**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** |
| **Warm-up:** Spend a few minutes revising the previous lesson by playing *Charades* with the words for zoo animals. | Whole class |
| **1. Look, listen and repeat.**Tell the class that they are going to read a conversation in which Linda and Nam ask and answer questions about zoo animals.Ask pupils to look at the pictures to identify the context in which the language is used. Ask them questions such as *who are they? 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.  | Whole classIndividualsIndividualsWhole classPairs |
| **2. Point and say.**Tell pupils that they are going to practice expressing reasons why they like/do not like some animals, using *I like/don’t like … because ….*Have them look at the bubbles to identify the language used to express reasons. Teach the adjectives under the pictures: *scary, big, beautiful* and *fast.*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 don’t like tigers because they’re scary.)*Ask pupils to repeat the sentence chorally and individually. Repeat the same procedure with the rest of the pictures.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.Select some pairs to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary. | IndividualsPairsGroups |
| **3. Let’s talk**Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves.Model the task with one pupil. (e.g. Teacher: *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.)* Put the sentences on the board and do choral and individual repetition.Ask them to work in pairs, one pupil asking the question and the other giving. Monitor the activity and offer help, if necessary.Select some pairs to role-play the dialogue in front of the class. | Whole classIndividualsPairsGroups |
| **\* Home link**: - Practice the sentence pattern and word phrases about animal preference. | 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** |
| **Warm-up:** Spend a few minutes revising the previous lesson by playing *Charades* with the words for zoo animals. | Whole class |
|  **4. Listen and circle:**Tell the class that they are going to listen to four dialogues and complete the sentences about Linda, Peter, Mai and Nam.Ask pupils to look at the four incomplete sentences and guess the possible reasons.Play the recording three times for pupils to listen, complete the sentences and check their answers.Get pupils to swap their answers before you check as a class.**Key:**  1 big 2 fast3 funny4 scary | Whole classIndividualsPairsGroups |
| **5. Look and write**Tell pupils that they are going to complete the sentences about animals, using the picture cues.Ask them to look at the four pictures to identify the zoo animals and the possible adjectives to express the reasons. (1. Zebras/beautiful. 2. Crocodiles/scary. 3. Bears/big. 4. Kangaroos/fast.) Then ask them to read the sentences and complete them. If necessary, get pupils to work in pairs.Give pupils time limit for pupils 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 sentences aloud. **Key:** 1. zebras, they are beautiful  2. crocodiles, they are scary 3. bears, they are big  4. kangaroos, they are fast | Whole classIndividualsPairs |
| **6. Let's play:**Tell pupils that they are going to sing the song *Why or why not?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction.*Have them read each line of the lyrics aloud. Check comprehension.Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.Play the recording again and get pupils to sing along. Divide the class into two groups: one sings the questions and the other sings the answers. | -Whole class- Individual |
| **\* Home link**: - Practice the sentence pattern and word phrases about animal preference. | Whole class |

**WEEK 32- Period: 127**

*Date of planning: 14/04*

*Date of teaching: 4a1, 4a2, 4a3, 4a4(19/04); 4a5(20/04)*

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

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

**I. Objectives:**

 By the end of the lesson, pupils will be able to pronounce three-syllable words with the stress on the second syllable: *‘crocodile, ‘elephant, ‘beautiful, ‘wonderful.*

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

+ 'crocodile I want to see 'crocodile.

+ 'elephant 'Elephants are enormous.

+ 'wonderful The weather's 'wonderful.

+ 'beautiful Some zoo animals are 'beautiful.

**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 by calling some pupils to the front of the class to sing the song *Why or why not?* Have the class listen and clap their hands*.* | Whole class |
| 1. **Listen and repeat.**
* Tell the class that they are going to practice saying these words: *‘crocodile, ‘elephant, ‘wonderful* and *‘beautiful.*
* First, put the words *‘crocodile, ‘elephant, ‘wonderful* and *‘beautiful* on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording a few times and let pupils say the sentences, playing attention to the stress of 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.
* If time allows, ask them to make sentences with the words and say them aloud.
 | Whole classIndividualsWhole class |
| **2. Listen and circle. Then say the sentences aloud.*** Tell pupils that they are going to listen to four sentences and circle the correct words.
* Ask them to look at the sentences and guess the words to fill the gaps.

Play the recording for pupils to listen and circle the answers.Play the recording again so they can check their answers.Get pupils to swap their answers before checking as a class. Monitor the activity and offer help, if necessary.Ask pupils to say the sentences aloud. **Key:**  1 b 2 b 3 a 4 b | IndividualsPairs/ groups |
| **3. Let’s chant.*** Tell pupils that they are going to say the chant *I want to go to the zoo.* Follow the procedure in *Teaching the unit components* in *Introduction.*
* Have pupils read the chant and check comprehension.

Play the recording more than one, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show them how to chant and do actions. Show them how to chant and do actions. Divide the class into three groups, each group singing one verse of the chant.* Call three pairs 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 32- Period: 128**

*Date of planning: 14/04*

*Date of teaching: 4a1, 4a2, 4a3, 4a4, 4a5(21/04)*

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

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

**I. Objectives:**

 By the end of the lesson, pupils will be able to pronounce three-syllable words with the stress on the second syllable: *‘crocodile, ‘elephant, ‘beautiful, ‘wonderful.*

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

+ 'crocodile I want to see 'crocodile.

+ 'elephant 'Elephants are enormous.

+ 'wonderful The weather's 'wonderful.

+ 'beautiful Some zoo animals are 'beautiful.

**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 by calling some pupils to the front of the class to sing the song *Why or why not?* Have the class listen and clap their hands*.* | Whole class |
| **4. Read and complete:*** Tell the class that they are going to read the email about Mai and Nam’s visit to the zoo and complete the paragraph. Explain the meaning of the new words *perhaps* and *dangerous.*
* Tell pupils to read the incomplete paragraph first. Then let them read the email and focus on the information needed to fill the gaps (what can be found at the zoo, description of the animals, and the reason for liking and disliking the animals). If necessary, get pupils to work in pairs or groups.
* 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.

**Key:** 1 animals2 beautiful/friendly/scary 3 big/dangerous 4 monkeys 5 funny | Whole classIndividualsPairsGroups |
| **5. Let’s write.*** Tell pupils that they are going to write a short paragraph about why they want to go to the zoo, what animal(s) they like and do not like, and the reasons. Remind them to use the guided questions and the words in the box.
* Have them work in pairs or groups to discuss what they are going to write. Then give them enough time to do the task independently.
* Get pupils to swap their answers. If three is time, ask one pupil to write the answer on the board.

**Key:** *Pupils’ own answers* | Whole classIndividuals |
| **6. Project*** Tell pupils that they are going to draw and colour their favourite animal(s), and tell the class why they like it/them.
* Give them enough time to do the drawing. Go around offering help, if necessary. If there is not enough time, you may ask pupils to do the task as homework.
* Ask pupils to work in pairs or groups to brainstorm possible sentences to describe their favourite animal(s).

Call some of them to the front of the class to talk about their favourite animal(s). Monitor the activity and offer help, if necessary.**Key:** *Pupils’ own answers* | Whole classIndividualPairsIndividual |
| **\* Home link**: - Review all the contents of Unit 19. | Whole class |