**Week 1** *Date of preparing: 02/09/2023*

**Period 1st** *Date of teaching: 05,06,/09/2023*

**UNIT 1: WHAT’S Your address?**

**Lesson 1 section 1-2-3 (P.6)**

**I. Aims**

***-*** By the end of this lesson, ss can:

- Ask and answer questions about one’s address, using

*What’s your address? It’s……*

**II. Language focus**

+ New words: address, lane, tower

+ Structures: What’s your address? It’s ………………

**III. Teaching aids**

- T: Student’s book ,pictures, recording **.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
| --- | --- |
| **A.Warm up.**  **\* *Play game “Slap the board”***  Have the class play slap the board, using the pictures and names of the characters that they have learnt in English 3, 4 like *Mai, Nam, Quan, Phong, Linda, Tony, Tom, Hakim and Akiko*. When the game is over, get them to point at each picture and say sentenses. For example, *This is Mai, She is from VN*, *She’s Vietnamese.*At the end of the game, introduce Unit 1 by writing the title on the board and have Ps repeat it aloud.  **B. New lesson.**  **1. Look, listen and repeat.**  - Ask Ss to look at the pictures introduce the story by pointing at each character and elict their answer to the questions: .  *Who’s this ?*  *What’s his/her name ?*  *Is he/she a newcomer ?*  *Where is he/she from?*  *Where is he/she living now*  - Ask Ss to discuss the contents in which the language is used.  - Play the recording for Ss to listen and repeat.  - Play the recording for students  to listen and repeat line by line  - Point to each picture for them to say the words in each bubble.  - Call some Ss to practice in front of class and check their pronunciation.  **2. Point and say.**  \* Vocabulary:  Address:  Lane:  Tower:  - Ask Ss to look at the pictures to understand how the language is used in different contexts.  - Tell the class they are going to practise asking and answering questions about one’s address, using *What’s your address?*  *It’s ……………..*  - Revise numbers 10 to 100 with the class.  - Point at each picture and ask the question *What’s your adderss?*for Ps to answer chorally.  - Have Ss practise asking and asnwering in pairs using the prompts in the bubbles. Monitor the activity and offer help, if necessary.  - Call some pairs to practice in front of the class.  - Correct Ss’ mistakes if necessary  **3. Let’s talk .**  - Tell the class they are going to practise asking and answering questions about addresses. Get Ss to work in groups of four to ask each other’s addresses. Remind them to use the questions and answers in their books.  - Set the time limit for the class to . Monitor the activity and offer help, if necessary.  - Invite a few Ss to repeat their interviews to the class. Then give feedback.  **\*Summary**  - Ask Ss repeat the pattern and vocabulary.  - Consolidate the content of the lesson.  **C. Homework:**  - Learn and write new words and structures and do exercise on page. | - Groupwork, pairwork  - Ss look at the pictures  - Ss listen and repeat in chorus three times.  - Look at the pictures  - Listen  - WC/ individual  - Pairwork  - Ask and answer aloud.  - Pairwork  - Ss practice the dialogue in pairs.  - Ss practise  - Ss repeat.  - Ss copy down. |

***Evaluation :*** ................................................................................................................................................................................................................................................................................................................

**Week 1** *Date of preparing: 02/09/2023*

**Period 2nd** *Date of teaching: 05, 06,/09/2023*

**UNIT 1: WHAT’S Your address?**

**Lesson 1: 4, 5, 6( P7)**

**I. Aims**

***-*** By the end of this lesson, ss can:

- Ask and answer questions about one’s address, using

*What’s your address? It’s……*

**II. Language focus**

+ New words: address, lane, tower

+ Structures: What’s your address? It’s ………………

**III. Teaching aids**

- T: Student’s book ,pictures, recording **.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
| --- | --- |
| **A.Warm up.**  - Spend a few minutes revising the story in Activity 1 by inviting three Ps to act out the story.  **B. New lesson.**  **1. Listen and complete.**  - Tell Ss that they are going to listen to the recording and complete the addresses.  - Play the recording all the way through for Ss to listen. Play it again for them to do the task.  - Get them to compare their answers before checking as a class. Play the recording a gain to confirm the answers. Give explanations for answers which Ss find difficult.  \* Key:  1.208 2. 321  3. White Street 4. the second floor.  **2. Read and complete.**  - Tell the class that they are going to read and fill the gaps with *street, address, live*, and *from*. Give them a few seconds to read the sentences. Remind them to focus on the context to select the appropriate words from the box.  - Set a time limit for Ss to do the task independently. Monitor the activity and offer help, if necessary.  - Get them to compare their answers in pairs before checking as a class.  \* Key:  1. from 2. lives  3. address 4. Street  **3. Let’s sing.**  - Ss are going to sing *The wheels on the bus*. Have them read the lyrics and teach the unfamiliar words. Check comprehension.  - Play the recording all the way through for Ss to listen and follow in their books. Play it again for them to repeat line by line. When the class are familiar with the melody, ask them to sing along with the music before having them practise singing and doing actions in groups.  - Invite the group to sing the song and do actions.  **\*Summary**  - Ask Ss repeat the pattern and vocabulary.  - Consolidate the content of the lesson.  **C. Homework:**  - Learn and write new words and structures and do exercise on page. | - Pairwork  - Read the conversation  - Listen and complete individual  - Pairwork    - Listen  - Read and complete  - Pairwork  - Listen and read  - Read the lyrics  - Listen and follow in their books.  - Sing along  - Work in group  - Ss repeat.  - Ss copy down. |

***Evaluation :*** ...............................................................................................................................................

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**Week 1** *Date of preparing: 04/09/2023*

**Period 3rd** *Date of teaching: 07,08/09/2023*

**UNIT 1: WHAT’S Your address?**

**Lesson 2: 1, 2, 3 (P8)**

**I. Aims**

***-*** By the end of this lesson, ss can:asking and answering questions about what a village/town/city is like, *What’s the………like? It’s……..*

**II. Language focus**

+ New words: like, quiet, crowded, pretty

+ Structures: What’s the………like?

It’s…………………..

**III. Teaching aids**

- T: Student’s book ,pictures, recording **.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
| --- | --- |
| **A.Warm up.**  - Spend a few minutes having the class sing The wheels on the bus. Then get them to play spelling bee with *lane, flat, tower, mountains, city* and *hometown*.  **B. New lesson.**  **1. Look, listen and repeat .**  - Ss are going to read the story  - Ask Ss to look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions:  *What’s his name ?*  *Who is he talking with ?*  *Where does he live?*  *What’s the village like.*  - Play the recording all the way for Ss to listen and follow in their books  - Play the recording for Ss  to listen and repeat the lines in the bubble.  - Finally, point to each picture for them to say the words in each bubble.  - Call some Ss to practice in front of class and check their pronunciation.  **2.Point and say**  \* Vocabulary:  like:  quiet:  crowded:  pretty:  busy:  \* Model sentenses:  - Ss are going to practise the questions and answers describing a place, using  *What’s the……….. like?*  *It’s ……………..*  - Revise the adjectives *big, far, large* and *small* and teach the new ones quiet, crowded, pretty,  busy  - Ask Ss to look at the pictures to understand how the language is used in different contexts.  - Tell the class they are going to practise asking and answering questions about one’s address, using *What’s your address?*  *It’s ……………..*  - Revise numbers 10 to 100 with the class.  - Point at each picture and ask the question *What’s your adderss?*for Ss to answer chorally.  - Have Ss practise asking and asnwering in pairs using the prompts in the bubbles. Monitor the activity and offer help, if necessary.  - Call some pairs to practice in front of the class.  - Correct Ss’ mistakes if  **\*Summary**  - Ask Ss repeat the pattern and vocabulary.  - Consolidate the content of the lesson.  **C. Homework:**  - Learn and write new words and structures and do exercise on page. | - Pairwork, individually.  - Read and guess  - Answer  - Listen and follow in their books  - Listen and repeat  - Say the words in each bubble.  - Read aloud in chorus  - Read the conversation  - Listen and repeat  - WC/ individual  - Pairwork  - Ask and answer aloud.  - Pairwork  - Ss practice in pairs  - Ss repeat.  - Ss copy down. |

**Evaluation**

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**Week 1** *Date of preparing: 04/09/2023*

**Period 4th** *Date of teaching: 07,08/09/2023*

**UNIT 1: WHAT’S Your address?**

**Lesson 2: 4, 5, 6 (P9)**

**I. Aims**

***-*** By the end of this lesson, ss can:asking and answering questions about what a village/town/city is like, *What’s the………like? It’s……..*

**II. Language focus**

+ New words: like, quiet, crowded, pretty

+ Structures: What’s the………like?

It’s…………………..

**III. Teaching aids**

- T: Student’s book ,pictures, recording**.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
| --- | --- |
| **A.Warm up.**  - Spend a few minutes having the class sing The wheels on the bus. Then get them to play spelling bee with *lane, flat, tower, mountains, city* and *hometown*.  **B. New lesson.**  **1. Look, listen and repeat .**  - Ss are going to read the story  - Ask Ss to look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions:  *What’s his name ?*  *Who is he talking with ?*  *Where does he live?*  *What’s the village like.*  - Play the recording all the way for Ss to listen and follow in their books  - Play the recording for Ss  to listen and repeat the lines in the bubble.  - Finally, point to each picture for them to say the words in each bubble.  - Call some Ss to practice in front of class and check their pronunciation.  **2.Point and say**  \* Vocabulary:  like, quiet, crowded, pretty, busy  \* Model sentenses:  - Ss are going to practise the questions and answers describing a place, using  *What’s the……….. like?*  *It’s ……………..*  - Revise the adjectives *big, far, large* and *small* and teach the new ones quiet, crowded, pretty,  busy  - Ask Ss to look at the pictures to understand how the language is used in different contexts.  - Tell the class they are going to practise asking and answering questions about one’s address, using *What’s your address?*  *It’s ……………..*  - Revise numbers 10 to 100 with the class.  - Point at each picture and ask the question *What’s your adderss?* LetSs to answer chorally.  - Have Ss practise asking and asnwering in pairs using the prompts in the bubbles. Monitor the activity and offer help, if necessary.  - Call some pairs to practice in front of the class.  - Correct Ss’ mistakes if  **\*Summary**  - Ask Ss repeat the pattern and vocabulary.  - Consolidate the content of the lesson.  **C. Homework:**  - Learn and write new words and structures and do exercise on page. | - Pairwork, individually.  - Read and guess  - Answer  - Listen and follow in their books  - Listen and repeat  - Say the words in each bubble.  - Read aloud in chorus  - Read the conversation  - Listen and repeat  - WC/ individual  - Pairwork  - Ask and answer aloud.  - Pairwork  - Ss practice in pairs  - Ss repeat.  - Ss copy down. |

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**Giáo viên thực hiện Tổ trưởng**

Trần Thị Ngọc Ánh Phan Thị Hảo

**Chuyên môn**

Nguyễn Thị Giang