**WEEK 31- Period: 121**

*Date of planning: 08/04*

*Date of teaching: 4a1, 4a2(10/04); 4a3, 4a4(11/04); 4a5(12/04)*

**UNIT 18: WHAT'S YOUR PHONE NUMBER?**

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

**I. Objectives:**

 By the end of the lesson, pupils will be able to pronounce two-syllable words with the stress on the second syllable: *re’peat, en’joy, in’vite* and *com’plete*.

**II. Language Focus:** Spoken interaction, phonics.

+ re'peat Can you re'peat that?

+ en'joy She en'joys the party.sers.

+ in'vite They in'vite me to go for a picnic.

+ com'plete We have to com'plete the sentences.

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), poster, word cards (with word stress) ...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:** - Spend a few minutes revising the previous lesson. Have pupils play the game *Say the phone numbers* again*.* | Whole class |
| 1. **Listen and repeat.**
* Tell pupils that they are going to practice pronouncing the following words: *re’peat, en’joy, in’vite* and *com’plete.*
* First, put the words re’peat, *en’joy, in’vite* and *com’plete* on the board, with the stress marks. Play the recording and ask pupils to repeat the words a few times. Then put the four sentences on the board. Play the recording more than once, if necessary, and let pupils say the sentences, paying attention to the target words and stress.
* Write *‘sandals*, *‘jumper* and *‘jacket* with the stress marks on the board. Play the recording and have pupils repeat these words, using a louder voice for the first syllables. To reinforce learning, ask pupils to clap at the stressed syllables as they say the words.
* Do choral and individual repetition of the words and sentences until pupils feel confident.
* Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct the pronunciation, if necessary.
 | Whole classIndividualsWhole class |
| **2. Listen and circle. Then say the sentences aloud.*** Tell pupils that they are going to listen to the recording and circle the correct answers.
* Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
* Have pupils listen to the recording and circle the answers. Go around offering help, if necessary.
* Have them swap their answers before checking as a class. Then ask them to read aloud the answers.

**Key:**  1 a 2 b 3 b 4 a | IndividualsPairs/ groups |
| **3. Let’s chant.*** Tell pupils that they are going to say the chant *I’d like to invite you to my party.* 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. Show them how to chant and do actions. Call two groups to give a demonstration.
* Get groups to sit opposite of each other and practice chanting and doing actions. Go around offering help, if necessary.
* Call two groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.
 | Whole classIndividualsPairsGroups |
| **\* Home link**: -Learn by heart the chant | Whole class |

**WEEK 31- Period: 122**

*Date of planning: 08/04*

*Date of teaching: 4a1, 4a2(10/04); 4a3, 4a4(11/04); 4a5(13/04)*

**UNIT 18: WHAT'S YOUR PHONE NUMBER?**

**Lesson 3(4,5,6)**

**I. Objectives:**

 By the end of the lesson, pupils will be able to pronounce two-syllable words with the stress on the second syllable: *re’peat, en’joy, in’vite* and *com’plete*.

**II. Language Focus:** Spoken interaction, phonics.

+ re'peat Can you re'peat that?

+ en'joy She en'joys the party.sers.

+ in'vite They in'vite me to go for a picnic.

+ com'plete We have to com'plete the sentences.

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), poster, word cards (with word stress) ...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:** - Spend a few minutes revising the previous lesson. Have pupils play the game *Say the phone numbers* again*.* | Whole class |
| **4. Read and complete:*** Tell pupils that they are going to read the text about Tom’s picnic with his family, decide whether the five statements are true or false and tick the correct answers.
* You may get pupils to read the sentences under the text and guess which sentence is true and which one is false.
* Give them time to do the task independently. Go around offering help, if necessary.
* Get pupils to swap their answers before checking as a class.
* If time allows, ask them more questions about the text (e.g. *Where does Tom have picnics with his family? What does Tom like doing?)*

**Key:**1 False 2 True 3 False 4 True 5 True | Whole classIndividualsPairsGroups |
| **5. Let’s write.*** Tell pupils that they are going to complete a short paragraph about themselves.
* Have them work in pairs or groups to discuss what they are going to write in the gaps of the sentences. Focus them on where they usually go on Sundays and what they want to do there.
* Give pupils time to do the task independently. Go around offering help, if necessary.
* Get them to swap their answers before checking as a class.

**Key:** *Pupils’ own answers* | Whole classIndividuals |
| **6. Project*** Tell pupils that they are going to ask four classmates for their phone numbers, and then report the results to the class.
* Give each pupil card and ask them to copy the table from the Pupil’s Book on their cards.
* Give pupils time to do ask their classmates for their phone numbers and write them down.
* Have pupils look at the table and tell the class their classmates’ phone numbers. You may ask them to assume that they are reading from a phone book.

***Example:***

|  |  |  |
| --- | --- | --- |
|  | Name | Phone number |
| 1 | Van Thang | 0946 608 382 |
| 2 | Thu Trang | 0982 074 511 |
| 3 | Ngoc Quang | 0985 097 099 |
| 4 | Thu Ha | 0912 283 804 |

 | Whole classIndividualPairsIndividual |
| **\* Home link**: Review all the contents of Unit 18.Prepare unit 19 lesson 1 | Whole class |

**WEEK 31- Period: 123**

*Date of planning: 08/04*

*Date of teaching: 4a1, 4a2, 4a3, 4a4(12/04); 4a5(13/04)*

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

**Lesson 1(1,2)**

**I. Objectives:**

 By the end of this unit, pupils can

* Use the words and phrases related to the topic *Zoo animals.*
* Ask and answer questions about someone’s desire, using *What animal do you want to see? I want to see…*

**II. Language Focus:**

 **+ *Vocabulary:*** *kangaroos, crocodiles, tigers, elephants, monkeys, bears, zebras...*

***+ Sentence pattern***: *What animal do you want to see? I want to see* ***monkeys***

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), pictures of zoo animals...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:** Prepare pupils for this unit by asking them to say the names of five animals they know in English. Then ask them if those animals can be found at the zoo. | Whole class |
| **1. Look, listen and repeat.*** Tell the class that they are going to read a story in which Mai and Nam visit the zoo.
* Ask pupils to look at the four pictures to identify the characters and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* Check comprehension.
* Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
* Play the recording again for pupils to listen and repeat.
* If time allows, ask pupils to role-play the story in pairs.
 | Whole classIndividualsWhole class |
| **2. Point and say.*** Tell pupils that they are going to practice asking and answering questions about what animal someone wants to see, using *What animal do you want to see? I want to see …*
* Have them look at the bubbles to understand how to use the language. Ask them to look at the four pictures to identify the zoo animals. Teach the names *kangaroo(s), crocodile(s), tiger(s) and elephant(s).*
* Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under each picture. (Teacher: *What animal do you want to see?* Pupil: *I want to see kangaroos.)* Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
* Ask them to practise in pairs, using the prompts in the bubbles and the words under the pictures.
* Select some pairs to role-play the dialogue in front of the class.

**Work in pairs. Ask your partners what animal they want to see at the zoo.*** Tell pupils that they are going to practice asking and answering questions about what animal someone wants to see.
* Ask them to work in pairs: one pupil asks the question and the other gives the answer. Teach pupils more words for zoo animals, if necessary (e.g. *giraffes, pandas, hippos).*
* Monitor the activity and offer help, if necessary.
* Select some pairs of pupils to role-play the dialogue in front of the class.
 | IndividualsPairsGroups |
| **\* Home link**: - learnt by heart words on zoo animals.- practice asking and answering about zoo animals. | Whole class |

**WEEK 31- Period: 124**

*Date of planning: 08/04*

*Date of teaching: 4a1, 4a2, 4a3, 4a4, 4a5(14/04)*

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

**Lesson 1(3,4,5)**

**I. Objectives:**

 By the end of this unit, pupils can:

* Use the words and phrases related to the topic *Zoo animals.*
* Ask and answer questions about someone’s desire, using *What animal do you want to see? I want to see…*

**II. Language Focus:**

 **+ *Vocabulary:*** *kangaroos, crocodiles, tigers, elephants, monkeys, bears, zebras...*

***+ Sentence pattern***: *What animal do you want to see? I want to see* ***monkeys***

**III. Resources:** Ss’ book, recording, computer, stereo, (projector), pictures of zoo animals...

**IV. Procedure:**

|  |  |
| --- | --- |
| **Teacher’s work** | **Students’ activities** |
| **Warm-up:** Prepare pupils for this unit by asking them to say the names of five animals they know in English. Then ask them if those animals can be found at the zoo. | Whole class |
| **3. Listen and tick*** Tell the class that they are going to listen to three dialogues about what animals Tony, Tom and Linda want to see and match each character to the correct picture.
* Ask pupils to look at the pictures to identify the characters (1. Tony. 2. Tom. 3. Linda) and the zoo animals (a. Crocodiles. B. Tigers. C. Monkeys.) Check understanding.
* Play the recording more than once, if necessary, for pupils to listen and match the pictures.
* Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: 1 c 2 a 3 b |  |
| **4. Look and write.*** Tell pupils that they are going to write what the children want to see, using the picture cues.
* Ask them to look at the four pictures to identify what animal the children want to see in each picture. (1. Crocodiles. 2. Monkeys. 3. Kangaroos. 4. Tigers.) Then ask them to read the questions. Draw their attention to the different pronouns *he, she* and *they* in the questions. After that, have them write the answers in complete sentences. Get pupils to work in pairs, if necessary.
* Give pupils time to do the task independently. Go around offering help, if necessary.
* Get them to swap their answers before checking as a class. If there is enough time, invite some of them to read the answers aloud.

**Key:**1He wants to see crocodiles 2 She wants to see monkeys.1. 3They want to see kangaroos. 4 They want to see tigers.
 | Whole class |
| **5. Let’s play:*** Tell pupils that they are going to play the game *Charades.* Follow the procedure in *Games in Introduction*.
* Show a pupil the name of a zoo animal. That pupil must act out the animal for the rest of the class to guess. The quickest pupil to say the name of the animal gets a point. Then select another pupil to mime another pupil to mime another animal. The pupil who gets the most points at the end of the game is the winner.
* Monitor the activity and offer help, if necessary.
 | Whole class |
| **\* Home link**: - Learnt by heart words on zoo animals.- Practice asking and answering about zoo animals.- Prepare lesson 2 | Whole class |