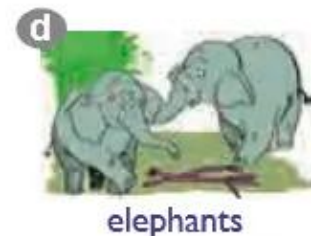


## Lesson 1

1 Look, listen and repeat. 🗣️ 👂 🗣️



2 Point and say. 🗣️ 👂



Work in pairs. Ask your partners what animal they want to see at the zoo. 🗣️ 👂

## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Zoo animals*.
- ask and answer questions about someone's desire, using *What animal do you want to see? I want to see ...*
- express reasons, using *I like ... because .../I don't like ... because ...*
- pronounce three-syllable words with the stress on the first syllable: 'crocodile, 'elephant, 'beautiful, 'wonderful.

**Warm-up:** Prepare pupils for this unit by asking them to say the names of five animals they know in English. Then ask them if those animals can be found at the zoo.

### 1. Look, listen and repeat.

- Tell the class that they are going to read a story in which Mai and Nam visit the zoo.
- Ask pupils to look at the four pictures to identify the characters and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* (In Picture a, Mai and Nam are standing in the street and they want to go to the zoo. In Picture b, Nam asks Mai *What animal do you want to see?* and Mai answers *I want to see monkeys*. In Picture c, they decide to see the monkeys. In Picture d, the monkey is reaching outside the bars of the cage and Nam is a little afraid.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.
- If time allows, ask pupils to role-play the story in pairs.

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about what animal someone wants to see, using *What animal do you want to see? I want to see ...*
- Have them look at the bubbles to understand how to use the language. Ask them to look at the four pictures to identify the zoo animals. Teach the names *kangaroo(s), crocodile(s), tiger(s)* and *elephant(s)*.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under each picture. (Teacher: *What animal do you want to see?* Pupil: *I want to see kangaroos*.) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs, using the prompts in the bubbles and the words under the pictures.
- Select some pairs to role-play the dialogue in front of the class.

### Work in pairs. Ask your partners what animal they want to see at the zoo.

- Tell pupils that they are going to practise asking and answering questions about what animal someone wants to see.
- Ask them to work in pairs: one pupil asks the question and the other gives the answer. Teach pupils more words for zoo animals, if necessary (e.g. *giraffes, pandas, hippos*).
- Monitor the activity and offer help, if necessary.
- Select some pairs of pupils to role-play the dialogue in front of the class.

3 Listen and match. 🎧 🗨️

What animal do they want to see?



a



b



c

4 Look and write. 👁️ 🗨️



1. What animal does he want to see?

\_\_\_\_\_.



2. What animal does she want to see?

\_\_\_\_\_.



3. What animal do they want to see?

\_\_\_\_\_.



4. What animal do they want to see?

\_\_\_\_\_.

5 Let's play. 🎁

**Charades**



**Warm-up:** Spend a few minutes revising the previous lesson by asking a few pairs of pupils to ask and answer what animal they want to see at the zoo, using *What animal do you want to see?* and the answer *I want to see ...*

### 3. Listen and match.

- Tell the class that they are going to listen to three dialogues about what animals Tony, Tom and Linda want to see and match each character to the correct picture.
- Ask pupils to look at the pictures to identify the characters (1. Tony. 2. Tom. 3. Linda) and the zoo animals (a. Crocodiles. b. Tigers. c. Monkeys.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and match the pictures.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

**Key:** 1 c      2 a      3 b

#### Audio script

- |   |   |
|---|---|
| 1. <i>Tony:</i> I like coming to the zoo!         | 2. <i>Tom:</i> Mum, I want to go to the zoo.            |
| <i>Mai:</i> What animal do you want to see, Tony? | <i>Mum:</i> Why do you want to go there?                |
| <i>Tony:</i> I want to see monkeys.               | <i>Tom:</i> Because I want to see crocodiles.           |
| <i>Mai:</i> OK. Let's go there.                   | <i>Mum:</i> But it's raining now. Let's go there later. |
|   | <i>Tom:</i> Yes, Mum.                                   |
3. *Father:* Let's go to the bookshop, Linda.  
*Linda:* No, Daddy. I want to go to the zoo.  
*Father:* Why?  
*Linda:* Because I want to see tigers.

### 4. Look and write.

- Tell pupils that they are going to write what the children want to see, using the picture cues.
- Ask them to look at the four pictures to identify what animal the children want to see in each picture. (1. Crocodiles. 2. Monkeys. 3. Kangaroos. 4. Tigers.) Then ask them to read the questions. Draw their attention to the different pronouns *he*, *she* and *they* in the questions. After that, have them write the answers in complete sentences. Get pupils to work in pairs, if necessary.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some of them to read the answers aloud.

**Key:** 1 He wants to see crocodiles    2 She wants to see monkeys.  
3 They want to see kangaroos.    4 They want to see tigers.

### 5. Let's play.

- Tell pupils that they are going to play the game *Charades*. Follow the procedure in *Games in Introduction*.
- Show a pupil the name of a zoo animal. That pupil must act out the animal for the rest of the class to guess. The quickest pupil to say the name of the animal gets a point. Then select another pupil to mime another animal. The pupil who gets the most points at the end of the game is the winner.
- Monitor the activity and offer help, if necessary.

# Lesson 2

## 1 Look, listen and repeat.



## 2 Point and say.

I like \_\_\_\_\_  
because \_\_\_\_\_.



I don't like \_\_\_\_\_  
because \_\_\_\_\_.



tigers/crocodiles/  
scary



bears/elephants/  
big



zebras/beautiful



kangaroos/fast

## 3 Let's talk.

- What animal do you want to see?
- I like \_\_\_\_\_ because \_\_\_\_\_.
- I don't like \_\_\_\_\_ because \_\_\_\_\_.

**Warm-up:** Spend a few minutes revising the previous lesson by playing *Charades* with the words for zoo animals.

### 1. Look, listen and repeat.

- Tell the class that they are going to read a conversation in which Linda and Nam ask and answer questions about zoo animals.
- Ask pupils to look at the pictures to identify the context in which the language is used. Ask them questions such as *Who are they? Where are they? What are they doing?* (Linda and Nam are at the zoo. They are looking at different animals. In Picture a, Linda asks Nam *What animal do you like?* and Nam says *I like monkeys*. In Picture b, he explains why he likes monkeys, using *Because they're funny*. In Picture c, Nam says that he does not like tigers. In Picture d, he explains why he does not like tigers, using *Because they are scary*.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

### 2. Point and say.

- Tell pupils that they are going to practise expressing reasons why they like/do not like some animals, using *I like/don't like ... because ...*
- Have them look at the bubbles to identify the language used to express reasons. Teach the adjectives under the pictures: *scary, big, beautiful and fast*.
- Point to the first picture and model the task with a pupil, using the sentences in the bubbles and the words under the first picture. (Teacher: *I don't like tigers because they're scary*.) Ask pupils to repeat the sentence chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs to express reasons why they like or do not like the animals, using the prompts in the bubbles and the words under the pictures.
- Select some pupils to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary.

### 3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2, using facts about themselves.
- Model the task with one pupil. (e.g. Teacher: *What animal do you want to see?* Pupil: *I want to see zebras. I like zebras because they're beautiful. I don't like crocodiles because they're scary*.) Put the sentences on the board and do choral and individual repetition.
- Ask them to work in pairs, one pupil asking the questions and the other giving the answers. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play the dialogue in front of the class.

4 Listen and write. 🎧 🗣️

1. Linda does not like elephants because they are \_\_\_\_\_.
2. Peter likes kangaroos because they are \_\_\_\_\_.
3. Mai likes monkeys because they are \_\_\_\_\_.
4. Nam does not like tigers because they are \_\_\_\_\_.

5 Look and write. 👁️ 🗣️



1. Nam likes \_\_\_\_\_  
because \_\_\_\_\_.



2. Mai does not like \_\_\_\_\_  
because \_\_\_\_\_.



3. Linda and Peter like \_\_\_\_\_  
because \_\_\_\_\_.



4. Phong and Tony like \_\_\_\_\_  
because \_\_\_\_\_.

6 Let's sing. 🎵

**Why or why not?**

Do you like monkeys?

Yes, I do.

Why do you like them?

Because they're funny.

Do you like crocodiles?

No, I don't.

Why don't you like them?

Because they're scary!



**Warm-up:** Spend a few minutes revising the previous lesson by asking some pupils to explain why they like and do not like some animals.

#### 4. Listen and write.

- Tell the class that they are going to listen to four dialogues and complete the sentences about Linda, Peter, Mai and Nam.
- Ask pupils to look at the four incomplete sentences and guess the possible reasons.
- Play the recording three times for pupils to listen, complete the sentences and check their answers.
- Get pupils to swap their answers before you check as a class.

**Key:** 1 big 2 fast 3 funny 4 scary

##### Audio script

- |  |  |
|--|--|
| 1. <i>Tom:</i> Look, it's an elephant. Do you like elephants, Linda?<br><i>Linda:</i> No.<br><i>Tom:</i> Why not?<br><i>Linda:</i> Because they are big.   | 2. <i>Peter:</i> I want to see kangaroos.<br><i>Mum:</i> Why do you like kangaroos, Peter?<br><i>Peter:</i> Because they are fast.<br><i>Mum:</i> Yes. They are fast!                                    |
| 3. <i>Tony:</i> What are you doing, Mai?<br><i>Mai:</i> I'm drawing a monkey.<br><i>Tony:</i> Do you like monkeys?<br><i>Mai:</i> Yes, I do.<br><i>Tony:</i> Why?<br><i>Mai:</i> Because they are funny. | 4. <i>Phong:</i> I want to see tigers.<br><i>Nam:</i> I don't like tigers.<br><i>Phong:</i> Why not, Nam?<br><i>Nam:</i> Because they are scary.<br><i>Phong:</i> Scary?<br><i>Nam:</i> Yes. Very scary! |

#### 5. Look and write.

- Tell pupils that they are going to complete the sentences about animals, using the picture cues.
- Ask them to look at the four pictures to identify the zoo animals and the possible adjectives to express the reasons. (1. Zebras/beautiful. 2. Crocodiles/scary. 3. Bears/big. 4. Kangaroos/fast.) Then ask them to read the sentences and complete them. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, invite some of them to read the sentences aloud.

**Key:** 1 zebras, they are beautiful 2 crocodiles, they are scary  
3 bears, they are big 4 kangaroos, they are fast

#### 6. Let's sing.

- Tell pupils that they are going to sing the song *Why or why not?* Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- Play the recording again and get pupils to sing along.
- Divide the class into two groups: one sings the questions and the other sings the answers.



# Lesson 3

## 1 Listen and repeat. 🎧 🐼

'crocodile

I want to see 'crocodiles.

'elephant

'Elephants are enormous.

'wonderful

The weather's 'wonderful.

'beautiful

Some zoo animals are 'beautiful.

## 2 Listen and circle. Then say the sentences aloud. 🎧 🐼 🗣️

1. I want to go to the zoo because I want to see \_\_\_\_\_.

a. animals

b. elephants

2. My brother does not like \_\_\_\_\_ because they are scary.

a. elephants

b. crocodiles

3. The monkeys are \_\_\_\_\_.

a. beautiful

b. wonderful

4. Some zoo animals are \_\_\_\_\_.

a. beautiful

b. wonderful

## 3 Let's chant. 🐼

### I want to go to the zoo

I want to go to the zoo.

Why?

Because I want to see the animals.

I like kangaroos.

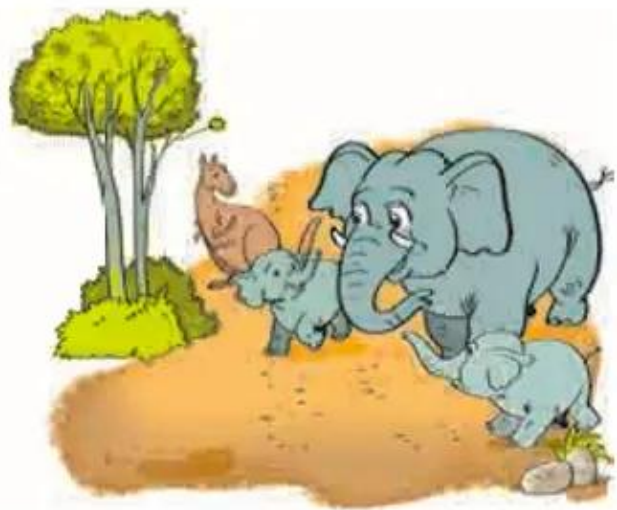
Why?

Because they're beautiful.

I like elephants.

Why?

Because they're wonderful.



**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Why or why not?* Have the class listen and clap their hands.

### 1. Listen and repeat.

- Tell the class that they are going to practise saying these words: 'crocodile, 'elephant, 'wonderful and 'beautiful.
- First, put the words 'crocodile, 'elephant, 'wonderful and 'beautiful on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording a few times and let pupils say the sentences, paying attention to the stress of the words.
- Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct the pronunciation, if necessary.
- If time allows, ask them to make sentences with the words and say them aloud.

### 2. Listen and circle. Then say the sentences aloud.

- Tell pupils that they are going to listen to four sentences and circle the correct words.
- Ask them to look at the sentences and guess the words to fill the gaps.
- Play the recording for pupils to listen and circle the answers.
- Play the recording again so they can check their answers.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.
- Ask pupils to say the sentences aloud.

**Key:** 1 b 2 b 3 a 4 b

#### Audio script

1. I want to go to the zoo because I want to see elephants.
2. My brother does not like crocodiles because they are scary.
3. The monkeys are beautiful.
4. Some zoo animals are wonderful.

### 3. Let's chant.

- Tell pupils that they are going to say the chant *I want to go to the zoo*. Follow the procedure in *Teaching the unit components in Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant. Show them how to chant and do actions. Divide the class into three groups, each group singing one verse of the chant.
- Call three pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

4 Read and complete.  

The weather is wonderful today. Mai and Nam are visiting Thu Le Zoo. There are a lot of animals and some of them are very beautiful. Some are friendly but some are scary. Mai does not like the elephants because they are big and perhaps dangerous. Nam likes the monkeys because they are funny.

Nam and Mai are at the zoo. There are many (1) \_\_\_\_\_ there. Some animals are (2) \_\_\_\_\_. Mai does not like the elephants because they are (3) \_\_\_\_\_. Nam likes the (4) \_\_\_\_\_ because they are (5) \_\_\_\_\_.

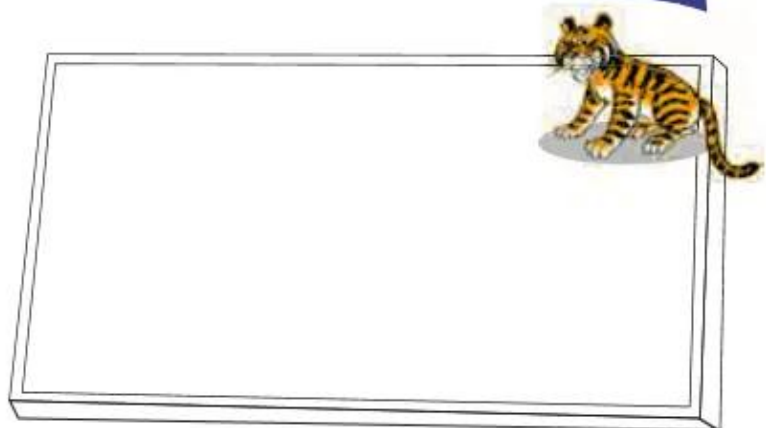
5 Let's write. 

- Why do you want to go to the zoo?
- What animal(s) do you like? And why?
- What animal(s) don't you like? And why not?

I want to go to the zoo because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 Project 

Draw and colour your favourite zoo animal(s). Then show it/them to the class and say why you like it/them.



**Warm-up:** Spend a few minutes revising the previous lesson. Have pupils pronounce three-syllable words with the stress on the first syllable. Remind them to use a louder voice for the first syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *crocodile, elephant, wonderful, beautiful, animal, bakery, hospital, library, cinema.*

#### 4. Read and complete.

- Tell the class that they are going to read the email about Mai and Nam's visit to the zoo and complete the paragraph. Explain the meaning of the new words *perhaps* and *dangerous*.
- Tell pupils to read the incomplete paragraph first. Then let them read the email and focus on the information needed to fill the gaps (what can be found at the zoo, description of the animals, and the reason for liking and disliking the animals). If necessary, get pupils to work in pairs or groups.
- Give them time to do the task independently. Go around and offer help, if necessary.
- Get pupils to swap their answers before checking as a class.

**Key:** 1 animals      2 beautiful/friendly/scary      3 big/dangerous  
4 monkeys      5 funny

#### 5. Let's write.

- Tell pupils that they are going to write a short paragraph about why they want to go to the zoo, what animal(s) they like and do not like, and the reasons. Remind them to use the guided questions and the words in the box.
- Have them work in pairs or groups to discuss what they are going to write. Then give them enough time to do the task independently.
- Get pupils to swap their answers. If there is time, ask one pupil to write the answer on the board.

**Key:** Pupils' own answers

#### 6. Project.

- Tell pupils that they are going to draw and colour their favourite animal(s), and tell the class why they like it/them.
- Give them enough time to do the drawing. Go around offering help, if necessary. If there is not enough time, you may ask pupils to do the task as homework.
- Ask pupils to work in pairs or groups to brainstorm possible sentences to describe their favourite animal(s).
- Call some of them to the front of the class to talk about their favourite animal(s). Monitor the activity and offer help, if necessary.

**Key:** Pupils' own answers