

**WEEK 32- Period: 125**

*Date of planning: 15/04*

*Date of teaching: 4a1, 4a2(17/04); 4a3, 4a4(18/04); 4a5(19/04)*

## **UNIT 19: WHAT ANIMAL DO YOU WANT TO SEE?**

### **Lesson 2(1,2,3)**

#### **I. Objectives:**

By the end of this unit, pupils will be able to express reasons, using *I like... because .../I don't like ... because ...*

**II. Language Focus:** Spoken interaction, words and structures/ function.

\* Sentence Patterns: *I like monkeys because they're funny.*

*I don't like tigers because they're scary.*

\* Vocabulary: funny, scary, beautiful, fast, big, smart, ...

**III. Resources:** Ss' book, recording, computer, stereo, (projector), poster, picture cards

#### **IV. Procedure:**

Teacher's work	Students' activities
<b>Warm-up:</b>  Spend a few minutes revising the previous lesson by playing <i>Charades</i> with the words for zoo animals.	Whole class

<p><b>1. Look, listen and repeat.</b></p> <p>Tell the class that they are going to read a conversation in which Linda and Nam ask and answer questions about zoo animals.</p> <p>Ask pupils to look at the pictures to identify the context in which the language is used. Ask them questions such as <i>who are they? Where are they? What are they doing?</i> Check comprehension.</p> <p>Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.</p> <p>Play the recording again for pupils to listen and repeat.</p>	<p>Whole class</p> <p>Individuals</p> <p>Individuals</p> <p>Whole class</p> <p>Pairs</p>
<p><b>2. Point and say.</b></p> <p>Tell pupils that they are going to practice expressing reasons why they like/do not like some animals, using <i>I like/don't like ... because ....</i></p> <p>Have them look at the bubbles to identify the language used to express reasons. Teach the adjectives under the pictures: <i>scary, big, beautiful and fast.</i></p> <p>Point to the first picture and model the task with a pupils, using the sentences in the bubbles and the words under the first picture. (Teach: <i>I don't like tigers because they're</i></p>	<p>Individuals</p> <p>Pairs</p>

<p><i>scary</i>.)Ask pupils to repeat the sentence chorally and individually. Repeat the same procedure with the rest of the pictures.</p> <p>Ask them to practise in pairs to express reasons why they like or do not like the animals, using the prompts in the bubbles and the words under the pictures.</p> <p>Select some pairs to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary.</p>	Groups
<p><b>3. Let's talk</b></p> <p>Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves.</p> <p>Model the task with one pupil. (e.g. Teacher: <i>What animal do you want to see? Pupil: I want to see zebras. I like zebras because they're beautiful. I don't like crocodiles because they're scary.</i>) Put the sentences on the board and do choral and individual repetition.</p> <p>Ask them to work in pairs, one pupil asking the question and the other giving. Monitor the activity and offer help, if necessary.</p> <p>Select some pairs to role-play the dialogue in front of the class.</p>	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>
<p><b>* Home link:</b></p> <p>- Practice the sentence pattern and word phrases about animal preference.</p>	Whole class

**WEEK 32- Period: 126**

*Date of planning: 14/04*

*Date of teaching: 4a1, 4a2(17/04); 4a3, 4a4(18/04); 4a5(20/04)*

## **UNIT 19: WHAT ANIMAL DO YOU WANT TO SEE?**

### **Lesson 2(4,5,6)**

#### **I. Objectives:**

By the end of this unit, pupils will be able to express reasons, using *I like... because .../I don't like ... because ...*

**II. Language Focus:** Spoken interaction, words and structures/ function.

\* Sentence Patterns: *I like monkeys because they're funny.*

*I don't like tigers because they're scary.*

\* Vocabulary: funny, scary, beautiful, fast, big, smart, ...

**III. Resources:** Ss' book, recording, computer, stereo, (projector), poster, picture cards

#### **IV. Procedure:**

Teacher's work	Students' activities
<b>Warm-up:</b>  Spend a few minutes revising the previous lesson by playing <i>Charades</i> with the words for zoo animals.	Whole class
<b>4. Listen and circle:</b>  Tell the class that they are going to listen to four dialogues	Whole