> and <i>I do housework on Sundays.</i> with the correct pronunciation and intonation. * Procedure: - Draw pupils' attention to the letter u, the word <i>music</i> and the sentence <i>I listen to music on Saturdays.</i> Play the recording and encourage pupils to point at the letter, the word, and the sentence	- Listen to the teacher Whole class/ Individual work - Whole class

while listening. - Digital Competence (1.1CB2c): T points to the speaker icons next to the letter 'u'. T asks: <i>"If you want to hear this sound again at home, where do you click?"</i> - Play the recording again and encourage pupils to listen to and repeat the sound, the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary. - Repeat Steps 1 and 2 for the same letter u, the word <i>Sunday</i> and the sentence <i>I do housework on Sundays</i>. - Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident. 3. Practice (15') Activity 2-2. Listen and circle. * Goals: To identify the target words <i>music</i> and <i>Sunday</i> while listening. * Procedure: - 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. - Digital Competence (1.1CB2c): Invite a pupil to the board to access the digital audio by clicking the play button for the class. - Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options. - Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board. - Play the recording again for pupils to double-check their answers. Extension: Invite one or two pupils to stand up, listen to and repeat the sentences. Audio script: 1. I listen to music.	- Listen to the T's instruction - Listen and repeat - Whole class/ - Pair work - Listen and repeat - Listen to the T's instruction - Repeat - Individual work
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2. *I study at school.*

Activity 3-3. Let's chant.

* **Goal:** To say the chant with the correct pronunciation and rhythm.

* **Procedure:**

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

3 Let's chant.

Music, music, music.

I listen to music on Saturdays.

I listen to music on Saturdays.

Sundays, Sundays, Sundays.

What do you do on Sundays?

I do housework on Sundays.



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

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

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

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

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.

4. Consolidation (3')

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

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

5. Homework (2')

- Practice reading the sounds **u** by heart at home.

- Listen to the teacher

- Whole class/ Individual work

- Clap along while chanting

- Listen to the T's instruction.

- Play in group

- Whole class/ Individual work

- Prepare the new lesson: Lesson 3 (3,4,5) of Unit 3

D. Recommendation

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WEEK 6

Class	Date of teaching
4A	<i>October 14th, 2025</i>
4B	<i>October 15th, 2025</i>

PERIOD 22

UNIT 3: MY WEEK LESSON 3 (4-6)

A.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: Reading and writing

3. Attributes:

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

4. Digital Competency (2.4CB2a): Select simple digital tools for group collaboration: Pupils work in groups to choose a digital template/table to organize and present their group's weekly or weekend activities.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 27
- Teacher's guide: Pages 53, 54
- Hoclieu.vn
- Flash cards/ pictures and posters (Unit 3)
- Computer, projector

C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') - Greet the class and encourage pupils to respond	- Listen to the teacher

independently. Go around the classroom and offer help where necessary.

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

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

Suggested answer:

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

Activity 3-6. Project

* **Goals:** To tell sts' weekend activities.

* **Procedure:**

- **Digital Task (2.4CB2a):** Show 2-3 simple digital schedule templates on the projector. Ask groups: *"Which tool do you want to use to show your group's activities?"*

- Tell pupils the goal of the activity. Explain that they have to look at the pictures they have prepared at home and present them to the class.

- Have pupils work in groups of five or six. Each pupil looks at his / her pictures and tells the group about what he / she does on Saturdays and Sundays.

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

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

Game: Touching the wall

- Give each pair something to stick the cards on the wall with. Ask everyone to randomly stick the cards all over the walls around the room.

Then bring everyone into the middle of the room. Shout out *Monday* and everyone has to race over to a Monday card and touch it. Then *Tuesday* and so on (in the correct order) until you make it through all the weekdays. Play another round, this time faster!

- Work in groups of five or six

- Listen to the T's instruction.

- Play in group

- Whole class/ Individual work

3. Consolidations (3')

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*
2. *What are the core values of the lesson?*

4. Homework (2')

- Redo Ex.4, 5 at home.
- Do parts E, F in the workbook.
- Prepare the new lesson: Lesson 1 (1,2,3) of Unit 4

D. Recommendation

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WEEK 6

Class	Date of teaching
4A	<i>October 16th, 2025</i>
4B	<i>October 17th, 2025</i>

PERIOD 23**UNIT 4: MY BIRTHDAY PARTY****LESSON 1 (1-3)****A. 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. Attributes:**

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

4. Digital Competency 1.1CB2b: Identify and find date/month data using an electronic calendar (on a computer or smartphone) to serve the purpose of asking and answering about birthdays.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 28
- Audio tracks 36, 37
- Teacher's guide: Pages 55, 56, 57
- Hoclieu.vn
- Flash cards/ pictures and posters (Unit 4)
- Computer, projector

C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') Greet the class. - Spend a few minutes revising <i>Unit 3</i> by asking the class to do the project in <i>Lesson 3</i> or to sing the song <i>What day is it today?</i> on page 25 and clap hands. - Ask pupils to open their books at page 28 and look at <i>Unit 4, Lesson 1, Activity 1</i>. 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. Presentation (10') Activity 1-Vocabulary * Goals: Ss will be able to know the day of the week, before starting the new lesson. * Procedure: - T elicits the new words + <i>birthday party: bữa tiệc sinh nhật</i> (picture) + <i>month</i> : tháng (picture) + <i>January</i> : tháng 1 (picture) + <i>February</i> : tháng 2 (picture) + <i>March</i> : tháng 3 (picture) + <i>April</i> : tháng 4 (picture) + <i>May</i> : tháng 5 (picture) + <i>June</i> : tháng 6 (picture) + <i>July</i> : tháng 7 (picture) + <i>August</i> : tháng 8 (picture) + <i>September</i> : tháng 9 (picture)	- Listen to the teacher Whole class/ Individual work - Whole class/Individual work - Ss listen and repeat

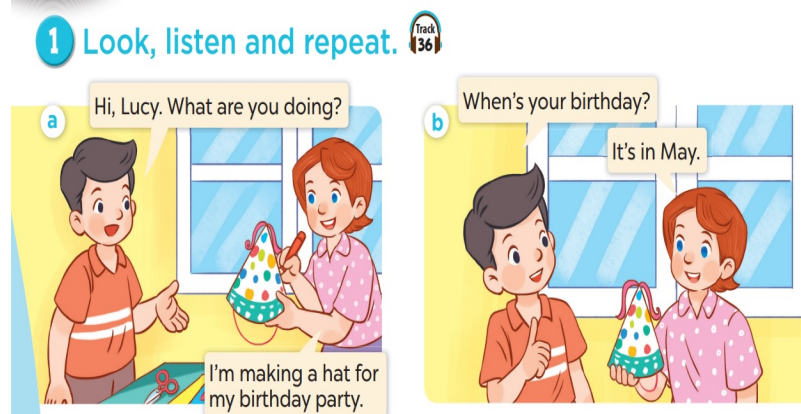
- + *October* : tháng 10 (picture)
- + *November* : tháng 11 (picture)
- + *December* : tháng 12 (picture)
- T models (3 times).
- T writes the words on the board.
- Checking: Rub out and remember
- **The disabled:** Practice reading vocab.

Activity 2-1. Look, listen and repeat.

* **Goals:** To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.

* **Procedure:**

- 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.
- Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.
- Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.
- 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.

3. Practice (15')

Activity 3-2. Listen, point and say.

- + Choral repetition (3 times).
- + Individual repetition (3 ss)
- Ss take note
- Ss look, remember and write

- Listen to the T's instruction
- Listen to the recording
- Individual work
- Listen and repeat

* **Goals:** To correctly say the words and use *When's your birthday?* – *It's in _____*. to ask and answer questions about someone's birthday.

* **Procedure:**

- Have pupils watch a video about months of the year, then introduce the five first months by having them look at the pictures and elicit the names of the months. Have them repeat the word a few times.

- **Digital Competency Integration (1.1CB2b):** T projects a digital calendar (from the laptop taskbar). Ask: *"If I want to find which month my birthday is in on this computer, where should I click?"* T demonstrates how to scroll through months on the digital calendar.

2 Listen, point and say. 

When's your birthday?

It's in _____.

a JANUARY

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

b FEBRUARY

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

c MARCH

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

d APRIL

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- Teacher may also let them play the Board Race game to consolidate the new words (Teacher says the months, pupils race to the board to write the corresponding numbers).

- Have pupils open the book at page 28, point 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 pupils work in pairs and practise asking and

- Whole class/
- Pair work

- Listen to the T's instruction

- Individual work
- Listen to the teacher
Whole class/ Individual work
- Listen and repeat
- Group work

answering the question *When's your birthday? – It's in _____. using the speech bubbles and the pictures.*

– Picture cues:

- a. a calendar showing January
- b. a calendar showing February
- c. a calendar showing March
- d. a calendar showing April

– Speech bubbles: *When's your birthday? – It's in _____.*

Audio script:

a. January b. February c. March d. April

a. A: When's your birthday?

B: It's in January.

b. A: When's your birthday?

B: It's in February.

c. A: When's your birthday?

B: It's in March.

d. A: When's your birthday?

B: It's in April.

Activity 3. Let's talk.

*** Goals:** 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.*

*** Procedure:**

- Draw pupils' attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).

- **Digital Competency Focus (1.1CB2b):** Invite a student to come to the laptop. T says: *"Find the month of March on this digital calendar."* Once found, the student asks a friend: *"When's your birthday?"*

- Listen to the teacher

3 Let's talk.



- Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.

- Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.

- Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

Extension: For a more able class, have pupils ask and answer questions about their birthdays, using the structures learnt.

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.

4. Consolidation (3')

- Ask students what they have learnt through the lesson

(Correctly say the words and use *When's your birthday?* – *It's in _____*. to ask and answer questions about someone's birthday.)

* **Preparation for the project:** Tell pupils about the project on page 33. Ask them to prepare for it at home by making birthday party invitations. Remind

- Group work

- Whole class

- Practice in front of class

- Some pupils to practise asking and answering questions in front of the class

- Listen to the T's instruction.

them to bring the invitations to class to present them at Project time.	
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5. Homework (2')

- Learn the vocab by heart at home.
- Prepare the new lesson: Lesson 1 (4,5,6) of Unit 4

D. Recommendation

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WEEK 6

Class	Date of teaching
4A	<i>October 16th, 2025</i>
4B	<i>October 17th, 2025</i>

PERIOD 24

UNIT 4: MY BIRTHDAY PARTY LESSON 1 (4-6)

A. 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 writing

3. Attributes:

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

4. Digital Competence 4.2CB2a: Choose ways to protect personal data (birthdate). Pupils learn to distinguish between safe environments (classroom, party with friends) and unsafe ones (public websites, strangers) for sharing their personal information.

B. INSTRUCTIONAL RESOURCES

- Student's book: Page 29
- Audio tracks 39, 40
- Teacher's guide: Pages 57, 58, 59, 60
- Hoclieu.vn
- Flash cards/ pictures and posters (Unit 4)
- Computer, projector

C. LEARNING PLAN:

Teacher's activities	Student's activities
1. Warm up (5') Greet 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.	- Listen to the teacher Whole class/ Individual work

2. Practice (25')

Activity 1-4. Listen and number.

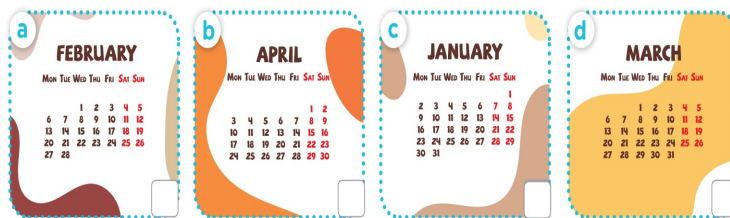
* **Goals:** To listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.

* **Procedure:**

- Draw pupils' attention to the pictures. Elicit the name of the month in each picture.

- **Integration of 4.2CB2a:** While checking answers, T asks: *"In the audio, the characters are friends. Is it okay for them to tell each other their birthdays?"* (Yes).

4 Listen and number.



- Play the recording all the way through so that pupils can become familiar with the characters' voices.

Then play the recording for them to listen and number the pictures.

- Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

- Check answers as a class. Play the recording again 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. If they repeat well, praise them.

Picture cues:

- | | |
|--------------------------------|-----------------------------|
| a. a calendar showing February | b. a calendar showing April |
| c. a calendar showing January | d. a calendar showing March |

- Whole class/Individual work

- Listen to the T's instruction

- Listen to the recording
- Individual work

- Listen and repeat

- Whole class/Pair work

Audio script:

1. A: When's your birthday?

B: It's in April.

2. A: When's your birthday?

B: It's in February.

3. A: When's your birthday?

B: It's in March.

A: Thank you.

4. A: When's your birthday?

B: It's in January.

A: My birthday's in January too.

Activity 2-5. Look, complete and read.

* **Goals:** To complete four target gapped exchanges with the help of picture cues.

* **Procedure:**

- Have pupils look at the pictures. Have them identify the birthdays (months) in the pictures.

5 Look, complete and read.



1. A: When's your birthday?

B: It's in _____.



2. A: When's your birthday?

B: It's in _____.



3. A: When's your _____?

B: It's in _____.



4. A: _____ your birthday?

B: It's _____.

- Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.

- **Integration of 4.2CB2a (Core Activity):** T poses a situational question: *"Imagine a stranger on an online game asks: 'When is your birthday? What is your full name?'. Should you tell them?"* T guides pupils to **choose the correct action**: Only share birthdates with trusted people (family/teachers) and never type full birthdates on public internet forms without permission.

- Model Picture 1. Have pupils look at the dialogue.

- Listen to the T's instruction

- Individual work

- Listen to the teacher
Whole class/ Individual work

- Listen and repeat

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.

Key:

1. March
2. May
3. birthday/February
4. When/in April

Activity 3-6. Let's sing.

* **Goals:** To sing the song *When's your birthday?* with the correct pronunciation, rhythm and melody.

* **Procedure:**

- Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce the understanding.

6 Let's sing.

When's your birthday?

When's your birthday?
When's your birthday?
It's in January.
My birthday's in January.



When's your birthday?
When's your birthday?
It's in February.
My birthday's in February.

Lesson 1 29

- Play the recording all the way through. Encourage them to listen carefully to the pronunciation and 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 and have pupils sing along.

- Listen to the teacher

- Group work

- Group work/Whole class

- Pair work

- Listen to the T's instruction.

- The disabled: Practice singing a song: When's your birthday?. 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. Consolidation (3') - Ask students about what they have learnt from the lesson. 4. Homework (2') - Sing the song <i>When's your birthday?</i> - Redo Ex.4, 5. - Do parts A, B in the workbook. - Prepare the next lesson: Lesson 2 (1,2,3).	- Whole class/ Individual work
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D. Recommendation

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Tổ Trưởng ký duyệt

Giáo viên Thực hiện

Nguyễn Thị Thu Hiền

Nguyễn Thị Thu Hà

