

<p>and complete the sentences about Linda, Peter, Mai and Nam.</p> <p>Ask pupils to look at the four incomplete sentences and guess the possible reasons.</p> <p>Play the recording three times for pupils to listen, complete the sentences and check their answers.</p> <p>Get pupils to swap their answers before you check as a class.</p> <p><b>Key:</b> 1 big 2 fast 3 funny 4 scary</p>	<p>class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>
<p><b>5. Look and write</b></p> <p>Tell pupils that they are going to complete the sentences about animals, using the picture cues.</p> <p>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.</p> <p>Give pupils time limit for pupils to do the task independently. Go around offering help, if necessary.</p> <p>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.</p>	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p>

<p><b>Key:</b> 1. zebras, they are beautiful</p> <p>2. crocodiles, they are scary</p> <p>3. bears, they are big</p> <p>4. kangaroos, they are fast</p>	
<p><b>6. Let's play:</b></p> <p>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>.</p> <p>Have them read each line of the lyrics aloud. Check comprehension.</p> <p>Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.</p> <p>Play the recording again and get pupils to sing along.</p> <p>Divide the class into two groups: one sings the questions and the other sings the answers.</p>	<p>-Whole class</p> <p>- Individual</p>
<p><b>* Home link:</b></p> <p>- Practice the sentence pattern and word phrases about animal preference.</p>	<p>Whole class</p>

**WEEK 32- Period: 127**

*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:**

<b>Teacher's work</b>	<b>Students' activities</b>
<b>Warm-up:</b>  - Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song <i>Why or why not?</i> Have the class listen and clap their hands.	Whole class
<b>1. Listen and repeat.</b> Tell the class that they are going to practice saying these words:	

