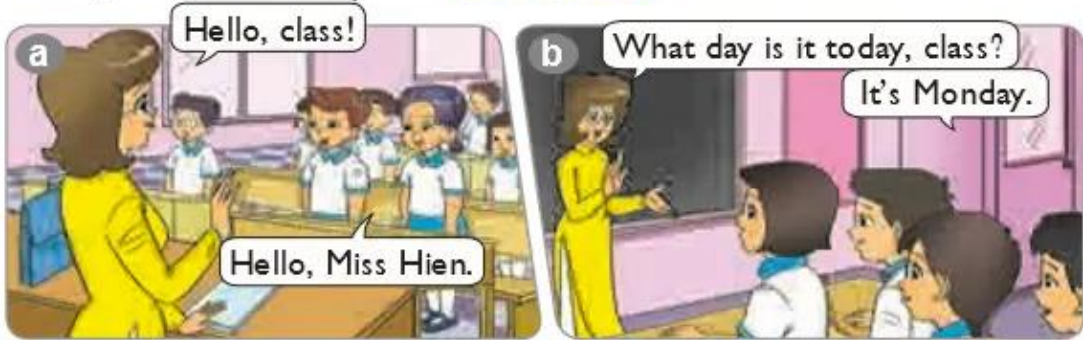



Unit 3

What day is it today?

Lesson 1

1 Look, listen and repeat.   




2 Point and say.  

What day is it today?
It's _____.



JULY						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	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			

Work in pairs. Ask your partners what day it is today. 

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Days of the week*.
- ask and answer questions about the days of the week, using *What day is it today? It's ...*
- ask and answer questions about weekly activities, using *What do you do on + (name of the day)? I ... in the morning/in the afternoon.*
- pronounce the sound of the letters *lr, ur* and *er* in the words *first, Thursday* and *her*.

Warm-up: Spend a few minutes revising the previous unit by having the class sing the song *Where are you from?* Then write today's date on the board. Point to it and say *Today is + (name of the day)*, and write the day on the board. In order to give pupils an idea of days, use a calendar, point to each day and tell pupils that they go to school on *Mondays, Tuesdays, Wednesdays, Thursdays* and *Fridays*, and that they study English on *Mondays* and *Wednesdays*, for example.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about days of the week.
- Give them a few seconds to look at the four pictures and read the story. Then ask a few questions to check comprehension, such as *Where are the pupils? Who's the teacher? What day is it? What lesson is it? When is the next English lesson?* (They are in the classroom. Miss Hien is the teacher. It's Monday. It's the English lesson.)
- Play the recording more than once, if necessary, for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking the question *What day is it today?* and answering with *It's + (name of the day)*.
- Get them to point to the name of each day on the calendar and repeat each twice.
- Drill pupils on the questions and answers chorally before getting them to work in pairs. Check their performance as a class.

Language note: Remind pupils that the days of the week start with capital letters.

Write the abbreviations of the days on the board (i.e. Mon., Tues., Wed., Thurs., Fri., Sat. and Sun.) and ask pupils to read aloud the days in full forms.

Work in pairs. Ask your partners what day it is today.



- Tell pupils that they are going to practise asking questions about the days of the week, using *What day is it?* and answering with the name of a specific day.
- Have them play a guessing game in pairs. Ask each pair to write each day of the week on a slip of paper and put the paper slips face down on the desk. Pupil 1 draws a slip of paper without looking at it. Pupil 2 asks *What day is it?* Pupil 1 should guess and say a day, and then look at the paper. If the answer matches the day on the paper, he/she scores one mark and continues to draw another slip. If the answer does not match the day on the paper, Pupil 2 has a turn. The pupil scoring the most marks will be the winner.

3 Listen and tick.  

1. a  b  c 

2. a  b  c 

3. a  b  c 

4 Look and write.  

Nam's activities						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
go to the zoo	play football	watch TV	listen to music	go swimming	play the piano	visit my grandparents

1. Today is _____. I play football today.
2. Today is _____. I watch TV today.
3. Today is _____. I visit my grandparents today.
4. Today is _____. I go to the zoo today.

5 Let's sing. 

We have English today

What day is it today?

It's Monday.

We have English today.

Do you have English on Wednesdays?

No. We have English on Tuesdays,
Thursdays and Fridays.

What day is it today?

It's Wednesday.

We have English today.

Do you have English on Thursdays?

No. We have English on Mondays,
Wednesdays and Fridays.



Warm-up: Greet the class and ask *What day is it today?* Write the answer on the board. Then draw a calendar, showing one week with abbreviated days. Tell pupils that those are the abbreviations for the days used in a calendar or timetable. Point to each abbreviation and get pupils to tell you the full form.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about days of the week and tick the correct pictures.
- Ask them to look at the pictures to identify the different days of the week.
- Get pupils to read aloud the days in English before playing the recording.
- Get them to swap their answers before checking as a class. Monitor the activity and offer help, if necessary.

Key: 1 b 2 a 3 c

Audio script

- | | |
|---|--|
| 1. <i>Mr Loc:</i> Hello, class. | 2. <i>Mai:</i> What day is it today, Nam? |
| <i>Class:</i> Hello, Mr Loc. | <i>Nam:</i> It's Tuesday. |
| <i>Mr Loc:</i> What day is it today, class? | <i>Mai:</i> So we have English today, right? |
| <i>Class:</i> It's Thursday. | <i>Nam:</i> Yes. That's right. |
| <i>Mr Loc:</i> Very good! Time for English. | |
-
3. *Phong:* It's Tuesday. We have English today.
Quan: No, it isn't Tuesday. It's Wednesday. We don't have English today.
Phong: Oh, you're right!

4. Look and write.

- Tell pupils that they are going to look at the table and complete the sentences with the names of the days.
- Give pupils a few seconds to look at the table and the sentences. Then set a time limit for them to do the task.
- Check the answers as a class.
- Call two pupils to read the completed text aloud. If time allows, ask pupils more questions about the other days of the week (e.g. *I listen to music today. What day is it?*)




Key: 1 Monday 2 Tuesday 3 Saturday 4 Sunday

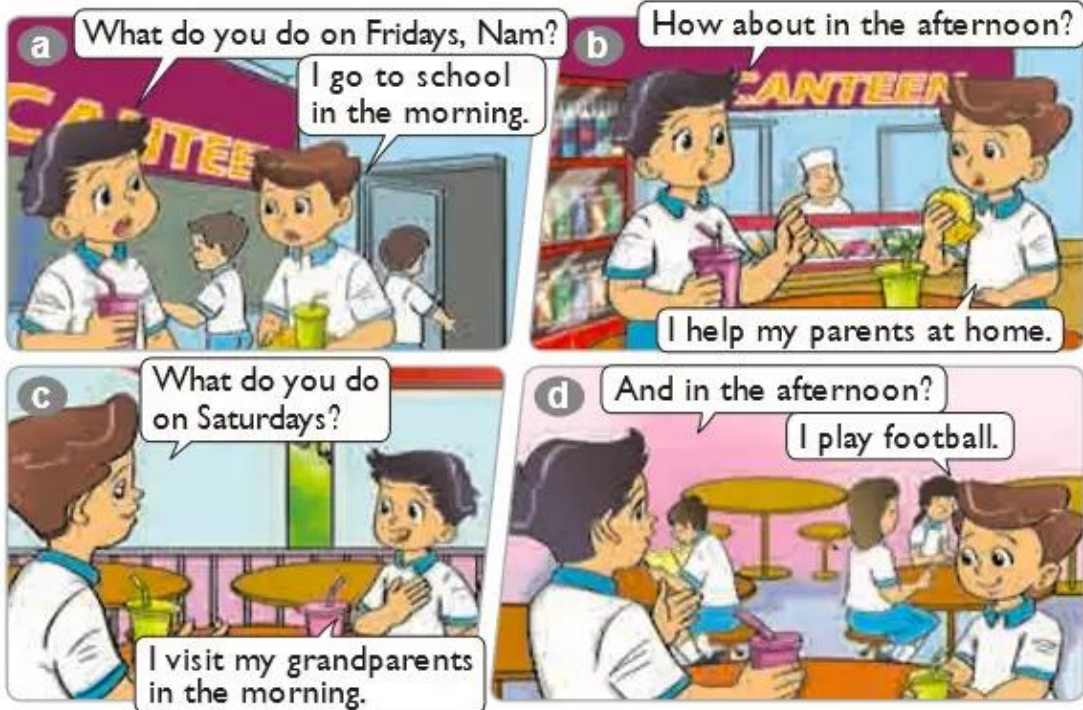
5. Let's sing.

- Tell pupils that they are going to sing the song *We have English today*. Follow the procedure in *Teaching the unit components in Introduction*.
- Divide the class into two groups, one group singing the questions and the other singing the answers.
- When pupils can sing the song confidently, ask them to replace the days in the song with the real days on their English timetable.

Language note: Say *We have English on Monday* when indicating a specific Monday, and *We have English on Mondays* when indicating all Mondays.

Lesson 2

1 Look, listen and repeat.   





a What do you do on Fridays, Nam?
I go to school in the morning.

b How about in the afternoon?
I help my parents at home.

c What do you do on Saturdays?
I visit my grandparents in the morning.



d And in the afternoon?
I play football.

2 Point and say.  



What do you do on _____ ? I _____.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning	Go to school	Go to school	Go to school	Go to school	Go to school	Go to the zoo	Help my parents
Afternoon	Listen to music	Watch TV	Play the guitar	Go swimming	Visit my friends	Play football	Visit my grandparents

3 Let's talk.  

- What day is it today?
- What do you do on Mondays/Tuesdays/...?

Warm-up: Spend a few minutes revising the previous lesson by having the class sing the song *We have English today* before introducing the new lesson.

1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about their weekly activities.
- Give them a few seconds to look at the pictures and read the text. Get them to identify the characters and the setting of the conversation by asking *Who's this? Where are they? What does Nam do on Fridays? What does Quan do on Saturdays?* (Nam and Quan are in the school canteen. Quan wants to know what Nam does on Fridays. Nam answers that he goes to school in the morning and helps his parents at home in the afternoon. Nam then asks Quan *What do you do on Saturdays?* and Quan answers that he visits his grandparents in the morning and plays football in the afternoon.)
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- If time allows, ask a few pairs to role-play the conversation.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about weekly activities.
- Let them look at the table in their books. Ask them to identify the days when the characters do the activities. Check comprehension.
- Point to the table and get pupils to repeat the words in each row. Then do an example with a pupil: *What do you do on Mondays? I go to school in the morning. I listen to music in the afternoon.*
- Ask pupils to work in pairs to ask and answer the questions, using the given text in the bubbles and the information in the table.
- Invite a few pairs to act out the exchanges, using facts about themselves.

3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Get them to work in pairs to prepare exchanges based on the questions provided. Remind them to answer with facts about themselves.
- Call a few pairs to act out their conversation.

4 Listen and number. 🎧 🎧



a



b



c



d

5 Look and write. 🧐 📝

FRIDAY	
Morning	Go to school
Afternoon	Go swimming

Today is (1) _____.
 I (2) _____ in the morning.
 I (3) _____ in the afternoon.
 Tomorrow is (4) _____.
 I do not (5) _____ on
 Saturdays. I go to the zoo.

6 Let's play. 🎉

Slap the Board

Tuesday	Friday	today
Monday	Wednesday	Thursday
Saturday	Sunday	tomorrow

Warm-up: Spend a few minutes revising the previous lesson by getting the class to play *Spelling Bee*, using the days of the week. Then invite a pair of pupils to act out the exchanges in Lesson 2, Activity 2.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about what the children do on different days of the week and number the pictures.
- Ask them to look at the pictures and identify each activity.
- Play the recording more than once, if necessary. Ask pupils to listen and number the pictures. Tell them that they should focus on the order of the dialogues as they hear them.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: a 3 b 2 c 4 d 1

Audio script

- | | |
|--|--|
| 1. A: Do you visit your grandparents on Saturdays?
B: No, I don't.
A: What do you do?
B: I go to the zoo. | 2. A: Do you go swimming on Sundays?
B: No, I don't.
A: When do you go swimming?
B: On Friday afternoons. |
| 3. A: Do you go to school on Saturdays?
B: No, I don't. I go to school from Monday to Friday. | 4. A: What do you do on Tuesday afternoons?
B: I stay at home. I play the guitar. |

5. Look and write.

- Tell pupils that they are going to complete the sentences, using the given information.
- Give them a few seconds to look at the timetable and read the text. Then check comprehension.
- Set a time limit for the task and offer help, if necessary.
- Check the answers as a class and call one or two pupils to read aloud the completed text.

Key: 1 Friday 2 go to school 3 go swimming
4 Saturday 5 go to school

6. Let's play.

- Tell pupils that they are going to play *Slap the board*. Follow the teaching procedure in *Games in Introduction*.
- Put the nine words on the board. Ask three pupils to come to the front. Say one of the words on the board. The pupil who is the quickest to slap the correct word gets one point. The one who gets the most points at the end of the game will win.
- Invite another three pupils to play the game.
- To make it more challenging, you may say words that are not on the board (and the pupils should not slap any words).

Lesson 3

1 Listen and repeat.

ir	first	My birthday is on the first of July.
ur	Thursday	I have English on Thursdays.
er	her	Mr Loc is her English teacher.

2 Listen and circle. Then say aloud.

1. My birthday is on the _____ of July.
a. third
b. first
2. We have English on _____.
a. Tuesdays and Thursdays
b. Wednesdays and Thursdays
3. This is _____.
a. her class
b. his teacher

3 Let's chant.

What do you do on ...?



What day is it today?
It's Friday.
What do you do on Fridays?
I go to school in the morning.
How about in the afternoon?
I go swimming.

What day is it tomorrow?
It's Saturday.
Do you go to school on Saturdays?
No, I don't.
What do you do on Saturdays?
I go to the zoo in the morning
I help my parents in the afternoon.

Warm-up: Spend a few minutes revising the previous lesson by calling one or two pairs of pupils to act out the story in Lesson 2, Activity 1.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sound of the letters **ir**, **ur** and **er** in the words *first*, *Thursday* and *her*.
- First, put the letters **ir**, **ur** and **er** on the board. Play the recording and ask pupils to repeat a few times. Then write the words *first*, *Thursday* and *her* and the sentences on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sound.
- Do choral and individual repetition of the sound, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and circle. Then say aloud.

- Tell pupils that they are going to listen to the recording and circle the right words, and then read the sentences aloud.
- Introduce the activity and give a few seconds for pupils to read the text.
- Play the recording once for pupils to circle the words. Then set a time limit for pupils to complete the sentences and check the answers in pairs.
- Call a few pupils to read aloud the completed sentences.

Key: 1 b 2 b 3 a

Audio script

1. My birthday is on the first of July.
2. We have English on Wednesdays and Thursdays.
3. This is her class.

3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition.
- Divide the class into two groups: one chants the questions and the other chants the answers. Swap the roles after the first round. Remind pupils to pronounce the final **s** sounds in *Fridays* and *Saturdays*.
- Call two small groups of pupils to the front of the class to say the chant. The rest of the class claps along to the rhythm.

4 Read and answer. 🧐 😊



My name is Mai. Today is Monday. It is a schoolday. I go to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. I do not go to school at the weekend. I go swimming on Saturdays and visit my grandparents on Sundays.

1. What is her name?
2. What day is it today?
3. Does she go to school every day?
4. What does she do on Saturdays and Sundays?

5 Write about you. 🖋️

What class are you in? _____.

What day is it today? _____.

What do you do at the weekend? _____.

6 Project 🎨

Interview one of your classmates about what he/she does at the weekend (Saturdays and Sundays). Then report the results to the class.



Warm-up: Spend a few minutes revising the previous lesson by asking the class to say the chant *What do you do on ...?* Divide the class into two groups for the questions and the answers.

4. Read and answer.

- Tell pupils that they are going to read the text about Mai's weekly activities and answer the questions.
- Give them a few seconds to look at the picture and ask: *Who is this? When does she go to school?* (This is Mai. She goes to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays).
- Put pupils in pairs and set a time limit for them to read the text and answer the questions. Monitor the activity and offer help, if necessary.
- Get them to swap their answers and correct them before checking as a class.
- Call a pair to ask and answer the questions.

- Key:**
- 1 Her name is Mai.
 - 2 It's Monday today.
 - 3 No, she doesn't. She goes to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays.
 - 4 She goes swimming on Saturdays and visits her grandparents on Sundays.

5. Write about you.

- Tell pupils that they are going to answer some questions about themselves.
- Set a time limit for pupils to do the task. When time is up, get them to swap their answers for peer checking. Invite one or two pupils to read aloud their work.

Key: *Pupils' own answers*

6. Project

- Tell pupils that they are going to interview one of their classmates about what they do at the weekend.
- Write some sample questions on the board and have pupils copy them down. Then do an interview with a pupil as an example.
- Ask pupils to rehearse the interview if there is enough time. Then ask them to do the interviews after class or over the weekend and report the results in the next lesson.
- Teach them how to report the results.

Example:

Good morning/afternoon, everyone. Here are the results of my interviews. On Saturdays, Minh plays football in the morning and listens to music in the afternoon. On Sundays, he goes swimming in the morning and visits his grandparents in the afternoon.

- Remind them to speak slowly and clearly, and keep eye contact with the audience.

Key: *Pupils' own answers*