| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 19: THE ANIMAL WORLD**

**Lesson 1 – Period 1**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | – use the words and phrases crocodiles, giraffes, hippos, lions, dance beautifully, roar loudly, run quickly and sing merrily in relation to the topic “The animal world”;  – use What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals;  – listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks.  - Self-control & independent learning: perform listening tasks. |
| **Attributes** | -Show their love for animals by using appropriate gestures and intonation when talking or asking and answering about animals. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 58  - Teacher’s guide: Pages 243,244, 245  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 19)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up – New words–Look, listen and repeat–Listen, point and say– Let’s talk – Game** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and New words:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  – Greet the class. Encourage pupils to respond to your greeting.  – Spend a few minutes revising Unit 18 by getting the class to sing the song At the shopping centre on page 53.  – Have pupils open their books at page 58 and look at Unit 19, Lesson 1, Activity 1.  **Option 2**: Sing a song  –Have students sing a song “I like animals” and guess the topic. (about animals)  –Teacher introduces new words and asks students to listen and repeat.  –Have students look and guess the words to practise vocabulary. | | Whole class/ Individual work  Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** | | | | | |
| a. Goal | – To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about animals. | | | |  |
| b. Input | – Context **a:**  Ben: Mum, what are these animals?  Ben's mother: They’re giraffes, dear.  – Context **b**:  Ben: And what are these animals?  Ben's mother: They’re hippos. | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about animals. | | | |  |
| d. Procedure | **Step 1**: Ask pupils to look at Pictures **a** and **b** and identify the characters and the animals in the pictures.  **Step 2**: Ask pupils to look at Picture **a.** Play the recording for them to listen and familiarise themselves with the pronunciation and stress of the exchange.  **Step 3**: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4**: Invite a few pairs to stand up to listen to and repeat the sentences in the recording.  **Step 5**: Draw pupils’ attention to the pictures. Tell them that the question What are these animals? and the answers They’re giraffes. and They’re hippos. are used to ask and answer questions about animals | | | Whole class  Whole class  Individual  Pair work |  |
| e. Assessment | - Performance products: Student’s talk.  - Assessment tools: Observation; | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say** | | | | | |
| a. Goal | To correctly say the words and use What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals. | | | |  |
| b. Input | – Picture cues:  **a**. two giraffes  **b**. two hippos  **c**. two lions  **d**. two crocodiles  – Speech bubbles: What are these animals? - They’re \_\_\_\_\_.  **Audio script:**  **a.** giraffes  **b**. hippos  **c**. lions  **d**. crocodiles  **a**. A: What are these animals?  B: They’re giraffes.  **b**. A: What are these animals?  B: They’re hippos.  **c**. A: What are these animals?  B: They’re lions.  **d**. A: What are these animals?  B: They’re crocodiles. | | | |  |
| c. Outcome | Pupils can correctly say the words and use What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Elicit the names of the animals.  **Step 2**: Have pupils point to Picture a, listen to the recording and repeat the word (giraffes). Repeat the same procedure with Pictures b, c and d. Have pupils point at the animals and repeat their names a few times.  **Step 3**: Point to the first bubble and have pupils listen to and repeat after the recording (What are these animals?). Point to Picture a and have pupils listen to and repeat after the recording (They’re giraffes.). Repeat the same procedure with Pictures b, c and d. 244  **Step 4**: Set a time limit for pupils to work in pairs to practise asking and answering the questions.  **Step 5**: Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers. | | | Whole class/ Individual work  Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk** | | | | | |
| a. Goal | To enhance the correct use of What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals in a freer context. | | | |  |
| b. Input | – Picture cue: a zoo with crocodiles, lions, giraffes and hippos  – Speech bubbles: What are these animals? – \_\_\_\_\_. | | | |  |
| c. Outcome | Pupils can enhance the correct use of What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals in a freer context. | | | |  |
| d. Procedure | **Step 1**: Draw pupils’ attention to the two speech bubbles. Read the question aloud, and have pupils repeat it. Ask them to look at the second bubble to identify what the answer should be. Draw pupils’ attention to the animals. Get pupils to repeat the questions and answers several times.  **Step 2**: Set a time limit for pupils to work in pairs, point at the different animals in this section, and ask and answer questions about animals using What are these animals? – They’re \_\_\_\_\_. Go around the classroom to observe and offer help where necessary.  **Step 3**: Invite some pairs to take turns asking and answering questions about animals in front of the class. | | | Group work/ Pair work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; | | | |  |
| **Games** 5 mins | | | | | |
|  | **Option 1: Game “Collect cookies”**  -T divides the class into 2 teams (boys and girls). Each team takes turns to choose and answer the questions.  -At the end of the games, the team with more cookies is the winner.  **Option 2: What is missing?**  -Show the pictures of animals “lions, crocodiles, giraffes, hippos”.  -Ask students to close their eyes and take away 1 picture. Students open their eyes and guess what is missing.  **Option 3:**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  (use the words lions, crocodiles, giraffes, hippos in relation to the topic “The animal world”) | | | |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 19: THE ANIMAL WORLD**

**Lesson 1 – Period 2**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | – use the words and phrases crocodiles, giraffes, hippos, lions, dance beautifully, roar loudly, run quickly and sing merrily in relation to the topic “The animal world”;  – use What are these animals? – They’re \_\_\_\_\_. to ask and answer questions about animals;  – listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks.  - Self-control & independent learning: perform listening tasks. |
| **Attributes** | -Show their love for animals by using appropriate gestures and intonation when talking or asking and answering about animals. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 58  - Teacher’s guide: Pages 245, 246, 247  - Website *hoclieu.vn++*  - Flash cards/ pictures and posters (Unit 19)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up – Listen and number -**  **Look, complete and read -**  **Let’s sing -Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up:** | | | | | |
|  | Greet the class.  **Option1:**  - Spend a few minutes revising What are these animals? – They’re ……... Invite some pairs to ask and answer questions about animals in front of the class.  - Have pupils open their books at page 59 and look at Unit 19, Lesson 1, Activity 4.  **Option2: Guess the animals**  - Have pupils listen to the animals’ soung. Pupils listen and guess the animals.  - Repeat with 3 more pictures. | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 4. Listen and number.**  5 minutes | | | | | |
| a. Goal | To listen to and understand four communicative contexts in which pupils ask and answer questions about animals and number the correct pictures. | | | |  |
| b. Input | – Picture cues:  **a**. two hippos  **b**. two lions  **c**. two crocodiles  **d**. two giraffes  **Audio script:** 1. A: What are these animals?B: They’re giraffes.2. A: What are these animals?B: They’re hippos.3. A: What are these animals?B: They’re lions.4. A: What are these animals? B: They’re crocodiles. | | | |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about animals and number the correct pictures.  **Key:** 1. d 2. a 3. b 4. c | | | |  |
| d. Procedure | **Step 1**: Draw pupils’ attention to the pictures and ask them to identify the animals.  **Step 2**: Play the recording of Exchange 1 and tell pupils to pay attention to the name of the animals and put the number in the box in the right-bottom corner of the correct picture. Play the recording again and have pupils check their answers. Praise pupils if they have the correct answer. Repeat the same procedure with Exchanges 2, 3 and 4.  **Step 3**: Set a time limit for pupils to swap books with a partner and check their answers before checking as a class.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | | | Whole class  Individual work  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers, Peer correction | | | |  |
|  | | | | | |
| **KNOWLEDGE CONSTRUCTION**  **Activity 5. Look, complete and read. 10 minutes** | | | | | |
| a. Goal | To complete four exchanges about animals with the help of picture cues. | | | |  |
| b. Input | Four pictures showing different animals and four incomplete exchanges | | | |  |
| c. Outcome | Pupils can complete four exchanges about animals with the help of picture cues  **Key**: **1.** lions **2.** crocodiles **3.** What; They’re **4.** are they; hippos | | | |  |
| d. Procedure | **Step 1:** Get pupils to look at the pictures and identify the animals.  **Step 2**: Ask pupils to look at each picture and read the incomplete exchanges. Draw their attention to the missing words in the sentences. Encourage pupils to guess the missing words.  **Step 3**: Model Exchange 1. Have pupils look at the exchange. Ask them what is missing in the answer (lions). Have them look at the picture and identify the animals. Then have them complete the gap (lion). Repeat the same procedure with Exchange 2.  **Step 4**: For Picture 3, elicit the missing words in the question and answer. Tell pupils to rely on the context of the sentences to guess the missing words. Repeat the same procedure with Picture 4.  **Step 5**: Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns playing the roles of the characters in this section. | | | Whole class/ Individual work  Individual work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | | |
| a. Goal | To sing the song Animals with the correct pronunciation, rhythm and melody. | | | |  |
| b. Input | The lyrics and recording of the song Animals | | | |  |
| c. Outcome | Pupils can sing the song Animals with the correct pronunciation, rhythm and melody | | | |  |
| d. Procedure | **Step 1**: Draw pupil’s attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **Step 2**: Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.  **Step 3**: Have pupils listen to the whole song, drawing their attention to the pronunciation, rhythm and melody.  **Step 4:** Play the recording of the song again for pupils to listen and repeat, line after line, and do related actions.  **Step 5:** When pupils feel confident and are familiar with the melody, ask them to sing the whole song while doing actions or clapping their hands.  **Step 6:** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity. | | | Whole class/ Individual work  Group work/pairwork |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Game “ Whose tail is this?”**  - Put pupils into pairs.  - Give pupils the dice. Pupils in pairs answer the questions. For each correct answer pupil can roll the dice.  - The pupil ( in each pair) who has the most points is the winner.  **Option 2: Team race**  -Put pupils in 2 teams. Show pictures on board.  - Invite 1 ss from another team to be a timer and point to the pictures.  - T asks SS1: " What are these animals?" - SS1 answers. Then SS1 asks and SS2 answers.  - Continue until all SS have asked and answered.  - The fastest team to finish all the pictures wins.  - Extra SS from each team can be the supervisor.  **Option 3:**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  (use the words lions, crocodiles, giraffes, hippos in relation to the topic “The animal world”) | | |  |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 19: THE ANIMAL WORLD**

**Lesson 2 – Period 3**

| **I. OBJECTIVES**   * By the end of the unit, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the words and phrases *crocodiles*, *giraffes, hippos, lions, dance beautifully, roar loudly, run quickly* and *sing merrily* in relation to the topic “*The animal world*”;  - use *What are these animals*? – *They’re \_\_\_\_\_*. to ask and answer questions about animals;  - use *Why do you like \_\_\_\_\_?* – *Because they \_\_\_\_\_.* to ask for and give reasons for liking animals;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”;  - read and write about animals and the reasons why someone likes animals; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - show pride in what they can do and their hobbies by using appropriate gestures and intonation when talking about hobbies. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 60  - Teacher’s guide: Pages 248, 249  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class. Encourage pupils to respond to your greeting.  **Game: Guessing game:**  - Pupils look at the screen  - They look at the hidden pictures and guess what these animals are.  - Ask pupils to open their books at page 60 and look at Unit 19, Lesson 2, Activity 1. | | Whole class  Whole class | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking animals | | | |  |
| b. Input | – Context **a**:  Ben: *What are these animals?*  Linh: *They’re peacocks*.  Ben: *I like them*.  – Context **b**:  Linh: *Why do you like peacocks?*  Ben: *Because they dance beautifully.* | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking animals. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at the pictures and identify the characters and the animals.  **Step 2:** Have pupils look at Picture **a**. Play the recording for them to familiarize themselves with the pronunciation and stress of the exchange.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to stand up to listen to and repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the question and answer in Exchange **b**. Tell them that they are used to asking for and give reasons for liking animals. | | | Whole class  Individual work  Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | To correctly say the phrases and use *Why do you like \_\_\_\_\_? – Because they \_\_\_\_\_.* to ask for and give reasons for liking animals. | | | |  |
| b. Input | – Picture cues:  a. Two peacocks dancing  b. Four giraffes running  c. Two lions roaring  d. Three birds singing  – Speech bubbles: *Why do you like \_\_\_\_\_? – Because they \_\_\_\_\_.*  **Audio script:**  a. dance beautifully b. run quickly c. roar loudly d. sing merrily  a. A: Why do you like peacocks?  B: Because they dance beautifully.  b. A: Why do you like giraffes?  B: Because they run quickly.  c. A: Why do you like lions?  B: Because they roar loudly.  d. A: Why do you like birds?  B: Because they sing merrily | | | |  |
| c. Outcome | Pupils can correctly say the phrases and use *Why do you do like \_\_\_\_\_? – Because they \_\_\_\_\_.* to ask for and give reasons for liking animals. | | | |  |
| d. Procedure | **Step 1**: Have pupils look at the pictures and elicit the names of the animals and what they are doing.  **Step 2:** Have pupils point to Picture a, listen to the recording and repeat the phrase (dance beautifully). Have the class repeat the phrase a few times. Repeat the procedure with the other pictures.  **Step 3**: Point at the speech bubbles and Picture a and have pupils listen to and repeat after the recording (*Why do you do like peacocks? – Because they dance beautifully*.). Have the class repeat the exchange a few times. Repeat the same procedure with the other pictures.  **Step 4:** Set a time limit for pupils to work in pairs, point to the pictures, and practice asking and answering the question *Why do you like \_\_\_\_\_? – Because they \_\_\_\_\_.*  **Step 5**: Invite a few pairs to the front of the class to take turns pointing at the pictures and asking and answering the question *Why do you like \_\_\_\_\_? – Because they \_\_\_\_\_.* | | | Whole class  Whole class  Whole class  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | To enhance the correct use of *Why do you like \_\_\_\_\_? – Because they \_\_\_\_\_.* to ask for and give reasons for liking animals in a freer context. | | | |  |
| b. Input | – Picture cue: a view of wild animals: *two peacocks, two giraffes, three birds and two lions* – Speech bubbles: *Why do you like \_\_\_\_\_? – \_\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can enhance the correct use of *Why do you like \_\_\_\_\_ ? - Because they \_\_\_\_\_.* to ask for and give reasons for liking animals in a freer context. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the picture and elicit the names of the animals and reasons for liking them.  **Step 2:** Get pupils to look at the first speech bubble. Point at the peacocks and ask them to repeat the question (*Why do you like peacocks?*). Elicit an appropriate answer (*Because they dance beautifully*). Have pupils repeat it a few times. Split the class into two groups to take turns asking and answering the question in chorus, pointing at each group of animals in the picture.  **Step 3:** Set a time limit for pairs of pupils to practise asking and answering the question *Why do you do like \_\_\_\_\_? – Because they \_\_\_\_\_.* Go around the classroom to offer help where necessary.  **Step 4**: Invite some pairs of pupils to the front of the classroom to take turns asking for and giving reasons for liking animals. | | | Whole class  Whole class  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; questions & answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: play the Piggy bank game (PPT)**  - Divide the class into 3 teams.  - Pupils from each team choose a pig, ask and answer the questions. If the pupils answer correctly, they get the points for that question.  - After 8 pigs, the team with the most points is the winner.  **Option 2: Play Show and Tell**  - Ask Pupils to take out a piece of paper.  - Draw 1 kind of animal they like (What animals? Why do they like them?)  - Call some pupils to come to the board, show their picture and tell them.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (- use *Why do you like \_\_\_\_\_?* – *Because they \_\_\_\_\_.* to ask for and give reasons for liking animals)  2. *What are the core values of the lesson?*  (Raise pupils’ awareness about saving animals). | | | Whole class/Team  Whole class/ Team  Whole class/ Individual work |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**UNIT 19: THE ANIMAL WORLD**

**Lesson 2 – Period 4**

| **I. OBJECTIVES**   * By the end of the unit, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - use the words and phrases *crocodiles*, *giraffes, hippos, lions, dance beautifully, roar loudly, run quickly* and *sing merrily* in relation to the topic “*The animal world*”;  - use *What are these animals*? – *They’re \_\_\_\_\_*. to ask and answer questions about animals;  - use *Why do you like \_\_\_\_\_?* – *Because they \_\_\_\_\_.* to ask for and give reasons for liking animals;  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “The animal world”;  - read and write about animals and the reasons why someone likes animals; |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - show pride in what they can do and their hobbies by using appropriate gestures and intonation when talking about hobbies. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 61  - Teacher’s guide: Pages 249, 250,251  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and circle - Look, complete and read – Let’s play – Fun corner** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class. Encourage pupils to respond to your greeting.  **Option 1: Game: Lucky number**  - Divide the class into 2 teams (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points.  - The group with more points at the end of the game will be the winner.  - Praise the winner, encourage the other team.  **Option 2:** **Speaking**  Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking for and giving reasons for liking animals. | | Whole class  Whole class | |  |
| **EXPLORATION**  **Activity 1. Listen and circle** 5 minutes | | | | | |
| a. Goal | To listen to and understand two communicative contexts in which characters ask for and give reasons for liking animals. | | | |  |
| b. Input | Picture cues: **1a.** Two giraffes eatting leaves on the branches  **1b.** Two giraffes running fast in the meadow **2a.** Two peacocks dancing **2b.** Two peacocks eating the grass **Audio script: 1.** *A:* Look at these animals, Mum. What are they? *B:* They*'*re giraffes, dear. *A:* I like them. *B:* Why do you like giraffes? *A:* Because they run quickly. **2.** *A:* Oh, look at these peacocks. *B:* Where? *A:* Over there, under the tree. I like them. *B:* Why do you like peacocks? *A:* Because they dance beautifully | | | |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which characters ask for and give reasons for liking animals. **Key: 1.** b **2.** a | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the names of the animals. Draw pupils’ attention to what the animals are doing.  **Step 2:** Play the recording of the first dialogue for pupils to listen to. Then play the recording again for them to do the task. Tell pupils that they need to pay attention to what the animals are doing and circle the correct picture. They should circle Picture **b** (*The giraffes are running quickly.*). Repeat the same procedure with the second dialogue. **Step 3:** Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers, where necessary. **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | | | Whole class  Individual work  Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Look, complete and read** 10 minutes | | | | | |
| a. Goal | To complete two gapped dialogues about reasons for liking animals with the help of picture cues. | | | |  |
| b. Input | Two picture cues and two gapped dialogues to complete | | | |  |
| c. Outcome | Pupils can complete two gapped dialogues about reasons for liking animals with the help of picture cues. **Key: 1.** lions; Because **2.** animals; Why; sing merrily | | | |  |
| d. Procedure | **Step 1:** Get pupils to look at Dialogue 1. Ask them the names of the animals they see in the picture (*lions*) and what they are doing. Elicit the missing words from the picture cue and the context of the sentences.  **Step 2:** Repeat **Step 1** for Dialogue **2**. Elicit the reason why B likes birds to fill in the gaps. **Step 3:** Set a time limit for pupils to do the task individually. **Step 4:** Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary. **Extension:** If time allows, invite a few pairs to stand up to take turns reading the roles of the speakers in the completed exchanges. | | | Whole class  Whole class  Whole class  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 3. Let’s play.** 8 minutes | | | | | |
| a. Goal | To review the animal names that pupils have learnt in the previous lessons by playing a **Guessing animals** game. | | | |  |
| b. Input | A picture cue showing a teacher describing animals to two teams of pupils, who are guessing these animals | | | |  |
| c. Outcome | Pupils can review the animal names that they have learnt by playing a **Guessing animals**game. | | | |  |
| d. Procedure | **Step 1:** 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. **Step 2:** Give a time limit for pupils to play the game. **Step 3:** 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. | | | Whole class  Whole class  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; questions & answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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.  (T can print the cards out and stick them into the dice.)  **Option 3: Game Tic tac toe**  - Divide the class into 2 groups. (Group 1 is X, Group 2 is O.)  Teacher uses flashcards to ask:  *- What are they?*  *-Why do you like them?*  - Pupils in each group have to listen to the question from the teacher, then answer/do correctly.  - The first player to get 3 of the marks in a row (up, down, across, or diagonally) is the winner.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (- use *Why do you like \_\_\_\_\_?* – *Because they \_\_\_\_\_.* to ask for and give reasons for liking animals)  2. *What are the core values of the lesson?*  (Raise pupils’ awareness about saving animals). | | | Whole class/Team  Whole class/ Team  Whole class/ Individual work |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 19: THE ANIMAL WORLD**

**Lesson 3 – Period 5**

| **I. OBJECTIVES**  By the end of the unit, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | - 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.;* |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - show pride in what they can do and their hobbies by using appropriate gestures and intonation when talking about hobbies. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 62  - Teacher’s guide: Pages 251, 252  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class.  Game: **Guessing game**:   * Pupils look at the screen * They look at the hidden pictures and guess what animal is this. * If they have the answers they can raise their hands to give the answers   - Ask pupils to open their books at page 62 and look at Activity 1. | | Whole class | |  |
| **EXPLORATION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| a. Goal | To correctly repeat 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* with the correct pronunciation and intonation. | | | |  |
| b. Input | – The word '*loudly* and the sentence *These animals are roaring* '*loudly.*  – The word '*quickly* and the sentence *Those animals are running* '*quickly.* | | | |  |
| c. Outcome | Pupils can c Pupils can correctly repeat the word '*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.* with the correct pronunciation and intonation. | | | |  |
| d. Procedure | **Step 1:** Draw pupils*’* attention to the word '*loudly* and the sentence *These animals are roaring* '*loudly.* Play the recording and encourage them to point at the word and the sentence while listening.  **Step 2:** Play the recording again for pupils to listen and repeat. Do this several times until pupils feel confident. Then invite a few pupils to stand up, listen to and repeat the word and the sentence.  **Step 3:** Repeat **Steps 1** and **2** for the word '*quickly* and the sentence *Those animals are running* '*quickly.* Go around the classroom and correct the pronunciation where necessary.  **Step 4:** Give pupils a time limit to practise saying the words '*slowly* and '*quickly*, and reading the sentences *These animals*  *are roaring* '*loudly.* and *Those animals are running* '*quickly.* in pairs or groups. | | | Whole class  Individual work  Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction, studens’ answers  - Assessment tools: Observation; answer keys | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| a. Goal | To identify the target words *loudly* and *quickly* while listening. | | | |  |
| b. Input | Two sentences, each with two answer options | | | |  |
| c. Outcome | Answer key: **1.** a **2.** a Audio script: 1. These giraffes are moving quickly.  2. Those lions are roaring loudly. | | | |  |
| d. Procedure | **Step 1:** H **Step 1:** Have pupils read the incomplete sentences. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Explain that both *loudly* and *quickly* are stressed on the first syllable. Check comprehension.  **Step 2:** Play the recording and have pupils circle the correct options. Then get pupils to swap books with their partners to check their answers before checking as a class. Correct the answers where necessary.  **Step 3:** Invite a few pupils to stand up and read the completed sentences. | | | Whole class  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s pronunciation and intonation.  - Assessment tools: Observation; | | | |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| a. Goal | To say the chant with the correct pronunciation, word stress and rhythm. | | | |  |
| b. Input | The lyrics and the recording of the chant. | | | |  |
| c. Outcome | Pupils can say the chant with the correct pronunciation, word stress and rhythm. | | | |  |
| d. Procedure | **Step 1**: Have pupils scan the first verse of the chant, and elicit the word stressed on the first syllable (loudly). Check pupils’ comprehension of the chant.    **Step 2**: Play the recording. Get pupils to listen to and repeat the first stanza, line by line. Show them how to chant and clap their hands.  **Step 3**: Play the recording of the first stanza, again for pupils to do choral and individual repetition.  **Step 4**: Repeat Steps 1, 2 and 3 for the second stanza of the chant. Go around the classroom and offer help where necessary.  **Extension**: If there is enough time, split the class into two groups to take turns chanting and clapping their hands. Each of the groups should say one verse of the chant. Then invite some groups to the front of the class to chant and clap their hands. | | | Whole class  Individual work  Individual work  Whole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1:** Write your song  Ask pupils to write their own song lyrics about things in the room, based on the melody of the song in Activity 6.  **Option 2**: Game: **Bang!**  Materials: A small piece of paper, a shoe box or a coffee can.  - Write words on pieces of paper and fold them in half. Also add a few cards written "BANG!".  - Pupils take turns picking cards. If they read the word correctly, they get to keep the word. If they draw a BANG!, they have to yell BANG! and then return all their cards (except the BANG! card) to the can/box.  **Option 3:**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  (use the words lions, crocodiles, giraffes, hippos in relation to the topic “The animal world”) | | |  |  |

| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |

**UNIT 19: THE ANIMAL WORLD**

**Lesson 3 – Period 6**

| **I. OBJECTIVES**  By the end of the unit, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | * use the words and phrases ***hippos, lions, giraffes, crocodiles, peacocks*** *and action verbs* ***roaring, running, moving, dancing, singing*** 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* ”. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - show pride in what they can do and their hobbies by using appropriate gesture and intonation when talking about hobbies. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 63  - Teacher’s guide: Pages 253, 254  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review - Read and answer - Let’s write – Project – Fun time** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class.  **Option 1:** game **“ collect the candies”**  Pupils compete in two groups, answer questions to get candy. Pupils 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.  Option 2: **Let’s chant**  - Have pupils open their books at page 62 and look at Lesson 3, Activity 3  - Play the recording and have pupils say the chant in chorus. | | Whole class  Whole class | |  |
| **EXPLORATION**  **Activity 1. Read and answer.**  5 minutes | | | | | |
| a. Goal | To read and show understanding of a paragraph by answering four questions about it. | | | |  |
| b. Input | A paragraph about animals and four questions | | | |  |
| c. Outcome | Pupils can read and show understanding of a paragraph by answering four questions about it.  **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. | | | |  |
| d. Procedure | **Step 1:** Have pupils read the questions carefully. Tell them to read Question **1** and pay attention to keywords such as *Where* and *go*. Then they should scan the paragraph for relevant information. **Step 2:** Repeat  **Step 1** for Questions **2**, **3** and **4**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary. **Step 3:** Get pupils to swap books with their partners and check the answers before checking as a class. **Step 4:** Invite some pairs to take turns asking and answering the questions. | | | Whole class  Individual work Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION Activity 2. Let’s write.**  10 minutes | | | | | |
| a. Goal | To complete a gapped paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals | | | |  |
| b. Input | A gapped paragraph | | | |  |
| c. Outcome | Pupils can complete a paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals. | | | |  |
| d. Procedure | **Step 1:** Tell pupils what they are going to do: complete a paragraph about a visit to the zoo. Remind them to pay attention to the context (the words before and after the gaps) before completing the paragraph with appropriate words. **Step 2:** Have pupils fill in the first gap as an example, using the animals they like. **Step 3:** Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary. **Step 4:** Get pupils to swap books with their partners and check their answers in pairs or groups before checking as a class | | | Whole class  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; writing & answers | | | |  |
| **PRACTICE Activity 3. Project** . 8 minutes | | | | | |
| a. Goal | To collect or draw pictures of favourite animals at home and present them to the class by using the target language. | | | |  |
| b. Input | A picture showing a boy presenting his project using a picture of lions | | | |  |
| c. Outcome | Pupils can collect or draw pictures of favourite animals at home and present them to the class by using the target language. | | | |  |
| d. Procedure | **Step 1:** Explain that each pupil has to show a simple picture of their favourite animals (e.g. *lions*) which they have prepared at home as homework. They will tell the class about the animals in the picture and the reasons why they like them.  **Step 2:** Have 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. **Step 3:** 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, e.g: *These are lions. I like them because they roar loudly.* Have the rest of the class comment and praise their friends*’* performance. | | | Whole class  Individual work  Individual work  Whole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1:**  Use *sachmem.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings to consolidate.  **Option 2:**  **Game: Sentence Puzzle**  - Divide the class into groups of four.  - Give each group a sentence that is broken/cut into pieces.  - Ask them to arrange them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3:**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  (use the words lions, crocodiles, giraffes, hippos in relation to the topic “The animal world”) | | |  |  |