**WEEK 33** *Date of preparing: 27/4/2024*

 *Date of teaching: 29/4– 03/5/2024*

**UNIT 19: THE ANIMAL WORLD**

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

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Read and show understanding of a paragraph by answering four questions about it.

- Ưrite a short paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals with the help of the suggested questions and an incomplete paragraph.

- Collect or draw pictures of favourite animals at home and present them to the class by using the target language

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Game: Collect the candies (PPT)

**2. Discover to practice the structure**

**Activity 4: Read and write the answer**

- SS read a passage and answer the questions about what someone is doing outdoors.

- T guides:

+ Explain how to do the task

+ Introduce some new words if necessary

+ Give the time limit for ss to do

- Ss the task in pairs (T goes around offering help, if necessary).

- Some ss say their answer in front of class, others give comments.

*Key: 1. They are at the zoo. 2. They want to see the animals. 3. Because they have long necks and legs. They can run very quickly. 4. Because they sing merrily.*

**Activity 5: Let’s write**

- Ss write a short paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals

T guides:

+ Base on the model passage to write

+ Use ss’s information to write

+ Show a model for ss to refer

- Ss write their text in the notebook

- Ss share with their partner

- Some ss read their passage aloud, others give comments

**Activity 6: Project.**

**-** Ss collect or draw pictures of favourite animals at home and present them to the class by using the target language.

- Ss prepared their picture at home

- Pupils work in groups of six. Each pupil shows his / her picture to the group and describes what the animals in his / her picture are, and tells why he / she likes these animals.

- A few pupils to show their pictures and tell the class about the animals and the reasons why they like these animals in front of the class

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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**UNIT 20: AT SUMMER CAMP**

**Lesson 1 (1-2-3)**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone is doing at a camp.

- Correctly say the phrases and use *What's he / she doing? – He's / She's\_\_.* to ask and answer questions about what someone is doing at a camp.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Revising Unit 19 by getting the class to chant to revise the expressions “dance beautifully” ”run quickly” “sing merrily”

**Activity 1: Look, listen and repeat**

- Ss discover the picture and listen to the conversation to identify the context

T supports:

+ Ask ss to identify the character, place and things appear in pictures

*+* Introduce the new words

- SS look at their books, listen all the way through

- Ss look at their book, listen and repeat

- Ss work in pairs, read and discover the content

- Some ss report their result in front of the class, others comment

- Find out the new structure in conversation

**Activity 2: Listen, point and say**

- Correctly say the phrases and use *What's he / she doing? – He's / She's \_\_\_\_\_.* to ask and answer questions about what someone is doing at a camp.

- Ss follow the T to learn some new words in bubbles

- Ss practice saying the new words in pairs

- Some ss say aloud in front of the class

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

 + Introduces and explains the phrases

 + Models ask and answer with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk**

- Ss enhance the correct use of What's he / she doing? – He's / She's \_\_\_\_\_. to ask and answer questions about what someone is doing at a camp in a freer context.

- T supports:

+ Identify the context (see *Input*).

+ Make a model with a student

+ Let time for Ps work, goes around and offer help when necessary.

- Ss ask and answer the question in pairs

 - Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

Project preparation: Tell pupils about the project on page 69, Lesson 3, Activity 6. Ask each pupil to draw a simple picture of three or four friends and their activities at a camp at home. They will say what the friends in the picture are doing at Project time

**IV. REGULATION:** (Optional)

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**UNIT 20: AT SUMMER CAMP**

**Lesson 1 (4-5-6)**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Listen to and understand four communicative contexts in which characters ask and answer questions about what someone is doing at a camp and match the characters to the correct pictures

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

- Practise asking and answering questions about what the pupils are doing with the help of picture cues by playing Guess what they are doing

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Revising the previous lesson by asking the questions What's he / she doing? and call on a few pupils to answer the questions. (PPT)

**Activity 4: Listen and match**

- SS listen to and understand four communicative contexts in which characters ask and answer questions about what someone is doing at a camp and match the correct pictures.

- T guides:

+ Ask pupils to look at the pictures and identify the appearances.

+ Play the recording twice

- Ss listen to the recording twice and match the correct answers individually

- Some students share their answers in front of the class

- SS listen again to check their answers

*\* Key: 1. c 2. d 3. a 4. b*

**Activity 5: Look, complete and read.**

- Ss complete four gapped exchanges with the help of picture cues

T supports:

+ Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

+ Ask ss to guess the answer

- Ss complete the sentences individually

- Ss trade their answer with their partner

- Ss practice reading sentences in pair

- Some ss read aloud before class

***Key:*** *1. a story 2. a campfire 3. doing; a tent 4. the campsite; taking a photo*

**Activity 6: Let’s play**

- Guess what they are doing

To practise asking and answering questions about what the pupils are doing with the help of picture cues by playing Guess what they are doing.

T supports:

+ Instruction about the game

+ Give the rule of the game

- Ss play in groups

**3. Wrap – up.**

Game: Think-Pair-Share (PPT)

**IV. REGULATION:** (Optional)

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**UNIT 20: AT SUMMER CAMP**

**Lesson 2 (1-2-3)**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what people are doing at a camp.

- Correctly say the phrases and use *What are they doing? – They’re \_\_\_\_\_.* to ask and answer questions about what people are doing at a camp.

- Enhance the correct use of *What are they doing? – They’re \_\_\_\_\_.* to ask and answer questions about what people are doing at a camp in a freer context.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

A few pairs of pupils to point at the pictures in Activity 5 and act out the exchanges, using *What can you see at the zoo? – I can see \_\_\_\_\_.*

**Activity 1: Look, listen and repeat**

- Ss discover the picture and listen to the conversation to identify the context

T supports:

+ Ask ss to identify the character, place and things appear in pictures

*+* Introduce the new words

- SS look at their books, listen all the way through

- Ss work in pairs, read and discover the content

- Some ss report their result in front of the class, others comment

- Ss look at their book and act out the dialoge

- Find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss correctly say the phrases and use What are they doing? – They’re \_\_\_\_\_. to ask and answer questions about what people are doing at a camp.

- Ss follow the T to learn some new words in bubbles

- Ss practice saying the new words in pairs

- Some ss say aloud in front of the class

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

 + Introduces and explains the phrases

 + Models ask and answer with whole class

- SS drill the structure in 3 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk**

- Ss enhance the correct use of What are they doing? – They’re \_\_\_\_\_. to ask and answer questions about what people are doing at a camp in a freer context.

- T supports:

+ Identify the context (see *Input*).

+ Make a model with a student

+ Let time for Ps work, goes around and offer help when necessary.

- Ss ask and answer the question in pairs

 - Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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*Xuân Hóa, ngày ... tháng 4 năm 2024*

 **Chuyên môn ký duyệt**

 **P. Hiệu trưởng**

 **Cao Văn Thơm**