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| **Week: 33****Period:129** | **UNIT 20: AT THE ZOO****Lesson 1: Parts 1, 2, 3 (Page 64)** | Planning day: 28/04/2024Teaching day: 30/04/2024 |

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

**1. Knowledge:**

- Use the words *tiger, horse, monkey, peacock* and *can see* in relation to the topic “At the zoo”;

- Use : What can you see ?- I can see…………. to ask and answer questions about what animals someone can see at the zoo;

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

- Understand and correctly repeat the sentences in two communicative contexts (pictures) about animals.

**2. Language contents:**

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

**-** Sentence Patterns: What can you see ?- I can see…………

**3. Forming competence:**

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

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

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

- Using knowledge to do exercises, talk to each other, share their knowledge about animals at the zoo to others

**4. Quality /Attitude:** Sts should ask for T’s permission in class.

**5. Skills:** Listening and speaking skills

**II. Teaching aids:**

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

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Greet the classAsk pupils if they have ever been to the zoo and what animals they saw. | Whole classIndividual work/  |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat. (**8 minutes)**Goal:** *-* To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about what animals someone can see at the zoo**\*Set the context:**- Have pupils look at Pictures **a** and **b** and identify the characters in the pictures. - Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary. - Play the recording again for pupils to listen and repeat in chorus sentence by sentence. - Invite a few pairs to the front of the classroom to listen and repeat the sentences in therecording.- Draw their attention to the question *What can you see?* and the answer *I can see a tiger.* **Vocabulary:** - a tiger (picture) - a monkey ( picturer)- a horse (picture) - a peacock  (picture)**Check vocabulary:** *Rub out and Remember*1. **Model sentence:**

 A : What can you see? B : I can see a tiger.-Teacher models the structure    T-Ps     Ps-T          P1- P2- Practice reading the model sentences.- Check meaning, form, intonation.- Have Ps copy down in their note books**B. PRACTICE****Activity 2. Listen, point and say. (** 9 minutes)**Goal:** To correctly use *What can you see? – I can see \_\_\_\_\_\_.* To ask and answer questions about what animals someone can see at the zoo**-** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the names of the animals.**-** Have the class repeat the words a few times.**-** Have pupils point at Picture a, listen to the recording and repeat the words (a tiger). Follow the same procedure with the other three pictures.**-** Point at Picture a and have pupils listen and repeat after the recording (What can you see? I can see a tiger.).**-** Have pairs practise saying *What can you see? – I can see \_\_\_\_\_\_.* with Pictures b, c and d.**-** Invite a few pupils to point at the pictures and talk about what animals someone can see at the zoo- Give feedback**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** *-* Goal: To enhance the correct use of *What can you see? – I can see\_\_\_\_\_\_* .to ask and answer questions about what animals someone can see at the zoo  **-** Draw pupils’ attention to the picture. Ask questions to help them identify the context **-** Tell individual pupils to talk about what someone is doing in the park. Go around the classroom to offer support.**-** Invite some pupils to the front of the class to talk about what someone is doing.- Give feedback | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workGroup work |
| **Fun corner andGame: (5’)**Game: Guess the animals Ask pupils to listen to the sound carefully, then guess the animal’s name. **Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**IV. Comments:**

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| **Week: 33****Period:130** | **UNIT 20: AT THE ZOO****Lesson 1: Parts 4, 5, 6 (Page 65)** | Planning day: 28/04/2024Teaching day: 30/04/2024 |

**I. Objectives:**  By the end of the lesson students 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.

revise the target vocabulary items through the Miming game.

**2. Language contents:**

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

**-** Sentence Patterns: What can you see ?- I can see…………

**3. Forming competence:**

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

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

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

- Using knowledge to do exercises, talk to each other, share their knowledge about animals at the zoo to others

**4. Quality /Attitude:** Sts should ask for T’s permission in class.

**5. Skills:** Listening , reading, writing and speaking skills

**II. Teaching aids:**

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

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’****Game:** **Choose the correct word** -Ask pupils to look at the picture, then choose the correct name of the animals.- Write the answer on their mini board.  | Whole classIndividual work/ Group work |
| **\*New lesson:** **Activity 4. Listen and number (8’)****Goal:** Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and number the correct pictures- Have pupils look at each picture in **Activity 4** and ask them What can you see? and let them give the answers (e.g. Picture a: I can see a horse.). Check comprehension**-** Play the recording for Questions. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.**-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for the pupils to double-check their answers.**Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.**Activity 5. Look, complete and read. (9 minutes)****Goal**: To read and complete four target sentence patterns with the help of the picture cues.**-** Have pupils look at the pictures. Have them identify the animals in the pictures.**-** Have pupils look at the incomplete sentences. Draw their attention to the missing words in the sentences.**-** Model with Picture 1. Have pupils look at the first sentence. Ask them what words are missing in the sentence (a peacock). Then have them complete the sentence (*I can see a peacock*.)**-** Follow the same procedure with Pictures 2, 3 and 4. Draw the pupils' attention to thegaps in the sentences in Pictures **2, 3** and **4**-  Have pupils complete the gaps in the sentences individually and ask a few pupils to read them aloud.**Game:** Slap the board**.****Activity 6. Let’s play (**8 minutes)**Goal:** To revise the target vocabulary items through the Miming game.Tell pupils that they are going to revise the target vocabulary items they have learnt in lesson 1. Explain how the game is played. Check comprehension.Divide pupils into groups of five and give each group a set of cardsHave each player in group 1 in turn look at the card and mime / act out the animal on the card (e.g. 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 (e.g. 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. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)**Game: Game: What can you see?**- Divide the class into 2 - 4 groups. - Each group has a small board, look at the picture then write what they can see there. There’s some letters for them to unscramble. The fastest pupils to finish will get points for their group. **Homelink:** prepare lesson 2 | Pair workWhole class |

**IV. Comments:**

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| **Week: 33****Period:131** | **UNIT 20: AT THE ZOO****Lesson 2: Parts 1, 2, 3 (Page 66)** | Planning day: 28/04/2024Teaching day: 02/05/2024 |

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

**1. Knowledge:**

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

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

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

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

**2. Language contents:**

**-** Vocabulary: *dancing, counting,swinging, climbing*  and *doing*

**-** Sentence Patterns: *What is the \_\_\_\_\_\_ doing? – It's \_\_\_\_\_\_.*

**3. Forming competence:**

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

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

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

- Using knowledge to do exercises, talk to each other, share their knowledge about what animals doing at the zoo to others

**4. Quality /Attitude:** Sts should ask for T’s permission in class.

**5. Skills:** Listening and speaking skills

**II. Teaching aids:**

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

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

**III. Procedures**

1. **Warm up: (5’)**  Spend a few minutes revising Unit 20, Lesson 1 by asking the class to play the game ( slap the board)

**B**.**Exploration : Look, listen and repeat (8’)**

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

 **-** Have pupils look at **picture a** and **b** and identify the characters in the pictures.

 **-** Ask pupils to look at Picture **a**. Play the recording for them to listen.

 **-** Play the recording all the way through for pupils to listen. Then let pupils listen and do choral and individual repetition, sentence by sentence.

**-** Play the recording again for pupils to listen and repeat individually and in chorus.Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

**-** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

- Draw pupils’ attention to the question What’s the elephant doing? and the answer It’s dancing. Tell pupils that they ask and answer about what a zoo animal is doing.

- Give feedback

**C**. **Knowledge construction** : **Listen, point and say (10’)**

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

***Vocabulary :*** dancing            counting swinging                 climbing

***Model sentence:*** What is the \_\_\_\_\_ doing? – It's \_\_\_\_\_.

Check Vocab: game ( Matching )

 - Teacher models the structure

 T-Sts Sts-T St1- St2

 **-** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the names of the animals.

 - Have the class listen to the recording and repeat the words a few times in chorus and individually.

**-** Model by getting pupils to point at Picture a and elicit the name of the animal (e.g. elephant). Have them look at the question in the first bubble, listen to the recording and repeat it a few times. Then have them look at the gapped answer It's \_\_\_. and fill the gap with the ing form of the verb under the picture (e.g. dancing), listen to the recording and say the complete answer a few times.

**-** Give pupils a time limit to practise asking and answering the questions, using the ing form of the verbs under the pictures as cues. Go around and offer help where necessary.

 **-** Invite a few pairs to point at the pictures and ask and answer questions about animals in front of the class.

 - Give feedback

**D. Practice : Let’s talk (8’)**

 **Goal:** To enhance the correct use of *What is the \_\_\_ doing? – \_\_\_.* to ask and answer questions about what a zoo animal is doing.

 - Tell the class the goal of this activity. Get them to point at the monkey and ask What is the monkey doing? Then have them complete the exchange by saying: It's swinging. Ask one pair of pupils to role-play the exchange in front of the class. Check comprehension.

 - Give the pupils time to practise asking and answering the questions in pairs or groups. Go around the classroom and offer help or correct the pronunciation where necessary.

- Give the pupils time to practise asking and answering the questions in pairs. Go around the classroom and offer help where necessary.

**-** Invite a few pairs to practise asking and answering the questions in front of the class. - Give feedback

**E. Further practice (3’) Mini game : My favorite animal.**

- Ask pupils to draw and color a picture about an animal they like best.

- Then ask some pupils (3-4 pupils) to show and talk about his/her drawing in front of the class.

**IV. Feeback (1’)**

- Summary the lesson (mindmap)

- Adjustments (if necessary): ………………………………………………………… ………………………………………………………………………………………

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| **Week: 33****Period:132** | **UNIT 20: AT THE ZOO****Lesson 2: Parts 4, 5, 6 (Page 67)** | Planning day: 28/04/2024Teaching day: 02/05/2024 |

**I. Objectives:**  By the end of the lesson students 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.

revise the target vocabulary items through the Miming game.

**2. Language contents:**

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

**-** Sentence Patterns: What can you see ?- I can see…………

**3. Forming competence:**

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

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

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

- Using knowledge to do exercises, talk to each other, share their knowledge about animals at the zoo to others

**4. Quality /Attitude:** Sts should ask for T’s permission in class.

**5. Skills:** Listening , reading, writing and speaking skills

**II. Teaching aids:**

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

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

**III. Procedures**

**A.Warm up: (5’)**  **Game:** **Choose the correct word.**

- Ask pupils to look at the picture, then choose the correct name of the animals.

- Write the answer on their mini board.

**B**.**Exploration : Listen and number (8’)**

 **Goal:** To listen to and understand four communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and number the correct pictures

 - Have pupils look at each picture in **Activity 4** and ask them What can you see? and let them give the answers (e.g. Picture a: I can see a horse.). Check comprehension.

- Play the recording all the way through so that pupils can get familiar with the characters’ voices. Then play the recording (once or twice, if necessary) for them to listen to and number the pictures.

- Let them swap and check the answers before checking as a class. Correct the answers, if necessary.

- **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct pronunciation where necessary.

- **Extra activity: Work in groups :** Ask pupils to listen carefully and write the correct name of animals on their mini board/notebook.

**C**. **Knowledge construction** : **Look, complete and read (10’)**

 **Goal:** To complete the four gapped exchanges with the help of the picture cues.

- Tell the class the goal of this activity. Have pupils read each exchange and guess the missing word(s) that can be used to fill in the gap(s). Then have them look at the picture and elicit the name of the animal in Pictures **1** and **2** and the verb or verb phrase in the question and the name of the animal in the answer in Pictures **3** and **4**. You may model the gapped **Exchange 1** as an example. Check comprehension.

- Give pupils time to read the gapped exchanges, look at the pictures, and fill in the gaps independently. Go around and give further support to those pupils who find it difficult to do the task.

- Ask pupils to swap and check their answers. Correct the answers where necessary. If there is enough time, ask pupils to write the answers on the board before having them write the answers in their notebooks.

- Invite a few pairs of pupils to read aloud the complete exchanges in front of the class. The class listens and praises their work.

- Give feedback

**D. Practice : Let’s play (7’) Miming game**

**Goal:** To revise the target vocabulary items through the Miming game

- Tell pupils that they are going to revise the target vocabulary items they have learnt in Lesson 1. Explain how the game is played. Check comprehension.

- Divide pupils 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 (e.g. 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 (e.g. 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.

**E. Further practice : ( 4’)** **Game: What can you see?**

Divide the class into 2-4 groups. Each group has a small board, look at the picture then write what they can see there. There’s some letters for them to unscramble. The fastest pupils to finish will get points for their group.

**IV. Feeback (1’)**

- Summary the lesson : What can you see at the zoo?

 I can see tiger / horse / monkey / peacock

- Adjustments (if necessary): ………………………………………………………… ………………………………………………………………………………………

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| **Week: 34****Period:133** | **UNIT 20: AT THE ZOO****Lesson3: Parts 1, 2, 3 (Page 68)** | Planning day: 05/05/2024Teaching day: 07/05/2024 |

**I. Objectives:**

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

**1. Knowledge:**

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

- identify the target words parrot and dancing while listening.

- say the chant with the correct rhythm and pronunciation.

**2. Forming competence:**

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

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

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

- Using knowledge to do exercises

**3. Quality /Attitude:**

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

**4. Skills:**

- Listening , speaking and pronunciation

**II. Teaching aids:**

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

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

**III. Procedures**

1. **Warm up: (3’)**  Sing the song : “At the zoo”
2. **Exploration**

**Listen and repeat (9’)**

Goal: To correctly repeat the sounds of the letter *a* in isolation, in the words parrot and dancing; and in the sentences I can see a parrot and The peacock is dancing

- Have pupils point at the letter *a*, the word parrot and the sentence I can see a parrot.

- Play the recording for them to listen to and repeat

- Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class.

- Follow the same procedure with the second line.

- Go around the class and correct the pronunciation.

- Let pupils work in pairs to practice.

- Ask a few pupils to say two lines in front of the class.

- Give feedback.

- Game: Choose the correct words!

1. **Knowledge construction**

**Listen and circle (10’)**

Goal: To identify the target words parrot and dancing while listening

- Explain the goal of the activity.

- Have pupils read the sentences and guess which option can be chosen to fill in the gaps

- Play the recording, once or twice, for pupils to listen and circle the correct options.

- Let pupils swap and check the answers in pairs

- Invite a few pupils to read aloud the complete sentences in front of the class.

- Give feedback

- Game: Game: Spell my name!

Ask pupils to look at the picture, guess the animal. Then take letters from the box to make a meaningful word.

**D. Practice**

 **Let’s chant(7’)**

Goal: To say the chant with the correct rhythm and pronunciation

- Have pupils read the first verse of the chant

- Draw pupils’ attention to the sound of the letter a

- Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap.

- Play the recording of the whole verse many times, for pupils to do choral and individual repetition.

- Invite some groups of pupils to repeat the verse in front of the class.

- Follow the same procedure with the second verse of the chant.

- Put the class into two groups to practice chanting and clapping. Each of the groups should sing one verse of the chant.

- Invite a few groups to the front of the class to chant and clap. The rest of the class may clap along.

- Give feedback

**E. Further practice (5’)** Game: “What can you see?”

- Ask pupils from 4 groups to wear an animal hat in front of the class (they don’t know what the animal is).

- Pupils ask their friends: What can you see?

- The whole class can use both gestures or act out (without saying a word) for him/her to guess the name of the animal: It’s a....

- Next, they can ask: What is the ...doing?.

- The whole class will do an action (climb tree/ dance/ swing/ count): The ... is ...-ing.

**IV. Feeback (1’)**

- Summary the lesson

Adjustments (if necessary): ………………………………………………………… ………………………………………………………………………………………

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| **Week: 34****Period:134** | **UNIT 20: AT THE ZOO****Lesson3: Parts 4, 5, 6 (Page 69)** | Planning day: 05/05/2024Teaching day: 07/05/2024 |

**I. Objectives:**

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

**1. Knowledge:**

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

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

**2. Language contents:**

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

**-** Sentence Patterns: *What’s the… doing? – It’s…. .*

**3. Forming competence:**

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

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

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

- Using knowledge to do exercises

**4. Quality /Attitude:**

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

**5. Skills:**

- Listening , reading ,writing and speaking skills

**II. Teaching aids:**

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

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

**III. Procedures**

1. **Warm up: (5’)**  **Guess me!**

- Divide the class into 4 groups.

- Pupils try to identify different body parts of an animal (color/body/legs,...). Then guess which animal it is.

- T shows the last picture, asks the winning group: What is the ... doing?

   

1. **Exploration**

**Listen and tick (8’)**

Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about what animals they can see at the zoo and each of them is doing and tick the correct pictures.

- Have pupils look at the pair of picture cues 1 and Ask them some questions (What can you see? What's it doing?) then Check comprehension.

- Draw their attention to the similarity and difference between two pictures.

- Play the recording for them to listen and tick the correct pictures.

- Play the recording again, Let pupils swap and check the answers before checking as a class.

- Follow the same procedure with the pair of picture cues 2.

- Give feedback

1. **Knowledge construction**

**Look, complete and read. (10’)**

Goal: To complete the four gapped exchanges with the help of the picture cues.

- Have pupils look at the pictures and Ask them some questions

- Draw pupils’ attention to the gap in the answer and say what they should write (e.g. counting).

- Ps fill in the gaps independently.

- Ask pupils to swap and check the answers. Correct the answers.

- Invite a few pairs to read aloud the complete exchanges in front of the class.

- Give feedback

- Game: Pass the animal.

**D. Practice**

 **Let’s sing (7’)**

Goal: To sing the song At the zoo with the correct pronunciation, melody and intonation

- Have pupils look at the pictures.

- Point to the monkey and ask Ps “What can you see? and What’s the monkey doing?

- Have pupils read the first verse of the lyrics.

- Have pupils listen to the first verse, drawing their attention to the pronunciation, the rhythm and the melody of the song.

- let them listen to and practise singing it, line by line first, and clap hands or do actions until they sing confidently.

- Follow the same procedure with the second verse.

- Go around and check pronunciation, the rhythm and the melody.

- Ask pupils to sing the whole song, clapping hands or doing actions.

- Teacher plays the song and sings the questions parts. Pupils will sing the answers. Later, divide the class into 2 teams and let them sing: one asks and the other answers.

- Invite some pupils/ groups to the front of the class to sing the song.

- Give feedback

**E. Further practice (4’)**  **Find the differences between two pictures.**

- Ask pupils to work in groups of 4

- Ask them to look at the pictures, talk to their classmates and find the differences between 2 pictures.

- Ask some pairs to share answers with the whole-class.

**IV. Feeback (1’)**

- Summary the lesson

Adjustments (if necessary): ………………………………………………………… ………………………………………………………………………………………