Date of planning: / /

 Date of teaching: / /

 **UNIT 20: AT THE ZOO**

 **( 6 periods)**

 **I. Objectives:**  By the end of the lesson students will be able to:

 **1. Knowledge:**

- correctly repeat the sounds of the letter a in isolation, in the words *parrot and dancing* and in the sentences *I can see a parrot. and The peacock is dancing.*

- identify the target words parrot and dancing while listening.

- say the chant with the correct rhythm and pronunciation.

 **-** Listen to and understand four communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and number the correct pictures.

 **-** Complete the four gapped exchanges with the help of the picture cues.

revise the target vocabulary items through the Miming game.

- Use the words *dancing, counting,swinging, climbing*  and *doing* in relation to the topic “At the zoo”;

- Use : *What is the \_\_\_\_\_\_ doing? – It's \_\_\_\_\_\_.* to ask and answer questions about what a zoo animal is doing.

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the zoo”;

- Understand and correctly repeat *What is the \_\_\_\_\_ doing? It's \_\_\_\_\_.* to ask and answer questions about what a zoo animal is doing.

* listen to and demonstrate understanding of simple communicative contexts in relation to the topic “At the zoo”.
* complete the four gapped exchanges with the help of the picture cues

 - sing the song At the zoo with the correct pronunciation, melody and intonation.

- correctly repeat the sounds of the letter a in isolation, in the words *parrot and dancing* and in the sentences *I can see a parrot and The peacock is dancing.*

- identify the target words parrot and dancing while listening.

- say the chant with the correct rhythm and pronunciation.

- Use the target language in real context by reading and writing a gapped text about what pupils can see at the zoo.

- Use the target language items they have learnt in a real context by showing the class some photos of animals and saying what animals they can see at home or at the zoo.

**2. Forming competence:**

- **Communication, ability to use language** (work in groups/ pairs)

- **Ability to solve problems** (play the games)

**- Cooperation**: (work in groups/ pairs)

- Using knowledge to do exercises

**3. Quality /Attitude:**

- Sts should ask for T’s permission in class.

**4. Skills:**

- Listening , speaking and pronunciation

**II. Teaching aids:**

*1. Teacher’s aids*: student’s and teacher’s book, pictures, cassette, Lesson plan

*2. Students’ aids*: books, notebooks, workbooks.

 **III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
|  **Week 33- Period 129: Lesson 1****Warm up: (3’)**  Greet the class. Ask pupils if they have ever been to the zoo and what animals they saw.  | Whole class |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat. (**8’) **Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about what animals someone can see at the zoo **-** Have pupils look at **picture a** on page 64 **-** Play the recording all the way through for pupils to listen. Then let pupils listen and do choral and individual repetition, sentence by sentence. **-** Repeat the same procedure with picture b. Draw their attention to the question *What can you see?* and the answer *I can see a tiger.* Explain that they are used to ask and answer questions about what animals someone can see at the zoo. Check comprehension. **-** Invite a few pairs to listen to the recording, to point at the characters and say the language in front of the class. - Give feedbackss.**1. Vocabulary:** *+ family : gia đình (picture)**+ father : ba, bố (picture)**+ mother : mẹ, má (picture)**+ brother : anh ( em) trai (picture)**+ sister : chị ( em) gái (picture)*- T models *(3 times).* - T writes the words on the board.- *Checking: Matching****2. Model sentences:****- T asks Ss look at picture a and helps Ss know the structure from the dialogue.**- T introduces new structure for Ss.**- T explains, models and gives meaning.**-Have Ss repeat the model sentences.**A: Who’s this / that ?**B: It’s my\_\_\_\_\_\_\_\_.***B. PRACTICE****Activity 2. Listen, point and say. (** 8’)***\*\* Goals:*** *Ss will be able**to correctly say the words and use: Who’s this / that ? - It's my ..... to ask and answer about a family member.*- Have pupils look at the pictures and elicit the name of each family member. - Have pupils point at Picture a ( a women), listen to the recording and repeat the word ( mother ). Follow the same procedure with the other three pictures. Have the class repeat the words a few times. - Point at the bubble and have pupils listen and repeat after the recording (Who’s that?). Point at picture a and have pupil listen and repeat after the recording ( It’s my mother) Follow the same procedure with the three pictures.- Have pairs practise asking and answering the question Who’s this / that ? – It’s my \_\_\_\_\_\_\_\_\_. (pairs work)- Invite a few pairs to point at the pictures and say the questions and answers in front of the class.- Give feedback*Vocabulary:*a tiger         a horse          a monkey          a peacock ***Model sentence:*** A : What can you see? B : I can see a tiger. Check Vocab: game ( Rub out and remember ) - Teacher models the structure  T-Sts Sts-T St1- St2 **\* Activity 2:** **Listen, point and say (10’)** **Goal:** To correctly use *What can you see? – I can see \_\_\_\_\_\_.* to ask and answer questions about what animals someone can see at the zoo **-** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the names of the animals. - Have the class listen to the recording and repeat the words a few times in chorus and individually. **-** Model by getting pupils to point at the question in the first bubble “*What can you see?*” to listen to the recording and repeat a few times. Then let them point at Picture a, elicit the pupils to say the missing words (e.g. a tiger). After that, get them to point at the answer in the second bubble, listen to the recording and repeat I can see a tiger. Go around and offer help or correct pupils’ pronunciation, where necessary. **-** Repeat the same procedure with Pictures **b**, **c**, **d** by letting one pupil ask the question and the other answer about what an animal he / she can see at the zoo. Go around the classroom and offer help where necessary. **-** Invite a few pairs to point at the pictures and ask and answer questions about animals in front of the class. - Give feedback**C. PRODUCTION** **\*Activity 3 Let’s talk (8’)** **Goal:** To enhance the correct use of *What can you see?* *– I can see\_\_\_\_\_\_* . to ask and answer questions about what animals someone can see at the zoo- Have pupils look at the picture and elicit them to say the names of the animals. Check comprehension. Encourage pupils to point at each animal and say what they can see (e.g. I can see a tiger.)- Model by getting pupils to listen to and repeat the question in the first bubble What can you see? Then ask them to point at one animal (e.g. a peacock) and answer I can see a peacock. Correct the pronunciation if necessary.- Give the pupils time to practise asking and answering the questions in pairs. Go around the classroom and offer help where necessary.**-** Invite a few pairs to practise asking and answering the questions in front of the class. - Give feedback | Whole classWhole classPair workT- Whole classWhole classT- Whole classWhole classT- Whole classWhole classPair workPair workWhole classPair work |
|  **Fun corner and wrap-up: (5’)*****\* Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.***E** Game: Guess the animalsAsk pupils to listen to the sound carefully, then guess the animal’s name.  | Group work. |
| **Homework.** **-** Learn the vocabulary and model sentences by heart.- Prepare the new lesson: *Unit20, Lesson 1 (4,5,6).* | Whole class |

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|  **Week 33- Period 130: Lesson 1** **AWarm up: (5’)**  **Game:** **Choose the correct word.**- Ask pupils to look at the picture, then choose the correct name of  the animals.- Write the answer on their mini board.  |  Group work |
| \*New lesson:**Activity 4: Listen and number (8’)** **Goal:** To listen to and understand four communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and number the correct pictures - Have pupils look at each picture in **Activity 4** and ask them  What can you see? and let them give the answers (e.g. Picture a I can see a horse.).  Check comprehension.Play the recording all the way through so that pupils can get familiar with the characters’ voices. Then play the recording (once or twice, if necessary) for them to listen to and number the pictures.- Let them swap and check the answers before checking as a class Correct the answers, if necessary.-  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in  chorus. Correct pronunciation where necessary.- **Extra activity: Work in groups :** Ask pupils to listen carefully and write the correct name of animals on their mini board/notebook. **Activity 5. Look, complete and read. (9 minutes)**Goal: Ss will able to complete the four gapped dialogues with the help of relevant picture cues.- Have pupils look at the pictures. Have them identify the people in the pictures.- Have pupils look at the four incomplete sentences and dialogues. Draw their attention to the missing words in the sentences.- Model with Picture 1. Have pupils look at the sentence. Ask them what is missing in the answer (mother). Then have them complete the gap.- Follow the same procedure with Pictures 2, 3, 4. Draw the pupils' attention to gaps. - Have pupils complete the sentences individually and ask a few pupils/pairs to read them aloud.Key: 1. Mother   2. Father    3. Sister     4. brotherActivity 6. Let’s sing. (8 minutes) Goal: Ss will able to sing the song My family with the correct pronunciation and melody. -Draw pupil’s attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line. - Play the recording for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.- Play the recording line by line for pupils to listen, repeat and point at the relevant character. Correct their pronunciation where necessary.- Invite groups to the front of the class to perform while the rest of the class sings and / or claps along. | Whole classWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workIndividual workWhole classWhole classWhole classGroup work |
| **\*Fun corner and wrap-up: (**5 minutes)Game: Memory game- Divide the class into 2 teams . Each pupils from each team goes to the front and touches 2 squares. If they match the right word with the correct picture, they will score one point for his / her team.- Encourage pupils to join in the game.- Give points for pupils**Homework.** **-** Learn the vocabulary and model sentences by heart.- Prepare the new lesson: Unit 11, Lesson 2 (1,2,3). | Group workWhole class |

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|  **Week 34- Period 131: Lesson 2****Warm up: (5’)**  Greet the class.1. Spend a few minutes revising Unit 20, Lesson 1 by asking
2. the class to play the game ( slap the board)
 | Whole class |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat. (**8’) **Goal:** To understand and correctly repeat *What is the \_\_\_**\_ doing? It's \_\_\_\_\_.* to ask and answer questions about what a zoo animal is doing. **-** Have pupils look at **picture a** and **b** and identify the characters in the pictures. **-** Ask pupils to look at Picture **a**. Play the recording for them to listen. **-** Play the recording all the way through for pupils to listen. Then let pupils listen and do choral and individual repetition, sentence by sentence.**-**  Play the recording again for pupils to listen and repeat individually and in chorus. Correct their pronunciation where neccessary. Repeat the same procedure with Picture **b**.**-**  Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.- Draw pupils’ attention to the question What’s the elephant doing? and the answer It’s dancing. Tell pupils that they ask and  answer about what a zoo animal is doing.- Give feedback**B. PRACTICE****Activity 2. Listen, point and say. (** 8’) **Goal:** To correctly use *What is the \_\_\_\_\_ doing? – It's \_\_\_\_\_.* to ask and answer questions about what a zoo animal is doing.***Vocabulary :*** dancing            counting swinging                 climbing***Model sentence:*** What is the \_\_\_\_\_ doing? – It's \_\_\_\_\_.Check Vocab: game ( Matching ) - Teacher models the structure  T-Sts Sts-T St1- St2 **-** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the names of the animals. - Have the class listen to the recording and repeat the words  a few times in chorus and individually.**-** Model by getting pupils to point at Picture a and elicit the name of the animal (e.g. elephant). Have them look at the  question in the first bubble, listen to the recording and repeat it a few times. Then have them look at the gapped answer It's \_\_\_.  and fill the gap with the ing form of the verb under the picture  (e.g. dancing), listen to the recording and say the complete  answer a few times.**-** Give pupils a time limit to practise asking and answering the questions, using the ing form of the verbs under the pictures as cues. Go around and offer help where necessary. **-** Invite a few pairs to point at the pictures and ask and answer questions about animals in front of the class. - Give feedback **C. PRODUCTION** **\*Activity 3 Let’s talk (8’)** **Goal:** To enhance the correct use of *What is the \_\_\_ doing? – \_\_\_.* to ask and answer questions about what a zoo animal is doing. - Tell the class the goal of this activity. Get them to point at the monkey and ask What is the monkey doing? Then have them  complete the exchange by saying: It's swinging. Ask one pair of pupils to role-play the exchange in front of the class. Check  comprehension. - Give the pupils time to practise asking and answering the questions in pairs or groups. Go around the classroom and offer  help or correct the pronunciation where necessary.- Give the pupils time to practise asking and answering the questions in pairs. Go around the classroom and offer help  where necessary.**-** Invite a few pairs to practise asking and answering the questions in front of the class. - Give feedback | Whole classWhole classPair workT- Whole classWhole classT- Whole classWhole classT- Whole classWhole classPair workPair workWhole classPair work |
|  **E. Further practice (3’) Mini game : My favorite animal.**- Ask pupils to draw and color a picture about an animal they like best.- Then ask some pupils (3-4 pupils) to show and talk about his/her drawing in front of the class. | Group work. |
| **Homework.** **-** Learn the vocabulary and model sentences by heart.- Prepare the new lesson: *Unit20, Lesson 1 (4,5,6).* | Whole class |

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| 1. **Week 33- Period 132: Lesson 2**

**Warm up: (5’) Guess me!**- Divide the class into 4 groups.- Pupils try to identify different body parts of an animal (color/body/legs,...). Then guess which animal it is. - T shows the last picture, asks the winning group: What is the ... doing?    |  Group work |
| \*New lesson:**Activity 4: Listen and number (8’)**Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and each of them is doing and tick the correct pictures.- Have pupils look at the pair of picture cues 1 and Ask them some questions (What can you see? What's it doing?) then Check comprehension.- Draw their attention to the similarity and difference between two pictures.- Play the recording for them to listen and tick the correct pictures.- Play the recording again, Let pupils swap and check the answers before checking as a class.- Follow the same procedure with the pair of picture cues 2.- Give feedback**Activity 5. Look, complete and read. (9 minutes)**Goal: To complete the four gapped exchanges with the help of the picture cues.- Have pupils look at the pictures and Ask them some questions - Draw pupils’ attention to the gap in the answer and say what they should write (e.g. counting).- Ps fill in the gaps independently.- Ask pupils to swap and check the answers. Correct the answers.- Invite a few pairs to read aloud the complete exchanges in front of the class.- Give feedback- Game: Pass the animal.**Activity 6. Let’s sing. (8 minutes)** Goal: To sing the song At the zoo with the correct pronunciation, melody and intonation - Have pupils look at the pictures.- Point to the monkey and ask Ps “What can you see? and What’s the monkey doing? - Have pupils read the first verse of the lyrics.- Have pupils listen to the first verse, drawing their attention to the pronunciation, the rhythm and the melody of the song.- let them listen to and practise singing it, line by line first, and clap hands or do actions until they sing confidently.- Follow the same procedure with the second verse.- Go around and check pronunciation, the rhythm and the melody.- Ask pupils to sing the whole song, clapping hands or doing actions.- Teacher plays the song and sings the questions parts. Pupils will sing the answers. Later, divide the class into 2 teams and let them sing: one asks and the other answers.- Invite some pupils/ groups to the front of the class to sing the song.- Give feedback | Whole classWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workIndividual workWhole classWhole classWhole classGroup work |
| **\*Fun corner and wrap-up: (**5 minutes) **Find the differences between two pictures.**- Ask pupils to work in groups of 4 - Ask them to look at the pictures, talk to their classmates and find the differences between 2 pictures. - Ask some pairs to share answers with the whole-class.**Homework.** **-** Learn the vocabulary and model sentences by heart.- Prepare the new lesson: Unit 11, Lesson 2 (1,2,3). | Group workWhole class |

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|  **Week 34- Period 133: Lesson 3****\* Warm-up and review: 5’**Greet the class.Invite one or two groups of pupils to the front of the class and sing the song At the zoo. The class may sing along and do actions or clap. | Whole classIndividually. |
| **A. PRESENTATION****\* New lesson:****Activity 1. Listen and repeat. (**10 minutes)Goal: To correctly repeat the sounds of the letter *a* in isolation, in the words parrot and dancing; and in the sentences I can see a parrot and The peacock is dancing - Have pupils point at the letter *a*, the word parrot and the sentence I can see a parrot.- Play the recording for them to listen to and repeat- Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class.- Follow the same procedure with the second line. - Go around the class and correct the pronunciation. - Let pupils work in pairs to practice.- Ask a few pupils to say two lines in front of the class. - Give feedback. - Game: Choose the correct words!**Activity 2. Listen and circle.** ( 5minutes)Goal: To identify the target words parrot and dancing while listening- Explain the goal of the activity.- Have pupils read the sentences and guess which option can be chosen to fill in the gaps- Play the recording, once or twice, for pupils to listen and circle the correct options.- Let pupils swap and check the answers in pairs - Invite a few pupils to read aloud the complete sentences in front of the class.- Give feedback- Game: Game: Spell my name!Ask pupils to look at the picture, guess the animal. Then take letters from the box to make a meaningful word.**Activity 3. Let’s chant. (**10 minutes) Goal: To say the chant with the correct rhythm and pronunciation - Have pupils read the first verse of the chant - Draw pupils’ attention to the sound of the letter a - Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap.- Play the recording of the whole verse many times, for pupils to do choral and individual repetition. - Invite some groups of pupils to repeat the verse in front of the class.- Follow the same procedure with the second verse of the chant.- Put the class into two groups to practice chanting and clapping. Each of the groups should sing one verse of the chant.- Invite a few groups to the front of the class to chant and clap. The rest of the class may clap along.- Give feedback**E. Further practice (5’)** Game: “What can you see?”- Ask pupils from 4 groups to wear an animal hat in front of the class (they don’t know what the animal is).- Pupils ask their friends: What can you see?- The whole class can use both gestures or act out (without saying a word) for him/her to guess the name of the animal: It’s a....- Next, they can ask: What is the ...doing?.- The whole class will do an action (climb tree/ dance/ swing/ count): The ... is ...-ing. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual work |
| **Homelink:**  prepare part 4,5,6 | Whole class |

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|  **Week 34- Period 134: Lesson 3****A. Warm up: (5’)**  Game Odd-One-Out.- Write the answer on their mini board.  | Group work |
| \*New lesson:**Activitive 4: Read and tick (9’)**Goal: To read and understand the text- Tell the class the goal of this activity and how to complete the task.- have pupils read the sentence and ask them some questions to help them identify the context.- Do Sentence 1 as an example. First, have pupils read the sentence and identify where Linh and her mother are. Then have them read the text and find the appropriate information to tick in the True box or False box. Check comprehension.- Set a time limit for pupils to do the activity independently.- Go around the classroom and offer help where necessary.- Let pupils work in pairs to swap and check the answers.- Ask pupils to correct the false sentences with the information from the text.- Give feedback**Activity 5. Let’s write (9’)**Goal: To use the target language in real context by completing a gapped text about themselves - Explain the goal of the activity and identify the gaps (the first gap should be animals, the second gap should be what the monkey is doing, the next gap can be an animal and the last gap can be what the pupils think about the animals at the zoo.)- Give pupils time to complete the text independently.- Go around the classroom to offer support - Let pupils swap their complete text in pairs. - Invite a few pupils to read aloud their complete text in front of the class.- Pupils listen and answer their friend ‘s questions about their day at the zoo (based on their own writing). *+ How many animals are there at the zoo?**+ What animal is dancing?**+ What is the monkey doing?**+ …………* **Activitive 6: Project** **(7’)**Goal: To use the target language items they have learnt in a real context by showing the class some photos of animals and saying what animals they can see at home or at the zoo - Explain that they are going to show some photos of animals and tell the class about them.- Have pupils work in groups. Each member shows his / her photos and introduces them - Go around and offer support if necessary.- Invite some pupils to show and tell the class their photos. - Give feedback | Whole classWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workIndividual workWhole classWhole classWhole classGroup work |
| **E. Further practice (4’)** Game: “I am a painter”- Have pupils draw and color a picture about the zoo then describe it.**IV. Feeback (1’)**- Summary the lesson Adjustments (if necessary): ………………………………………………………… ………………………………………………………………………**Homework.****-** Learn the vocabulary and model sentences by heart.- Review Unit 11- 20 | Group workWhole class |

**Comments:**

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