**Week 1 Unit 1: WHAT’S YOUR ADDRESS?**

**Period 1 Lesson 1(1- 2- 3)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about the other speaker’s address.

- Sentence Patterns: What’s your address? – It’s \_\_\_\_\_\_\_.

-Vocabulary: numbers, address, lane, road, floor, flat, tower

**2. Skills:**

- Listening and speaking.

**3. Attitude/ Quality**:

- Be confident in communicating with friends/ teachers.

- Love people and their hometown.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves.

- Use language to ask and answer questions about someone’s address.

**II. Teaching aids:**

- CDs players, stereo, book.

**III. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Greet the class by saying *Hello/Hi. ?*  - Ask pupils to respond with *Hello/Hi. I’m fine. Thank you. And you?*  - Lead into new lesson  *1. Look, listen and repeat. (10’)*  - Ask pupils to look at the picture to point at each character and elicit their answers to the questions:  *Who’s this? What’s his/her name? Is he/she a newcomer? Where’s he/she from?*  - Play the recording for pupils to listen to the tape  - Play the recording again and ask them to repeat a few times.  - Explain new words: *address, tower.*  - Say aloud the words, then ask pupils to repeat the words a few times  - Have pupils write down the new words into their notebook  - Ask pupils to practice in pairs to practice the dialogue.  - Check some pairs. Ask other pupils to give comments.  - Give comments.  *2. Point and say. (20 minutes)*  - Tell pupils that they are going to practice asking and answering questions about one’s address using:  \* Structure: *What’s your address? 🡪 It’s……*  - Introduce new words: *lane, village, flat, street*  - Say aloud for pupils to repeat it.  - Ask pupils to write down the new words and the structure in their notebook.  - Call on an open pair to the front of the class to give a model practice.  - Get pupils to work in pairs.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation.  *3. Let’s talk*  - Tell the class that they are going to practice further by asking and answering questions about addresses.  - Get pupils time to work in groups of four to ask each other’s addresses, using the structure*.*  - Invite a few pupils to repeat their interviews to the class.  - Give feedback  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in work book, learn by heart the new words and the structure. | - Greet and respond each other  - Guess  - Listen carefully  - Listen and repeat  - Repeat the words.  - Write down  - Work in pairs.  - Listen and comment  - Listen to the T's instruction.  - Repeat.  - Write down.  - Listen  - Work in pairs  - Listen and comment  - Listen to the T's instruction.  - Practice in groups  - Listen and comment  - Listen and remember  - Take note. |

**Week 1**  **UNIT 1: WHAT’S YOUR ADDRESS?**

**Period 2**  **Lesson 1 (4-5-6)**

**I. Objectives:**

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

- Ask and answer questions about someone’s address

**1. Knowledge:**.

- Listen and complete the addresses.

- Read and complete the gapped paragraph, using the words provided.

- Sing the song The wheels on the bus.

- Sentence Patterns:Revision

- Vocabulary: The song lyrics

**2. Skills:**

- Listening and speaking.

**3. Attitude/ Quality**:

- Be confident in communicating with friends/ teachers.

- Love people and their hometown.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves.

- Use language to ask and answer questions about someone’s address.

**II. Teaching aids:**

- CDs players, stereo, book.

**III. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Invite three pupils to act out the story in activity 1  - Lead into new lesson.  *4. Listen and complete. (10 minutes)*  **-** Tell pupils that they are going to listen to the recording and complete the addresses.  - Give time for pupils to read the sentences and guess the missing words they need to fill the gaps.  - Play the recording the second time for pupils to listen and complete.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  Key: 1. 208 2. 321  3. White Street 4 the second floor  *5. Look and write. (10 minutes)*  **-** Tell pupils that they are going to read and fill the gaps with *street, address, live* or *from*.  - Give time for pupils to read the sentences. Tell them to focus on the context to select the appropriate words from the box.  - Ask pupils to do the task.  - Go around and offer help, if necessary.  - Ask pupils to give answers and other pupils to give comments.  - Give correct answers.  \*Key: 1 from 2 lives 3 address 4 Street  *6. Let’s sing (10 minutes)*  - Tell pupils that they are going to sing the *The wheels on the bus* song.  - Get pupils to read the lyrics in silence. Check their comprehension.  - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole song.  - Then have them practice in groups.  - Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms.  Summary the lesson  **-** Tell pupils to do exercises in work book  - Ask pupils to practice singing at home | - Listen and comment.  - Listen to the T's instruction.  - Read and guess  **-** Listen and tick.  **-** Give the answers.  **-** Listen and check    - Listen to the T's instruction.  - Read  - Do the task  - Listen and comment  - Listen to the T's instruction.  - Read  - Listen  - Listen and repeat.  - Listen and repeat once more.  - Work in groups  - Sing and clap the hands at rhythms.  - Listen and remember.  - Take note |

**Week 1**  **UNIT 1: WHAT’S YOUR ADDRESS?**

**Period 3**  **Lesson 2 (1-2-3)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about what a place like.

- Sentence Patterns: What’s the \_\_\_\_\_ like? − It’s \_\_\_\_\_\_.

- Vocabulary: city, village, town, island, big, busy, far, quiet, large, crowded, small, pretty

**2. Skills:**

**-** Listening and speaking

**3. Attitude/ Quality**:

- Be confident in communicating with friends/ teachers.

- Show pride and love to your hometown and respects to other’s hometown.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves).

- Use language to talk about what a village/ town/ city is like.

**II. Teaching aids:**

- CDs players, stereo, book.

**III. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get the class to the *The wheels on the bus* song.  - Lead into new lesson  *1. Look, listen and repeat. (10’)*  - Introduce picture and ask some questions about the situations in the picture:  *? What’s his name?*  *? Who’s he talking with?*  *? Where does he live?*  *? What’s the village like?*  *-* Explain new word: *mountain.*  - Say aloud the word, then ask pupils to repeat the word a few times  - Play the recording and ask pupils to look at their book and listen to the tape  - Play the recording again and ask them to repeat a few times.  - Have pupils write down the new words into their notebook  - Ask pupils to work in pairs to practice the dialogue.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs.  - Others give comments.  *2. Point and say. (13 minutes)*  - Tell the class that they are going to practice the questions and answers describing a place, using:  \* Structure: *What’s the ... like? It’s ...*  - Say aloud the structure for pupils to repeat.  - Call some pupils to read aloud the structure.  *-* Explain new words: *far, busy, quiet, crowded and pretty.*  - Say aloud the words, then ask pupils to repeat the words a few times  - Ask pupils to write down the structure into their notebook.  - Call on an open pair to the front of the class to  give a model practice.  - Ask pupils to work in pairs.  - Call some pairs to practice in front of the class.  - Give feedback and correct mistakes of pronunciation  *3. Let’s talk (7 minutes)*  - Tell the class that they are going to practice further by asking and answering questions about where they live.  - Set a time limit for the class to practice talking in pairs, answer the questions with information about themselves.  - Call a few pairs to act out the dialogue in front of the class.  - Give feedback.  Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the pattern. | - Sing the song  - Look, listen and answer the questions.  - Listen and repeat  - Listen.  - Listen and repeat  - Write  - Work in pairs.  - Practice in front of class.  - Give comments  - Listen to the T's instruction.  - Listen and repeat  - Read aloud the structure  - Read the new words  **-** Write down  - Listen  - Work in pairs  - Listen and comment  - Listen to the T's instruction.  - Practice in pairs  - Listen and comment  - Listen  - Take note |

**Week 1**  **UNIT 1: WHAT’S YOUR ADDRESS?**

**Period 4**  **Lesson 2 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about what a village/ town/ city is like.

- Listen, and circle the letters showing the correct phrases completing the sentences.

- Write about themselves, using the guiding questions.

- Play the game Spot the difference*.*

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:**

**-** Listening, writing and speaking

**3. Attitude/ Quality**:

- Be confident in communicating with friends/ teachers.

- Show pride and love to your hometown and respects to other’s hometown.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves).

- Use language to talk about what a village/ town/ city is like.

**II. Teaching aids:**

- CDs players, stereo, book.

**III. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Play game: Slap the board, using: *city, village, town, island, big, busy, quiet, large, crowded and small*  - Lead into new lesson  *4. Listen and circle a or b. (10‘)*  **-** Tell the class that they are going to listen and circle a or b to complete the sentences.  - Ask pupils to read the sentences and guess the correct answers.  - Play the recording twice for pupils to listen and tick  - Have pupils exchange the answers with their partners.  - Play the recording again for pupils to listen and check  - Give correct answers  \* Key: 1 a 2 b 3 b 4 a  *5. Write about you. (10 minutes)*  **-** Tell the class that they are going to write about where they live and who they live with.  - Give pupils a few seconds to read the questions in silence and check their understanding.  - Give pupils time to do the task.  - Call an open pair to read aloud their answers in front of the class.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:  *6. Let’s play(10 minutes)*  *-* Tell pupils that they are going to play the game *Spot the difference.*  - Tell pupils that they have to compare the two pictures and find out the five details which are different.  - The first pupil who finds out all the different details is the winner.  \*Key: Picture b is different from Picture a in the following ways:  • There is one more car in the road  • There is a woman in front of the yellow building.  • The sign next to the yellow building is blue, and it reads BUS STOP.  • There is no logo of pills on the pharmacy.  • There is a boy behind the father and daughter.  - Summary the lesson  - Tell pupils to do exercises in work book at home | - Play game  - Listen to the T's instruction.  **-** Read and guess  **-** Listen and tick  **-** Work in pairs  **-** Listen and check.    - Listen to the T's instruction.  - Read the questions  - Do the task  - Read aloud  - Other pupils give feedback  - Listen to the T's instruction.  - Find out the five details which are different.  - Listen and remember  - Take note |

**Week 2 UNIT 1: WHAT’S YOUR ADDRESS?**

**Period 5** **Lesson 3 (1-2-3)**

1. **Objectives.**

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

**1. Knowledge:**

- Pronounce two-syllable words with the stress on the first syllable: 'city, 'village, 'mountains, 'tower.

- Listen and circle the letters showing the correct words filling the gapped sentences.

- Say the chant Where do you live?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:**

- Listening and speaking.

**3. Attitude/ Quality**:

- Be confident in communicating with friends/ teachers.

- Show pride and love to your hometown and respects to other’s hometown.

**4. Forming competence:**

- Co-operation (Ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves).

- Use language to talk about what a village/ town/ city is like, do the listening task and read the chant.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class to play game: *Slap the board*, using the phrases learnt in the previous lessons.  - Lead into new lesson  *1. Listen and repeat. (10 minutes)*  **-** Tell the class that they are going to practice saying two-syllable words with the stress on the first syllable.  - Put the words on the board with the stress marks and say them a few times.  - Play the recording for pupils to listen and repeat.  - Ask pupils to read the words and sentences until pupils feel confident.  - Get some pupils to say the words and sentences in front of the class.  - Correct mistakes of pronunciation.  *2. Listen and circle a or b. Then say the sentences aloud. (10 minutes)*  **-** Tell pupils that they are going to listen and circle a or b to complete the sentences.  - Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.  - Play the recording twice for pupils to listen, circle a or b.  - Play the recording again for pupils to listen and check. Ask some pupils to read the sentences aloud.  - Give the correct answers.  \* Key: 1 b 2 a 3 a  *3. Let’s chant (10 minutes)*  *-* Tell pupils that they are going to say the chant: *Where do you live?*  - Play the recording all the way through for pupils to listen and follow in their books.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions  - Get pupils to work in pairs to practice chanting and doing the action.  -Invite some pairs to say the chant and do actions in front of the class  - Give feedback.  - Ask the whole class to say the chant and clap along to the rhythm of the chant.  Summary the lesson.  - Tell pupils to practice chanting again at home. | - Play game  - Listen to the T's instruction.  - Listen and repeat  - Read individual  - Listen and comment  - Listen to the T's instruction.  - Read and guess  - Listen and circle.  - Listen and check, then read the sentences aloud.  - Listen to the T's instruction.  - Listen and follow in the book  - Listen and repeat  - Listen, repeat and do the actions  - Chant in pairs  - Chant in front of class  - Say and clap along to the rhythm of the chant  - Listen and remember.  - Take note |

**Week 2**  **UNIT 1: WHAT’S YOUR ADDRESS?**

**Period 6**  **Lesson 3 (4-5-6)**

**I. Objectives.**

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

**1. Knowledge:**

- Pronounce correctly the stress of the two syllable nouns

- Read the paragraph, and tick the sentences Y (Y) or N (No).

- Write about their friends, using the guiding questions.

- Draw a house, write its address, and present the drawing to the class.

- Colour the stars showing their English competences.

**2. Skills:** Listening, reading, writing and speaking.

**3. Attitude/ Quality**:

- Be confident in communicating with friends/ teachers.

- Love people and their hometown.

**4. Forming competence:**

- Co-operation (Ready to help friends in pair work/ groupwork).

- Self-study ( can perform individual tasks and solve problems by themselves).

- Use language to talk about what a village/ town/ city is like, do the listening task and read the chant.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class say the chant: *Where do you live?*  *-* Lead into new lesson  *4. Read and tick Yes or No. (10’)*  **-** Tell pupils that they are going to read the texts and tick Yes or No.  - Give a few seconds for pupils to read the sentences and underline the key words/ phrases in silence.  - Ask pupils to read the text again and do the task  - Set a time limit for pupils to do the task.  - Go around the class and offer help, if necessary.  - Have pupils exchange the answers with their partners  - Call four pupils to write their answers on the board.  - Give feedback and correct mistakes  \* Key: 1 N 2 Y 3N 4 Y 5 Y  *5. Write about your friends. (10’)*  **-** Tell pupils that they are going to write about one of their friends.  - Give pupils time to read the questions and write the answers in their notebooks.  - Go around offering help, if necessary.  - Ask pupils to write their answers on the board.  - Give feedback.  Key:  *6. Project (10 minutes)*  *-* Tell pupils that they are going to do a drawing project.  - Give pupils time to work in groups to discuss the house they are going to draw, and its address.  - Invite a few groups to present their drawings to the class and talk about them.  - Give feedback  *7. Colour the stars.*  - Have the class read the statements and check their comprehension  - Give the time to colour the star and invite a few pupils to read the statement aloud  - Give further support to pupils who find it difficult to achieve certain objectives.  - Summary the lesson  - Tell pupils to do exercises in workbook. | - Chant  - Listen to the T's instruction.  - Read in silence  - Do the task  - Works in pairs  - Write on the board.  - Listen to the T's instruction.  - Do the task  - Write the answers.    - Listen to the T's instruction.  - Practice in pairs  - Present in front of class.  - Colour the stars.  - Listen and remember  - Take note |