**Week 32 – Grade 4**

**Unit 19: The animal world**

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

**I. Objectives:**

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

**1. Knowledge:**

- use the words and phrases crocodiles, giraffes, hippos, lions, in relation to the topic “*The animal world”.*

– use *What are these animals? – They’re …….* to ask and answer questions about animals;

- ***Vocabulary:*** crocodile, giraffe, hippo, lion

- ***Model sentences***: *A: What are these animals?*

*B: They’re lions.*

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

**3. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform learning tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  *Sing: “****I like animal”***  - Show the song on the screen.  <https://www.youtube.com/watch?v=yS1zl4g7HLA>  - Ask Ss to listen, sing and dance the song.  - Say “Open your book page 58” and look at “*Unit 19, Lesson 1 (1,2,3)”.*  **Activity 2. Look, listen and repeat:**  - Have Ss look at *Pictures a and b* and identify the characters and the animals 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.  **Activity 3** **Listen, point and say.**  - T asks Ss look at *picture a, b* 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.  - Elicit the names of the animals.  - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - Have Ss look at the picture and tell them about the animals.  - Put Ss work in pairs  - Ask Ss to say using *What are these animals?*  *They’re…….*  *-* Get Ss to repeat the questions and answers several times.  - Invite some Ss to the front of the class to say about the activity.  **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 review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more  **\* Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 19, Lesson 1 (4,5,6).* | **1. Look, listen and repeat:**    *+ giraffe : hươu cao cổ*  *+ hippo : hà mã*  *2.***Listen, point and say.**    *+ lion :sư tử (visual)*  *+ crocodile : cá sấu (visual)*  *A: What are these animals?*  *B: They’re lions*  **3.** **Let’s talk.** |

**V. Adjustments (if necessary):**

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**Week 32 – Grade 4**

**Unit 19: The animal world**

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

**I. Objectives:**

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

**1. Knowledge:**

- use the words and phrases crocodiles, giraffes, hippos, lions in relation to the topic “*The animal world”.*

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*The animal world”.*

- ***Vocabulary:*** Review

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

**3. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform learning tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  *Game:* ***What is missing?***  - Show the pictures of animals “*lions, crocodiles, giraffes, hippos”.*  - Ask Ss to close their eyes and take away 1 picture.  + Ss open their eyes and guess what is missing.  - Say “Open your book page 59” and look at *“Unit 19, Lesson 1 (4,5,6)”.*  **Activity 2. Listen and number**  - Get Ss to look at the pictures and ask them to identify the animals  - 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**  - Get Ss to look at the pictures and identify the animals.  - Have Ss look at the four sentences and the pictures. Elicit and model with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Ask them what is missing in the question (*playing football).* Then have them complete the gap (*he’s playing football.*).  -Have Ss work in pairs and complete the dialogue 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  **Activity 4. Let’s sing**  - Introduce the title and lyrics of the song: “*What are these animals?*  - 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.  ***\*Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **\*. Homework.**  - Prepare the new lesson: *Unit 19, Lesson 2 (1,2,3).* | 4. **Listen and number**    *Key: 1. d 2. a 3. b 4. c*  **5. Look, complete and read.**    *Key:*   1. *lions*   *2. crocodiles*  *3. What; They’re*  *4. are they; hippos*  6. **Let’s sing.** |

**V. Adjustments (if necessary):**

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**Week 32 – Grade 4**

**Unit 19: The animal world**

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

**I. Objectives:**

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

**1. Knowledge:**

- use the words and phrases *dance beautifully, roar loudly, run quickly and sing merrily* in relation to the topic “The animal world”

- use *Why do you like ….? – Because they ……..* to ask for and give reasons for liking animals;

- ***Vocabulary:*** dance beautifully, roar loudly, run quickly and sing merrily.

- ***Model sentences***:

*A: Why do you like peacocks?*

*B: Because they dance beautifully.*

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

**3. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform learning tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  *Game:* ***“ Whose tail is this?”***  - Put Ss into pairs.  - Give Ss the dice. Ss in pairs answer the questions. For each correct answer pupil can roll the dice.  - The student (in each pair) who has the most points is the winner.  - Say “Open your book page 60” and look at “*Unit 19, Lesson 2 (1,2,3)”.*  **Activity 2. Look, listen and repeat:**  - Have Ss look at the pictures and identify the characters and the animals.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  - T asks Ss look at *picture b* 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.  - Have Ss look at the pictures and elicit the names of the animals and what they are doing.  - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say in front of the class.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - Have Ss look at the picture and elicit the names of the animals and reasons for liking them.  - Ask Ss work in pairs to ask and answer questions about *Why do you like…….?*  - Invite some pairs to role play in front of the class to point at the activity in the picture cue in their books.  ***\*Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **\*. Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 19, Lesson 2 (4,5,6).* | **1. Look, listen and repeat:**    - animal:  - peacock:  *+ dance beautifully : nhảy thật đẹp*  **2. Listen, point and say.**    *+ run quikly: chạy thật nhanh (mime)*  *+ roar loudly : gầm thật to (situation)*  *+ sing merrily : hát thật hay (translation)*    *A: Why do you like peacocks?*  *B: Because they dance beautifully.*  **3. Let’s talk.** |

**V. Adjustments (if necessary):**

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**Week 32 – Grade 4**

**Unit 19: The animal world**

**Lesson 2 (4,5,6)**

**I. Objectives:**

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

**1. Knowledge:**

- use the words and phrases dance beautifully, roar loudly, run quickly and sing merrily in relation to the topic “*The animal world”*

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*The animal world”.*

- ***Vocabulary:*** Review

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

**3. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform learning tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  *Game:*  ***Piggy bank game (PPT)***  - Divide the class into 3 teams.  - Have Ss from each team choose a pig, ask and answer the questions.  + If the Ss answer correctly, they get the points for that question.  - After 8 pigs, the team with the most points is the winner.  - Say “Open your book page 61” and look at *“Unit 19, Lesson 2 (4,5,6)”.*  **Activity 2. Listen and circle:**  - Have Ss look at the pictures and elicit the names of the animals.  - 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 2.** **Look, complete and read.**  - Have Ss look at the pictures and ask them the names of the animals they see in the picture and what they are doing.  - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*lions*).  + Have Ss complete the gap.  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and complete the other sentences.  - Invite pairs of pupils to stand up and read aloud the sentences.  - T gives feedbacks.  **Activity 3. Let’s play.**  - Invite two teams, each team has three players, to the front of the class.  - Give an example by describing some physical features of animals for the players in the teams to guess.  - One of the teams describes animals for the other one to guess.  - If the guessing team gives a wrong guess, the describing team gives the correct answer, and gets one point.  + Write the correct answer on the board. The game continues.  - If the guessing team gives a correct guess, they take over the role of describing. The team with the most points wins the game when time is up.  - Give a time limit for pupils to play the game.  - When the game is over, get some pairs of pupils to take turns asking and answering the question *What are these animals?* and use the animal names on the board as the answers.  ***\*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.  **. Homework.**  - Prepare the new lesson: *Unit 19, Lesson 3 (1,2,3).* | **4. Listen and circle:**    *Key: 1.b 2. a*  5. **Look, complete and read.**    *Key:*  *1. lions; Because*  *2. animals; Why; sing merrily*  **3.Let’s play.** |

**V. Adjustments (if necessary):**

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**Week 32 – Grade 4**

**Unit 19: The animal world**

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

**I. Objectives:**

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

**1. Knowledge:**

- correctly pronounce the words '*loudly* and *'quickly* with the stress on the first syllable in isolation and in the sentences *These animals are roaring 'loudly*. and *Those animals are running 'quickly.*

- identify the target words '*loudly* and *'quickly* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

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

**3. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform learning tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  *Game:*  ***Animal dice***  - Divide the class into 8 groups.  - Each pupil in groups takes a turn rolling the dice.  - Then he/she names the animal. Next he/she will read the sentence “*I like … because ….”* Lastly, he/she moves/makes a sound like that animal.  - Say “Open your book page 62” and look at “*Unit 19, Lesson 3 (1,2,3)”.*  **Activity 2: Listen and repeat:**  - Draw Ss’ attention to the word '*loudly* and *‘quickly* the sentence *These animals are roaring 'loudly. And Those animals are running 'quickly.* Play the recording and encourage them to point at the word and the sentence while listening.  - Play the recording again for pupils to listen and repeat.  - Invite a few pupils to stand up, listen to and repeat the word and the sentence.  - Give Ss work in pairs to practise saying the words '*slowly* and *'quickly,* and reading the sentences *These animals are roaring 'loudly*. and *Those animals are running 'quickly.*  **Activity 3.** **Listen and circle.**  - Elicit the sentences and explain that they have to listen.  - 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.  - Invite one or two Ss to stand up and read the completed sentences.  **Activity 3. 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 words *loudly* and *quickly.*  - 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.  ***\*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.  **\*. Homework.**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 19, Lesson 3 (4,5,6).* | **1.Listen and repeat:**  **2. Listen and circle.**  *Key: 1.a 2.a*  **3. Let’s chant.** |

**V. Adjustments (if necessary):**

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**Week 32 – Grade 4**

**Unit 19: The animal world**

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

**I. Objectives:**

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

**1. Knowledge:**

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

- complete a gapped paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals.

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

- ***Vocabulary:*** Review

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

**3. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform learning tasks.

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids:**

1. Teacher’s preparation: Projector/ TV

- Speaker

- Website hoclieu.vn

2. Student’s preparation: books, notebooks.

**IV. Procedures:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:**  *Game:*  ***“collect the candies”***  - Have Ss compete in two groups, answer questions to get candy.  + Ss choose a number, and the teacher clicks on the number to go to the question.  + If pupils answer correctly, the teacher clicks back to this slide, clicks the play button with the color of that team to get candy into the jars.  - Once finished, click the candy machine to go to the next slide.  - Say “Open your book page 63” and look at “*Unit 19, Lesson 3 (4,5,6)”.*  **Activity 2. Read and answer:**  - Ask Ss to attend to four questions and the animals in the passage.  - Have Ss work individually.  - Set a time limit for Ss to read and answer the questions.  - Tell Ss to swap the answers with a partner, then check answers as a class.  - Write the answers on the board.  - Invite Ss to read the texts aloud  -T gives feedbacks.  **Activity 3.** **Let’s write**  - Tell Ss what they are going to do: *complete a paragraph about a visit to the zoo*.  - Remind Ss to pay attention to the context (*the words before and after the gaps*) before completing the paragraph with appropriate words.  - Have Ss fill in the first gap as an example, using the animals they like.  - Set a time limit for SS to complete the paragraph independently.  - Get Ss to swap books with their partners and check their answers in pairs or groups before checking as a class  **Activity 3. Project.**  - Explain that each pupil has to show a simple picture of their favourite animals (*ex: lions*) which they have prepared at home as homework  - Have Ss 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.  - Invite 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, *ex: These are lions. I like them because they roar loudly*.  - Have the rest of the class comment and praise their friends’ performance.  ***\*Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  \***. Homework.**  - Prepare the new lesson: *Unit 20- Lesson 1 (1,2,3).* | **4. Read and answer:**  *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.*  **5. Let’s write.**  *Key:*  *Pupils’ own answers*  *Example: It is a sunny Sunday. My brother and I are at the zoo. I like giraffes because they have long necks and legs. My brother likes lions because they run quickly.*  *6.* **Project.** |