**Week: 33**

Teaching date:

**UNIT 20: AT THE ZOO**

*Period: 130-* **Lesson 1**:1,2,3

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

**1. Knowledge:**

- use the words *tiger, monkey, horse, peacock* in relation to the topic “At the zoo”.

-correctly use What can you see? – I can see …….. to ask and answer questions about what animals someone can see at the zoo.

- ***Vocabulary:*** tiger, monkey, horse, peacock, zoo, see

- ***Model sentences***:

*A: What can you see?*

*B: I can see a tiger.*

- ***Skills***: speaking and listening

**2. Competences:**

-Critical Thinking: talk about friends.

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 242, 243, audio Tracks 94, 95, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 64, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up: sing a song**  “ IF YOU’RE HAPPY AND YOU KNOW IT”  - Show the song on the screen.  <https://www.youtube.com/watch?v=zyMWcWqmhRc>  - Ask Ss to listen, sing and dance the song.  - Say “Open your book page 64” and look at “*Unit 20, Lesson 1 (1,2,3)”.*  **Activity 2. Look, listen and repeat:**  - Have pupils look at *Pictures a and b* and identify the characters in the pictures.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss. Ask sts to link to activity 3:  **Activity 3:** **Listen, point and say.***.*  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new word and structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Elicit and check comprehension  - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers.  - Have Ss to practise:  + T asks the first – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to ask and answer the question “*What can you see?*  *- I can see* ***a tiger/ a horse/ a monkey/ a peacock.***  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practice speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - Run though the picture  - T asks ss look at the second bubble and ask  ***+*What can you see at the zoo?** \_\_\_\_\_\_.  - Get Ss to repeat the question and the answer several times in pairs.  - T models: Go around the classroom, pointing to Ss and asking *What can you see at the zoo ?*  - Ask Ss ask and answer about their hobbies in pairs.  - Call some pairs to practice.  - Give feedbacks  **Activity 5. Consolidation**  - Summary the lesson  **Homelink:**  Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 20, Lesson 1: 4,5,6 on page 65.* | **1.Look, listen and repeat**  see: nhìn, xem  zoo: sở thú  a tiger: 1 con hổ  **2.Listen, point and say**  A horse: 1 con ngựa  A monkey: 1 con khỉ  A peacock: 1 con công  **Structure:**   1. What can you see? 2. I can see  ***a tiger/ a horse/ a monkey/ a peacock.***   **3.Let’s talk.**  *What can you see at the zoo?* \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ |

**IV. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...…**===========================**

Teaching date: 3A:

**Unit 20: AT THE ZOO**

**Period 131- Lesson 1**: 4,5,6

**I. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: talk about friends

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 244, 245; audio Tracks 96; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 65, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1: Warm-up**  *Game: Simon says*  - T is the leader and calls out the actions with “*Simon says*”.  - Ss must follow the leader and do the action.  - Then teacher has to try and get pupils to do an action without saying “*Simon says”.* If pupil does the action, he/she is out of the game.  *Simon says swim like a fish.*  *Simon says jump like a monkey.*  *Simon says run like a horse.*  *Simon says roar like a tiger.*  *Dance like a peacock.*  *Swim like a fish*  - Say “Open your book page 65” and look at *“Unit 20, Lesson 1 (4,5,6)”.*  **Activity 2. Listen and number:**  - Elicit the animals in those pictures    - Point at the pictures respectively to explain the context.  - T asks Ss to guess the answers.  + T writes Ss’ guessing on the board. Sts listen and number.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  **Activity 3.** **Look, complete and read.**  - Have Ss look at the pictures and identify the animals.    - Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete the sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks  **Activity 4. Game “ miming game”**  - Tell Ss that they are going to revise the target vocabulary items they have learnt in Lesson 1.  - Divide Ss into groups of five and give each group a set of cards.  - Have each player in group 1 in turn look at the card and mime / act out the animal on the card (*ex: peacock*) without making any sounds or lip movements.  + The other player in the group asks *What can you see?* The players in group 2 answer (*ex:I can see a peacock.*).  + If the second group has the correct answer, they get a point.  + If the answer does not match the action, switch the groups and let each player in group 2 mime the animal while the first group gives the answer.  - The game ends when all the cards are gone.  **Activity 5. Consolidation**  -T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homelink:**  **-** Ask and answer about the pictures on page 65.  - Prepare the new lesson: *Unit 20, Lesson 2:1,2,3 on page 66.* | **4. Listen and number**  *Key:*  *1. d*  *2. a*  *3. b*  *4. c*    **5. Look, complete and read**  *Key:*  *1. peacock*  *2. a horse*  *3. see; a monkey*  *4. can you see; a tiger*  **6. Let’s play**  **Miming game** |

**IV. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...…======================================

Teaching date:

**Unit 20: AT THE ZOO**

Period: 132- **Lesson 2:** 1,2,3

**I. OBJECTIVES:**

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

**1. Knowledge:**

- use *What is the ……… doing? – It's …….* to ask and answer questions about what a zoo animal is doing.

-enhance the correct use of *What’s the …..doing? – It’s ………*to ask and answer questions about what a zoo animal is doing.

- ***Vocabulary:*** counting, swinging, climbing

- ***Model sentences***:

*A: What’s the* ***elephant*** *doing?*

*B: It’s* **dancing***.*

- ***Skills***: speaking and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 246, 247; audio Tracks 97, 98, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 66, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Activity 1. Warm- up:**  *Game:* **Matching***.*  - Teacher divides the class into 2 teams  There are 2 columns. The first column is some pictures about animals such as a *peacock, a tiger, a monkey, a horse.* The other column is meaning of them. Sts must match the picture in the first column with correctly its meaning in the other column.  - Pupils of each team will get points if their matching is correct.  -T give feedback  - Say “Open your book page 66” and look at “*Unit 20, Lesson 2 :1,2,3”.*  **Activity 2. Look, listen and repeat:**  - Have pupils look at *Pictures a and b* and identify the characters and ask students to guess the content in the pictures such as what’s can you see? Sts can answer I can see “ con voi” if they do not speak “ con voi” in English or T can use Vietnamese to ask sts in picture b to guess content before reading.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites some pairs to the front of the class to practice.  - T checks pronunciation for ss.  - T ask sts to write the new words on the board.  **Activity 3** **Listen, point and say.**  - Have Ss look at the pictures and elicit the name of the animal.    - Run through all the pictures.  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new words and structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Have Ss to practise:  + T asks the first – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to ask and answer the question *What’s the\_\_\_doing? It’s\_\_\_\_*  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom  - Encourage Ss to practice speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - Have Ss look at the picture and elicit the question and answer: *What’s the…… doing? It’s…..*    - Ask Ss work in pairs to ask and answer questions about *what is the animal doing?*  - Invite some pairs to role play in front of the class to point at the activity in the picture cue in their books.  -Check and congratulate.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 20, Lesson 2:4,5,6 on page 67* | **1.Look, listen and repeat**.  *+ an elephant: 1 con voi*  *+ dancing: đang múa*  **2.** **Listen, point and say.**  counting: đang đếm  swinging: đang đu  climbing: đang trèo  **Structure**   1. *What the* ***elephant****/****parrot /monkey*** *doing?* 2. *It’s* ***dancing*** */****counting/ swinging***   **3. Let’s talk.**  *What’s the\_\_\_\_ doing?*  *\_\_\_\_\_\_.* |

**IV. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...…======================================

Teaching date: 3A:

**Unit 20: AT THE ZOO**

**Period 133: Lesson 2: 4,5,6**

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 248, 249; audio Tracks 99, 100; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 67, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1. Warm- up: “ Guessing game”**  - Guessing action to review 4 words sts have learned in previous lesson ( counting, dancing, climbing and swing)  - Ask pupils to play in 2 teams.  - T make model  - Monitor and check to find the winner and congratulate.  - Say “Open your book page 67” and look at *“Unit 20, Lesson 2 (4,5,6)”.*  **Activity 2. Listen and tick:**  - Have Ss look at the pair of picture and check comprehension  + *What can you see?*  *+ What is it doing?*      - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  **Activity 3.** **Look, complete and read.**  - Have Ss look at the pictures and identify the animals in the picture.    - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*counting*).  + Have Ss complete the gap.  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and complete the sentences 2, 3 and 4.  - Invite pairs of pupils to stand up and read aloud the sentences.  - T gives feedbacks.  **Activity 4. Let’s sing**  - Introduce the title and lyrics of the song “*At the zoo”*    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the pictures  while singing.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point to the pictures  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Ask and answer about the pictures on page 67.  - Prepare the new lesson: *Unit 20, Lesson 3 (1,2,3) on page 68.* | **4. Listen and tick**  *Key: 1.a 2. a*  **5.** **Look, complete and read.**  *Key:*  *1. counting*  *2. the tiger; climbing (the tree)*  *3. the monkey; swinging*  *4. the elephant; It's dancing*  **6.Let’s sing.**  *“At the zoo”* |

**IV. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..…………………………………………………………………………….

---------------------------

Week:

Teaching date:

**UNIT 20: AT THE ZOO**

**Period 134: Lesson 3 (1, 2, 3)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- correctly repeat the sounds of the letters **a** in isolation, the words *parrot* and *dancing* and the sentences *I can see a parrot.* and *The peacock is dancing.* with the correct pronunciation and intonation.

- identify the target words *parrot* and *dancing* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

- ***Skills:***  listening, speaking and reading.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 250, 251; audio Tracks 101,102,103; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 68, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1. Game: Brain storming** “ Animals”  - Divide class into 2 teams to play this game.  - Give rules, make model  -Monitors  -T checks who’s winner?  - Say “Open your book page 68” and look at “*Unit 20, Lesson 3 (1,2,3)”.*  **Activity 2. Listen and repeat**  T gives instruction to theletters ***a*** in isolation, the words *parrot* and *dancing* and the sentences *I can see a parrot.* and *The peacock is dancing*  - Play the recording for the letter ***pl*** and ***fl***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 3.** **Listen and circle.**  **-** Run though 2 sentences and possible answers.  - T ask Ss to guess the answers.  + T writes student s’ guess on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  - Invite some students to read before whole class  **Activity 4. Let’s chant***.*  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to attend to the sounds of the letters *a* and the words *parrot* and *dancing.*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  - Draw a picture about the favourite animal  - Prepare the new lesson: *Unit 20, Lesson 3: 4,5,6 on page 69* | **1.Listen and repeat:**  **2.** **Listen and circle.**  *Key: 1.c 2.a*  **3. Let’s chant** |

**IV. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...

========================

Week:

Teaching date:

**UNIT 20: AT THE ZOO**

**Period 135: Lesson 3:4,5,6**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

- ***Skills***: reading, writing and speaking.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform reading tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 251, 252, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 69, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1: Warm- up: (5’)***Game:*  ***Kim game***  - Tell Ss that they are going to look at the cards in 60 seconds, memorize the words (*tiger, elephant, monkey, peacock,…*) then remember as many of the words as possible.  **-** Divide the class into 2 teams.  - In their teams, Ss try to say as many of the words as they can remember.  **-** Have the groups say the names of the things aloud.  - For each correct word, give them a star.  - The group with the most stars will be winner.  - Say “Open your book page 69” and look at “*Unit 20, Lesson 3 (4,5,6)”.*  **Activity 2. Read and tick True or False:**  - Tell the class the goal of this activity and how to complete the task.  - Have Ss 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.  - Set a time limit for Ss to do the activity independently.  - Let Ss swap and check the answers.  - Invite Ss to read the texts aloud  - T gives feedbacks.  **Activity 3.** **Let’s write**  - Tell the class the goal of this activity  - Explain that 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 Ss time to complete the text independently.  - In pairs or groups, ask Ss to swap their complete text before checking as a class.  **Activity 4. Project.**  - Tell pupils about the goal of the activity.  - Explain that they are going to show some photos of animals (*at home or at the zoo*) which they have found as homework and tell the class about them.  - Have Ss work in groups. Each member shows his / her photos and introduces them, *ex: I can see a dog at home. I can see two monkeys at the zoo.*  - Invite one or two Ss to show their photos to the class and say *what animals they can see at home or / and at the zoo.*  ***Activity 5: Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homelink. (3’)**  - Prepare the new lesson: *Review 4 on page 70* | **4.Read and tick True or False:**  *Key: 1. True 2. False*  *3. True 4. True*  **5.** **Let’s write**  *Key: Pupil’s answer*  **6. Project.**  My favourite animals |

**IV. ADJUSTMENTS (if necessary):**

………………………………………………………………………………………….…..……………………………………………………………………………...