and complete the sentences about Linda, Peter, Mai and Nam.	class
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.	Individuals Pairs
Key: 1 big 2 fast3 funny4 scary	Groups
5. Look and write	
Tell pupils that they are going to complete the sentences about	
animals, using the picture cues.	Whole class
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.	Individuals
Give pupils time limit for pupils 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.	
	Pairs

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Key: 1. zebras, they are beautiful	
2. crocodiles, they are scary	
3. bears, they are big	
4. kangaroos, they are fast	
6. Let's play:	
Tell pupils that they are going to sing the song <i>Why or why not?</i> Teach the song, following the procedure in <i>Teaching the unit components</i> in <i>Introduction</i> .	-Whole class
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.	- Individual
* Home link:	Whole
- Practice the sentence pattern and word phrases about animal preference.	class

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Date of planning: 14/04

Date of teaching: 4a1, 4a2, 4a3, 4a4(19/04); 4a5(20/04)

UNIT 19: WHAT ANIMAL DO YOU WANT TO SEE?

Lesson 3(1,2,3)

I. Objectives:

By the end of the lesson, pupils will be able to pronounce three-syllable words with the stress on the second syllable: 'crocodile, 'elephant, 'beautiful, 'wonderful.

II. Language Focus: Spoken interaction, phonics.

+ 'crocodile I want to see 'crocodile.

+ 'elephant 'Elephants are enormous.

+ 'wonderful The weather's 'wonderful.

+ 'beautiful Some zoo animals are 'beautiful.

III. Resources: Ss' book, recording, computer, stereo, (projector), poster, word cards (with word stress) ...

IV. Procedure:

Teacher's work	Students' activities
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.	Whole class
1. Listen and repeat. Tell the class that they are going to practice saying these words:	

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'crocodile, 'elephant, 'wonderful and 'beautiful. Whole class 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, playing 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 **Individuals** pronunciation, if necessary. If time allows, ask them to make sentences with the words and say them aloud. Whole class 2. Listen and circle. Then say the sentences aloud. **Individuals** 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 checking as a class. Monitor the activity and offer help, if necessary. Ask pupils to say the sentences aloud.

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