**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**

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| --- | --- | --- |
| **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**

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| --- | --- | --- |
| **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**

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| --- | --- | --- |
| **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 togive 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**

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| --- | --- | --- |
| **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 |