

<p>Key: 1 b 2 b 3 a 4 b</p>	Pairs/ groups
<p>3. Let's chant.</p> <p>Tell pupils that they are going to say the chant <i>I want to go to the zoo</i>. Follow the procedure in <i>Teaching the unit components</i> in <i>Introduction</i>.</p> <p>Have pupils read the chant and check comprehension.</p> <p>Play the recording more than one, 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. Show them how to chant and do actions. Divide the class into three groups, each group singing one verse of the chant.</p> <p>Call three pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.</p>	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>
<p>* Home link:</p> <p>-Learn by heart the chant</p>	Whole class

WEEK 32- Period: 128

Date of planning: 14/04

Date of teaching: 4a1, 4a2, 4a3, 4a4, 4a5(21/04)

UNIT 19: WHAT ANIMAL DO YOU WANT TO SEE?

Lesson 3(4,5,6)

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 <i>Why or why not?</i> Have the class listen and clap their hands.	Whole class

<p>4. Read and complete:</p> <p>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 <i>perhaps</i> and <i>dangerous</i>.</p> <p>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.</p> <p>Give them time to do the task independently. Go around offering help, if necessary.</p> <p>Get pupils to swap their answers before checking as a class.</p> <p>Key: 1 animals 2 beautiful/friendly/scary 3 big/dangerous 4 monkeys 5 funny</p>	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>
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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*

Whole class

Individuals

<p>6. Project</p> <p>Tell pupils that they are going to draw and colour their favourite animal(s), and tell the class why they like it/them.</p> <p>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.</p> <p>Ask pupils to work in pairs or groups to brainstorm possible sentences to describe their favourite animal(s).</p> <p>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.</p> <p>Key: <i>Pupils' own answers</i></p>	<p>Whole class</p> <p>Individual</p> <p>Pairs</p> <p>Individual</p>
<p>* Home link:</p> <p>- Review all the contents of Unit 19.</p>	<p>Whole class</p>