Week: 7

Period: 25

 **UNIT 4: OUR BODIES**

**Lesson 2 (1-2-3)**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Use *Open your \_\_\_\_!* and *Touch your \_\_\_!* to give instructions;

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our bodies”

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our bodies”;

.**2. Competences:**

- Communication, planning and organization, stress tolerance and initiative.- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

Honesty: show body languages

Communication and collaboration: work in pairs or groups

**II**.**Preparation**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Sing the song *Parts of the body* on page 29.- Ask pupils to sing the song.- Lead to new lesson. | Whole class |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat. (**8 minutes)**Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on giving instructions.1. **Set the context:**

- Have Ss look at Pictures a, b ,identify the characters in the pictures.**-** Ask Ss to look at Picture a. Play the recording for them to listen. **-** Play the recording again for Ss to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.**-** Invite a few pairs to role play.**-** Draw their attention to the instructions *Touch your nose!* and *Open your mouth!* Tell pupils that they are used to give instructions.**1. Vocabulary:** + hair: (*exampe*) + mouth: (*example*)+ touch: (*explaination*) +open (*explaination*) **\*Check vocabulary:** *Rub out and Remember***2.Model sentences:***a.Give the instructions:***\*Touch your……….!****\*Open your…………!****B. PRACTICE****Activity 2. Listen, point and say. (** 9 minutes)**Goal:** To correctly say the words and use *Touch your \_\_\_\_!* and *Open your \_\_\_\_!* to give instructions.**-** Ask Ss look at the picture a,b,c,d. Elicit the actions and the body parts.**-** Ask Ss to point at Picture a listen to the recording and repeat the word (touch / hair). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.**-** T Explains the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times. Ss take turns to repeat each character’s speech. **-** Repeat the same procedure with picture b,c,d**-** Have pairs practise giving the instructions using the pictures.**-** Invite a few pairs to point at the pictures and giving the instructions in front of the class.**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** To enhance the correct use of *Touch your \_\_\_!* and *Open* *your \_\_\_!* to give instructions**-** Draw pupil’s attention to the picture. Ask questions to help them identify the context. Elicit the missing words in the bubbles. Complete them. Get pupils to say the completed sentences.-Ss work into groups of four and ask them to give instructions**-** Invite some groups to the front of the class to perform their instructions.  | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workGroup work |
| **Fun corner and wrap-up: (**5 minutes)**Game: Can you touch ...?**- T starts the music, pupils sing and dance around the room. - When T stops the music, put up a body flashcard, or yell out the vocabulary. - P must find a partner and touch the appropriate body part on the other child. | Whole class |

**Comments:**

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Week: 7

Period: 26

 **UNIT 4: OUR BODIES**

 **Lesson 2 – P4, 5, 6**

**I. Objectives:**By the end of the lesson, pupils will be able to:

**1. Knowledge:**

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our bodies”;

**2. Competences:**

Listening: listen and recognize the characters, then repeat

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**3. Attributes**:

- Diligence: complete learning tasks

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Ask each pupil to say which body part they like best. Use the sentence “I like my ...”Ex: *I like my eyes.* | Whole classIndividual  |
|  **\*New lesson:** **Activity 4. Listen and number.** 8 minutes**Goal:** To listen to and understand four communicative contexts in which instructions are given.**-** Draw Ss’ attention to the pictures. Elicit the action of the characters in each picture. Tell them about this activity and show them how to do the task. - Play the recording for the first conversation. Elicit the answer and give feedback. Put number 1 in the box of Picture b.- Play the recording for Ss to listen.**-** Play the recording again for Ss to check their answers.**-** Tell Ss to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.Key: 1. b 2. d 3. a 4. c**Activity 5. Look,read and match. (9 minutes)****Goal:** To correctly match the sentence halves to make complete instructions and read them aloud**-**Draw pupils’ attention to the pictures. Elicit the actions of the characters. Check comprehension **-** Tell pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board.Invite pairs of pupils to stand up and read the matched instructions aloud.*Key: 1. b 2. d 3. a 4. C***Activity 6. Let’s play. (**8 minutes)  **Goal**: To practise using target sentence patterns by playing the game *Touch your hair!***-** Have Ss look at the picture Tell Ss how to play about the activity. **-** Invite two groups of four to the front of the classroom to model the two contexts.– One by one, each member of the group repeats the procedure until the last one.**-** Give pupils time to play the game. Move around the classroom to offer support where necessary.. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workGroup work  |
| **\*Fun corner and wrap-up: (**5 minutes)**Game: Listen and grab!**- Pupils work in groups of 4. - Teacher gives out a set of mini flashcards to each group.- Ask pupils to listen carefully, then grab (as fast as they can) the correct flashcard that they heard.- The winner is the player with the most cards at the end of the game.**Homelink:** prepare lesson 3 | Group workWhole class |

**Comments:**

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**Week: 7**

**Period: 27**

**Unit 4: OUR BODIES**

 **Lesson 3: Part 1, 2, 3**

**I. Objectives:**  By the end of the lesson students will be able to:

**1. Knowledge:**

- Correctly pronounce the sounds of the letters **air** and **ear** in isolation, in the words *hair* and *ears* and in the sentences *Touch your hair!* and *Touch your ears!*

- Identify the target words *hair* and *ears* while listening.

- Say the chant with the correct rhythm and pronunciation.

**2. Competences:**

- Self-control & independent learning: Perform listening tasks.

- Communication and collaboration: Work in pairs or groups

**3. Attributes:**

- Diligence: complete learning tasks

**II.** **Preparation:**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Warm-up: Play “What’s missing?” game** ( 5’)- Teacher puts four or five flashcards on a board and tells pupils to read out loud. - Ask them to close their eyes. Teacher takes one (or two/ three … - depending on the level of the class) item away. - Have pupils open their eyes, ask them to guess what item is missing and say.  |  Whole class |
| **Activity 1.**  **Listen and repeat.** (8’)***Goals:*** *To repeat the sounds of the letters air and ear in isolation, the words hair and ears, and the sentences Touch your hair! and Touch your ears! with the correct pronunciation and intonation.*- Draw pupils’ attention to the group of letters **air**, the word *hair* and the sentence *Touch your hair!* Play the recording for pupils to point at the letters/ word/ sentence while listening.- Play the recording again and encourage pupils to listen and repeat it. Do this several times until pupils feel confident. Correct their pronunciation where necessary, and praise them if their pronunciation is good.- Repeat Steps 1 and 2 for the letters **ear**, the word *ears* and the sentence *Touch your ears!*- Let pupils work in pairs or groups to pronounce the sound of the groups of letters **air** and **ear**, say the words *hair* and *ears*, and read the sentences *Touch your hair!* and *Touch your ears!* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them. | Whole classPair work |
| **Activity 2. Listen and circle.** (8’)***Goals:*** *To identify the target words hair and ears while listening.*- Draw pupils’ attention to the sentences and the answer options. Explain what pupils have to do. Check comprehension.- Play the recording for pupils to listen.- Play the recording again for pupils to listen and circle the correct answers.- Tell pupils to swap their books with their partners, then check the answers as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.Key: 1.c 2. b | Whole classIndividual workWhole classPair work |
| **Activity 3. Let’s chant.** (8’)***Goals:*** *To say the chant with the correct rhythm and pronunciation.*- Draw pupils’ attention to the lyrics of the chant. Check comprehension.***-*** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sound of the groups of letters ear and air, the words ears and hair, and the sentences Touch your ears! and Touch your hair!- Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.***-*** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting. | Whole classIndividual work |
| **\*** **Fun corner and wrap-up:**(5’)- Have pupils do exercise: **Relax your body**This is a mini exercise for kids to relax after a lesson. Pupils listen and do after teacher. Shake your hands! Look around (eyes)!Open and close your mouth! And smile!Take a deep breath (nose)!Comb your hair (by fingers)!Massage your face!- Repeat the exercise a few times! | Whole class |
| **\* Home link:** (1’)-Prepare Lesson 3/ P 4,5,6/ p33 | Individual |

Comment :

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**Week: 7**

**Period: 28**

**Unit 4: OUR BODIES**

 **Lesson 3 (4, 5, 6)**

**I. OBJECTIVES** By the end of this lesson, Ps will be able to:

**1. Knowledge:**

- read and write about parts of the body and instructions;

- make flashcards of the body parts and present them to the class.

**2. Competences:**

- Critical thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. PREPARATION:**

**1/ Teacher’s preparation**: TV, laptop, textbook, lesson plan

**2/ Pupils’ preparation:** Pupil’s book Page 33, notebooks, school things for project (paper, scissors, coloured pencils)

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm- up: (5’)** **“Let’s chant”** (page 32)- Ask Ps to chant with actions - Call some Ps present in front of the class | - Whole class/ Individual work |
| **Activity 1. Read and match (8’)****\*Goal:** *Ps will be able**to read the four sentences on the left and match them with the pictures on the right correctly.*- elicit 4 pictures a,b,c,d- ask Ps to read 4 sentence in chorus. - Tell Ps that they are matching each sentence with the correct picture by drawing a line- T models with sentence 1 – picture d- Have Ps work in pairs and match the sentences 2, 3, 4.- ask Ps to swap books with a partner, then check answers together as a class. - Write the correct answers on the board for Ps to correct their answers.- T gives feedbacks.Key: 1. d 2. c 3. b 4. a- Invite pairs of Ps to stand up and role play**Activity 2. Let’s write (9’)****\*Goal:** *Ps will be able**to read, understand and complete four target sentences / exchanges with picture cues.*- Have Ps read the sentences and ask some questions:+ What’s this? + What’s that?+ What are they doing?- Check their comprehension - Give Ps time to write the answers to the questions independently - ask Ps to swap books with a partner, then check the answers together as a class.- T gives feedbacks.Key: 1. a hand 2. an eye 3. nose 4. Open- Ask a few Ps to stand up and role play the dialogue in front of the class.**Activity 3. Project. (8’)****\*Goal:** *Ps will be able to revise the target vocabulary items by making flashcards of the body parts and presenting them to the class.*- Ask Ps to look at the picture of an eye- Say how to make a flashcard of an eye: “***draw an eye on a card and write the word eye under the picture.”***- Show Ps your flashcard of an eye. Let Ps pass it around class to see- Put Ps into groups and give each group a set of materials for making flashcards of the body parts.- Give Ps enough time to make flashcards and decorate them.- Go around the classroom to monitor and offer support.- When Ps have finished the flashcards, call groups present in front of the class\* Fun corner and wrap up: Game Bingo | - Whole class - Pair work- Whole class/ Individual work- Whole class/ Individual work-Individual work- Pair work- Whole class- Group work |
| **\* Homework. (1’)**- Be ready for the new lesson: Unit 5, Lesson 1 (1, 2, 3). | - Whole class |

**IV/ Comments:**

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