***Thứ Sáu, ngày 18 tháng 10 năm 2024*** *(* Friday, October, 18th, 2024 )

*Tiết 1: 3E*

**Period 24 UNIT 4: OUR BODIES.**

***Lesson 1: Part 4-5-6***

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| **I. OBJECTIVES** | | |
| **Language** | By the end of the lesson, pupils will be able to:  - use *What’s this? – It’s \_\_\_\_*  - to identify parts of the body. | |
| **Core Competencies** | - decision making, motivation, problem-solving | |
| **General Competences** | Self-control & independent learning: Perform listening and writing tasks.  Communication and collaboration: Work in pairs or groups. | |
| **Attributes** | Kindness: help partners to complete learning tasks  Leadership: collaborate with teachers to enhance language skills | |
| **II.** **RESOURCES AND MATERIAL** | | |
|  | - Student’s book Page 29  - Audio Tracks 37, 38  - Teacher’s guide Pages 53, 54  - Website *sachmem.vn*  -  Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read –– Let’s sing – Fun corner and wrap-up.** | |
|  | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | Greet the class.  **Option 1:** Spend a few minutes revising *What’s this? – It’s \_\_\_.*  **Option 2:** Revising *Lesson 1* by having a few pairs act out the exchanges in front of the class, pointing at their body parts.  - Give point for the pairs and encourage them.  **Option 3:** **Game “Who is faster?”**  - Divide the class into 2 big groups: Boys and Girls.  - Have two pupils stand back to back. Give them each a different flashcard to hold facing out and away from them.  - When teacher says *Go*, they walk three steps, turn to face each other and say what the other pupil has.  - The faster one will get a point. | Whole class  Group work    Group work |
| **PRACTICE: Activity 4. Listen and tick.** 8 minutes | | |
| a. Goal: | To listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body. | |
| b. Input: | Picture cues:  1a. a hand 1b. an eye  2a. an ear 2b. a nose  ***Audio script:***  *1. A: What’s this?     B: It’s a hand.*  *2. A: What’s this?     B: It’s an ear.* | |
| c. Outcome: | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body.  Key: 1. a  2. a | |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures 1a and 1b. Elicit the name of the body part in each picture.  **Step 2:** Play the recording for Question 1. Ask pupils to listen and tick the correct picture, a or b. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Repeat Steps 1 and 2 for Pictures 2a and 2b.  **Step 4:** Tell pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board.  **Step 5:** Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class/ Individual work  Pair work  Individual work  Whole class |
| **PRACTICE: Activity 5. Look, complete and read.** 9 minutes | | |
| a. Goal: | To complete four target sentence patterns with the help of the picture cues. | |
| b. Input: | Four exchanges with the target sentences to complete. | |
| c. Outcome: | Pupils can complete four target sentence patterns with the help of the picture cues.  *Key: 1. an ear       2. an eye        3. a nose           4. a hand* | |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the body parts in the pictures.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer (an ear). Then have them look at the picture and identify the body part. Then have them complete the gap (*What’s this? - It's an ear.*).  **Step 4:** Follow the same procedure with Pictures 2, 3 and 4.  **Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.  **Game: Matching friends**  **Step 1:** Teacher asks 4 pairs (8 pupils) to join this game. Divide them into 2 group: A and B.  **Step 2:** Give randomly 4 pictures to each pupil in group A and 5 words to each pupil in group B.  **Step 3:** Pupils have to find a matching pair as fast as they can and say out loud their word. | Whole class/ Individual work      Individual work  Group work |
| **PRACTICE: Activity 6. Let’s sing.** 8 minutes | | |
| a. Goal | To sing the song *Parts of the body* with the correct pronunciation and melody. | |
| b. Input | The lyrics and the recording of the song *Parts of the body*. | |
| c. Outcome | Pupils can sing the song *Parts of the body* with the correct pronunciation and melody. | |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while singing along with the recording.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along.  Encourage the class to cheer the performers.  **Mini game: Follow me!**  - Teacher plays a song.  - Ask pupils to sing along as they continually pass a ball (or any object).  - When the music stops, the pupil holding the ball (or any object) has to sing one next sentence in the song. | Whole class/ Individual work    Group work  Individual work/ Whole class |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | **Option 1:** Use *sachmem.vn*, have pupils look at the words in  the picture and repeat after the recording.  **Option 2: Game: Lucky wheel**  -  Divide class into 6 - 8  groups.  -  Each group has a pupil to spin the wheel. Teacher pushes the button and let’s it spin until a pupil says “Stop!”.  -  Their group will get points when he/ she answers the question correctly. | Whole class  Group work |