

# UNIT 6 - A Visit to the Zoo

## Competences

- Asking and answering questions about what people did at the zoo
- Asking and answering questions about what one saw at an animal show

## New Language

- **Phonics:** *played visited watched*
- **Vocabulary:** *animal show, zoo keeper, giraffe, goose, moose, jungle, correct, burning hoop, horse, trick, snake, seal, mouse*
- **Sentence Patterns:** *What did you do at the zoo?*  
 – *We walked around to see the animals.*  
*What did you see at the animal show?*  
 – *I saw two tigers jumping through the burning hoops.*

## Resources

- Student's Book Tiếng Anh 5, Tập Một, Unit 6, Pp. 48-54
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points



## PROCEDURE

### LESSON 1

**Duration:** 2 periods

**Objectives:** Pupils will be able to ask and answer questions about what people did at the zoo.

**Warm-up:** Pupils sing the song *We Will Go Over the Mountain* from Unit 5.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 48. Get them to look at the title of the unit and the four pictures to identify the characters. Set the context: *Nam's class had a visit to the zoo in the morning. Now Nga is asking him about the trip.* Elicit pupils' answers: *Who is this? What's her / his name? What are they talking about?* Point to each picture, read the text and check pupils' comprehension. Pre-teach the new phrases: *took us to the zoo, walked around, anything special, had a picnic lunch.* Write the phrases on the board and get pupils to repeat each of

them a few times. Use a mixture of English and Vietnamese to help pupils understand the context and the language if they seem confused. Make sure that pupils can understand the situation and the language in each picture.

- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups. Tell the groups to take turns to say the lines from Nga and Nam.



## 2. Point, ask and answer.

- Set the context: *Imagine you went to the zoo yesterday. We're going to practise asking and answering questions about your visit to the zoo.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the lines on the board. Get pupils to repeat the question and the answer a few times. Point to each picture in this section to recall the vocabulary and teach the new words: *animal show*. Group the verbs into two columns on the board: one column is the base form of the verbs and the other is the past form. Get pupils to pay attention to the differences between the verb forms. Then ask them to repeat each verb a few times.
- Model the task with the whole class. Point to the girl in Picture a and ask: *What did you do at the zoo?* Class: *We took pictures.* Repeat the step a few times. Focus on pronunciation and fluency. Then call on a few open pairs to go through the rest of the pictures.
- Pair work. Pupils take turns to point to the pictures, ask and answer questions about the animals and activities at the zoo. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using the pictures in the Student's Book or flashcards. Praise the pair if they have a good performance of pronunciation and actions.



## 3. Listen and tick.

- Ask pupils to open their Student's Book on Page 49. Tell them the listening purpose: *You are going to listen and tick the correct picture in each number.* Then get pupils to look at the pictures and guess what they indicate. Give the meaning of: *giraffe, loaf of bread, elephants trick.*

**Notes:** 1a. two children at the zoo entrance; 1b. a girl watching a giraffe;

1c. a family at the lion enclosure

2a. two children playing with a ball; 2b. two children walking around the zoo to see the animals; 2c. two children going downtown

3a. a sandwich and a loaf of bread; 3b. a sandwich and sausage; 3c. a loaf of bread and sausage

4a. a girl singing; 4b. a girl watching an elephant show; 4c. a girl watching TV

- Do the first example with pupils. Then play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to select and tick the picture.

- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. Then ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again. Read out the correct answers to the class.

**Answers:** 1. a 2. b 3. c 4. b

### **Tapescripts:**

*You are going to listen to different pupils talking about their past activities.*

1. A: What did you do last Sunday?

B: I visited the zoo.

A: Oh, really? Who did you go with?

B: My brother.

A: How was the trip?

B: It was amazing.

2. A: What did you do at the zoo?

B: We walked around to see the animals.

A: Did you take pictures?

B: Yes, I did.

3. A: Did you have lunch at the zoo?

B: Yes. We had a picnic lunch. I was hungry. So I ate a lot.

A: Oh, really. What did you have for lunch?

B: I had bread and sausage.

4. A: What did you do after lunch?

B: We went to see an animal show.

A: Was there anything special?

B: Yes. The animals were clever and looked great.



### **4. Talk.**

- Get pupils to look at the pictures and elicit their answers to identify the animals and the activities in this section. Ask them to read the guiding questions. Then check their comprehension. Recall the vocabulary. Set the context: *You're going to practise talking, using the pictures and the guiding questions in your book.* Do the first example with the whole class to give pupils a clear idea of what the task is.
- Pair work. Pupils take turns to select the pictures, ask and answer questions about the contents of these pictures. They can freely make use of the language they have learnt previously together with the new vocabulary in the unit.
- Call on an open pair to demonstrate the task in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.



### Follow-up

- Pupils play the game *Slap that animal*, using the flashcards of the animals they have learnt.

### Summary

- In this lesson, pupils have learnt to ask and answer questions about what people did at the zoo, using the question: "What did you do at the zoo?" and the answer: I / We \_\_\_\_\_.

### Homelink

- Pupils select and draw one of the animals they like for the class display in the next lesson.

## LESSON 2

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to pronounce correctly the verb-ending with **ed** as in *played*, *visited* and *watched*; and
- to listen and number the pictures in the order they hear.

**Warm-up:** Pupils display their homelink drawings on the board. Then they play *Slap that animal*, using the pictures displayed.



### 1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 50. Stick the large-sized sheet of paper with the text to the board. Draw pupils' attention to the sound(s) of the letters **ed** as in *played*, *visited* and *watched*. Get pupils to repeat these verbs a few times.



### 2. Listen and read together.

- Draw pupils' attention to the pictures and elicit their answers to identify the animals in this section. Then set the context: *A pupil went to an animal show at the zoo. He wrote this poem at home after his visit to the zoo. You're going to listen and clap the verbs ending with "ed": one clap for the "ed" pronounced as in "played", two claps for the "ed" pronounced as in "visited" and three claps for the "ed" pronounced as in "watched".* Write on the board: *played* (1 clap), *visited* (2 claps), *watched* (3 claps).
- Give the meaning of: *bent low*, *goose*, *moose*, *stairs*, using pictures or gestures. Write the new words on the board and get pupils to repeat each of them a few times. Read the poem, pausing at times to check pupils' comprehension. Then get them to repeat each line a few times.
- Model: Read the text again, clapping: *played* (1 clap), *jumped* (3 claps), *watched* (3 claps), *climbed* (1clap), *loved* (1 clap ). Get pupils to clap as you read the poem again. Then ask pupils to repeat each line of the poem.

- Play the recording twice: once for pupils to listen all the way through and once for them to clap as they hear the focused words.
- Divide the class into groups to take turns to read and clap the poem.

### Tapescripts:

*In the animal show,  
The elephant bent low,  
The kangaroo played with a goose.  
And the goose jumped on a moose.  
Then I watched the bears.  
They climbed on some stairs.  
Oh, I loved the show!  
Do you want to see the show?*



### 3. Group and say aloud.

- Get pupils to look at the chart and the word box. Say: *You are going to group the verbs according to the pronunciation of their “ed” ending.* Check if pupils understand the activity and the meaning of the focused verbs. Recall the familiar verbs and teach the new ones as necessary. Say each verb and get pupils to repeat it a few times. Do the first example with the class if they seem confused.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the verbs in each column.

#### Answers:

1. **watched:** *danced, looked, walked*
2. **visited:** *painted, pointed, needed*
3. **played:** *stayed, climbed, numbered*



123  
4

### 4. Listen and number.

- Get pupils to open their Student's Book on Page 51. Tell pupils the listening purpose: *You are going to hear a pupil talking about his visit to the zoo. You should number the pictures in the order you hear.* Point to each picture and elicit pupils' answer, e.g. *What do you see in Picture a/b/c/d/e?*

**Notes:** Picture a: *a group of children at the elephant enclosure*; Picture b: *children at a gorilla show*; Picture c: *children at a lion show*; Picture d: *children at a tiger show*. Picture e: *two bears on bikes*

- Recall the familiar words and teach the key ones that are needed to understand the text: *walking tour, huge, performance, gorilla, make fun, roar, chase, burning hoop.* Write the words on the board for pupils to repeat a few times. Tell pupils not to worry if they do not understand every word. Pupils should focus on the order of the text as they listen and rely on the contextual information to number the pictures. Do the first item as an example with pupils if they seem confused.

- Play the recording twice: once for pupils to listen all the way through and once for them to do the task. Pause after each part to give pupils sufficient time to select and write the number.
- Play the recording again for pupils to check their answers.
- Get pupils to check the answers in pairs.
- Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the recording of the related part again.

**Answers:**      a. 1      b. 3      c. 4      d. 5      e. 2

### **Tapescripts:**

1. *Last Sunday we went to the zoo. We walked around to see the animals such as crocodiles, tigers, lions, gorillas and elephants. We finished our walking tour at the elephant enclosure. It was an elephant family: the mother, the father and the baby. Elephants are huge animals. They are very friendly.*
2. *After the picnic lunch, we went to see an animal show. The show began with two bears on the bikes. The bears were very big but clever on the bikes. Everybody clapped when the bears finished their performance. (Pause)*
3. *The next show was with two gorillas. They stood on their legs and jumped up and down. They made fun with their faces and teeth. They looked so funny. (Pause)*
4. *The show after that was with two lions. They stood on their legs and roared and chased each other. (Pause)*
5. *The last show was with two tigers. They chased one another, roared and stood on two legs. They were strong and their colours looked beautiful.*

## **5. Fun time**

### **Do the crossword puzzle.**

- Stick the large-sized sheet of paper with the crossword puzzle on the board. Make sure pupils understand how to play the game. They should identify the animals and relate the spelling of each animal word to the corresponding boxes in the crossword. Get pupils to look at the crossword puzzle and the pictures. Point to each picture to elicit pupils' answers to identify the animal, e.g. Point to Picture 1 and ask: *What animal is it?* Class: *It's a monkey.* Write the word on the board and ask pupils to count the letters. Get pupils to check whether the letters fit the number of boxes in the puzzle. Repeat the step until pupils finish prompting all the words.
- Pupils can do the crossword puzzle independently or in pairs. Monitor the activity and offer help when necessary.
- Call on some pupils to the board to complete the puzzle on the large-sized sheet and read out the words to the class.



### Follow-up

- Get pupils to spell all the words from the crossword puzzle or play a game of *The Spelling Bee*.

### Summary

In this lesson, pupils have learnt:

- to pronounce correctly the verb-ending with **ed** such as in *played*, *visited* and *watched*; and
- to listen and number the pictures.

### Homelink

- Pupils learn to spell the animal words at home.

## LESSON 3

**Duration:** 2 periods

**Objectives:** Pupils will be able

- to ask and answer questions about what one saw at an animal show; and
- to read an animal story and write in the speech bubbles.

**Warm-up:** Pupils play the game *Charades*. The teacher writes a list of zoo animal words on the board. One pupil from two groups will take turns to select and do actions or make animal sounds for the opponent group to guess the name of the animals. Every good guess scores 1 point. The group with the most points wins the game.



### 1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 52. Focus pupils' attention on the pictures and the text. Then elicit their answers to identify the characters in each picture. Set the context: *Mai's class had a visit to the zoo in the morning. Now her brother Phong is asking her about the animal show.* Point to Picture a and read the lines. Elicit pupils' answers: *Who is it? What are they talking about? What did the tigers do?*, etc. Give the meaning of *burning hoop* and write the phrase on the board. Get pupils to repeat it a few times. Repeat the step with Picture b. Make sure that pupils can understand the situation and the language.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for pupils to repeat a few times.
- Divide the class into groups to take turns to say the lines in each picture.



## 2. Point, ask and answer.

- Draw pupils' attention to the picture under the example and set the context: *Imagine you went to an animal show yesterday. You saw many animal tricks.* Then ask pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Focus on pronunciation and fluency. Recall and pre-teach the prompts under each picture. Get pupils to repeat each prompt a few times.
- Model the task with the whole class. Point to Picture a and ask: *What did you see at the animal show?* Class: *I saw a monkey riding a horse.* Repeat the step. Get pupils to repeat the question and answer a few times. Focus on pronunciation and fluency. Call on a few open pairs to repeat the step with the rest of the pictures in this section.

**Notes:** Picture a. *a monkey riding a horse*      Picture b. *a horse dancing*  
Picture c. *a snake dancing*      Picture d. *a seal playing with a beach ball*

- Pair work. Pupils in pairs take turns to point, ask and answer questions about what one saw at an animal show. Monitor the activity and offer help as necessary.
- Select a few pairs to perform the task in front of the class, using flashcards or pictures in the Student's Book. Praise if the pair has a good performance of pronunciation or actions.



## 3. Read and number the pictures.

- Ask pupils to open their Student's Book on Page 53. Ask them to look at the title and the picture. Then set the context: *You're going to read an animal story. Can you guess what the story is about?* Recall the meaning of the familiar words and pre-teach the key words to understand the passage: *wake somebody up, catch, beg, too small, never, forget, net* (use Vietnamese if necessary). Then read the passage, pausing at times to check pupils' comprehension.
- Read the passage again and get pupils to repeat each line. Make sure pupils understand the task and the language. Point to each picture, elicit pupils' answers to guess what it indicates. Tell pupils that they should scan the information in the passage that relates to the picture and number the pictures in the order of the events in the story.
- Individual work. Pupils read and number the pictures independently. For slower pupils, get them to work in pairs.
- Get pupils to check their answers in pairs. Then call on a few pupils to report their answers to the class. Ask pupils to explain how they numbered the pictures.

**Answers:**      1. d    2. e    3. b    4. f    5. c    6. a





#### 4. Read the passage again. Write in the speech bubbles.

- Tell pupils to look at the pictures and guess what each animal would say. Then pupils should read the story again and underline each saying in the story. After that they relate each saying to the corresponding picture. Do the first example with the pupils.
- Individual work. Pupils do the task independently. Monitor the activity and offer help as necessary. For slower pupils, get them to work in pairs.
- Call on a few pupils to go to the board and complete the speech bubbles on the large-sized sheet of paper. Ask the class to check the lines and get pupils to repeat each line in the speech bubbles.

A little mouse ran over the nose of a sleeping lion. She woke him up. The lion caught the mouse. He opened his mouth to eat the mouse. "Please don't eat me. I will help you some day," begged the mouse. The lion laughed, "Ha, ha, ha. How can a small mouse help a big lion? But I won't eat you. You are too small." "Thank you, Mr Lion," said the mouse, "I will never forget your help." One day, the little mouse saw the lion in a net. She came to help the lion. She bit the net and the lion was free. "Thank you, little mouse," said the lion, "I will never forget your help."

1. <u>Please don't eat me.</u> <u>I will help you some day.</u>	2. _____	3. _____	4. _____
			

#### Answers:

2. "Ha, ha, ha. How can a small mouse help a big lion? But I won't eat you. You are too small."
3. "Thank you, Mr Lion. I will never forget your help."
4. "Thank you, little mouse. I will never forget your help."

## 5. Fun time

### A Guessing Game

- Get pupils to turn to their Student's Book on Page 54. Tell pupils they are going to play a guessing game. Get them to look at the picture and read the dialogue. Read each line of the dialogue, pausing at times to check pupils' comprehension. Pre-teach the new vocabulary: *jungle*. Get pupils to repeat each line of the dialogue.
- Make sure that pupils understand the language and how to play the game. They should work in pairs and take turns to select the pictures, ask and answer questions to guess the animal as in the model dialogue. They can only use YES/NO questions for their guesses. Do the first example with the class.

T: *Guess my favourite animal.*  
Class: *Has it got four legs?*  
T: *No, it hasn't.*  
Class: *Has it got two legs?*  
T: *Yes, it has.*  
Class: *Does it live in the jungle?*  
T: *Yes, it does.*  
Class: *Can it fly?*  
T: *Yes, it can.*  
Class: *It's a bird.*  
T: *You're correct.*
- Pair work. Pupils take turns to select pictures, ask and answer questions to find out the animals. Set time and monitor the activity. Offer help when necessary.
- Call on some pairs to act out the game in front of the class. Praise the pair if they have a good performance of pronunciation and language usage.

### Summary

In this lesson, pupils have learnt:

- to ask and answer questions about what one saw at the animal show; and
- to read an animal story and write about a favourite animal.

### Homelink

- Pupils select their favourite animals. Then they write Yes-No questions used for an animal guessing game for the warm-up activity in the next lesson.