***Thứ Ba, ngày 15 tháng 10 năm 2024*** *(* Tuesday, October, 15th, 2024 )

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| ***Period 23*** **UNIT 4: OUR BODIES**  ***Lesson 1: Part 1-2-3*** |

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| **I. OBJECTIVES** | | |
| **Language** | By the end of the lesson, pupils will be able to:  - use the words *ear, eye, face, hair, hand, mouth, nose, open, touch* in relation to the topic “Our bodies”;  - understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about their body parts.  - use *What’s this? – It’s \_\_\_\_.* to identify parts of the body. | |
| **Core Competencies** | teamwork, motivation, communication, planning and organization | |
| **General Competences** | Listening: look, listen and repeat  Critical Thinking: listen, point and say  Oral Communication: let’s talk | |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks | |
| **II.** **RESOURCES AND MATERIAL** | | |
|  | - Student’s book Page 28  - Audio Tracks 35, 36  - Teacher’s guide Pages 51, 52  - Website *sachmem.vn*  - Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up.** | |
|  | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | Greet the class.  **Option 1:** Sing the chant in *Unit 4, Lesson 3*.  - Listen to the recording.  - Ask pupils to sing the chant.  - Select some more able pupils to sing the chant in front of the class.  **Option 2:** Sing the song *Head, Shoulders, Knees and Toes*.  - Pupils can dance while they sing the song and touch their heads, shoulders, knees, and toes in sequence to the words.  **Option 3:** ***Game:*** **Animal and body parts**  A really fun way to revise animal vocabulary and present new topic.  - Teacher gives a question (combined with descriptive gestures), then asks pupils to answer which animal is it.  Which animal has long ears? Rabbit – ears.  Which animal has round eyes? Fish – eyes.  Which animal has a long nose? Elephant – nose.  Which animal has small hands? Monkey – hand.  Which animal has a big face? Lion – face. | Whole class    Whole class    Individual work/ Group work |
| **EXPLORATION: Activity 1. Look, listen and repeat.** 8 minutes | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on identifying parts of the body. | |
| b. Input: | Context a: Bill: *Let’s play a game!* Mai: *OK.*  Context b: Bill: *What’s this?* Mai: *It’s a nose.* | |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts about parts of the body. | |
| d. Procedure: | **Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *What’s this?* and the answer *It's a nose*. Tell pupils that they are a question and an answer about a part of the body. | Whole class  Whole class    Whole class  Pair work  Individual work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | |
| a. Goal: | To correctly say the words and use *What’s this? – It’s \_\_\_\_\_\_\_\_.* to identify parts of the body. | |
| b. Input: | -  Picture cues:  a. a face      b. a hand      c. an ear     d. an eye  - Speech bubbles: What’s this?                                   It’s \_\_\_\_\_.  ***Audio script:***  *a. a face            b. a hand             c. an ear           d. an eye*  *A: What's this?*  *B: It's a face.* | |
| c. Outcome: | Pupils can correctly say the words and use *What’s this?* and give the answer using *It’s \_\_\_\_.* to identify parts of the body. | |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the parts of the body.  **Step 2:** Have pupils point at Picture a (a face), listen to the recording and repeat the phrase (a face). Follow the same procedure with the other three pictures. Have the class repeat the phrases several times.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording (*What’s this?*). Point at Picture a and have pupils listen and repeat after the recording (*It's a face.*). Follow the same procedure with the other three pictures.  **Step 4:** Have pairs practise asking and answering the question *What’s this? - It's \_\_.*  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class. | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |
| **PRACTICE: Activity 3. Let’s talk.** 8 minutes | | |
| a. Goal | To enhance the correct use of *What’s this?* and *It’s \_\_\_\_\_\_.* to identify parts of the body in context. | |
| b. Input | – Picture cue: The picture of a body and arrows pointing to an eye, a nose, a hand, a face, and an ear.  – Speech bubbles: *What's this? - \_\_\_\_\_\_.* | |
| c. Outcome | Pupils can enhance the correct use of *What’s this? – It’s \_\_\_\_\_\_.* to identify parts of the body. | |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Have pupils look at the two bubbles to understand how the question and answer are used.  **Step 2:** Have pupils practise asking the question and giving their own answers in pairs. Make sure pupils understand the structures and say them with the right pronunciation and intonation. Go around the classroom to observe and provide help.  **Step 3:** Invite some pairs to practise asking the question and giving the answers in front of the class.  **Extension:** For a more able class, have pupils point at their body parts and ask and answer questions about them using the structures learnt**.**  **Game: Pass the ball**  - Divide class into 2 big groups, each group has a ball.  - While the music plays, pupils pass the ball around the class.  - When the music stops, the pupil in each group with the ball has to take turns to ask and answer: *What’s this?* (point to body part). *-  It’s a \_\_\_.* | Whole class/ Individual work  Pair work    Pair work  Individual work/ Whole class  Individual work/ Whole class |
| **Preparation for the project** | Tell pupils about the project on page 33. Ask them to prepare for it at home by making flashcards of some body parts. Remind them to bring their flashcards to class to present them at Project time. |  |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | **Option 1:**  Use *sachmem.vn*, have pupils look at the words in  the picture of Activites 2, 3 and repeat after the recording.  **Option 2: Roll and draw**  - Divide the class into 6 - 8 groups.  - Pupils in each group will roll a dice to see how many eyes/ ears/ noses/ hands/ faces they will draw.  - Each group presents their picture in front of the   class.  **Option 3: Game: Draw your monster.**  - Ask pupils to draw a picture about their favourite monsters (with body parts that they learnt today).  - Then ask pupils to work with their partners, tell their friends about it. | Whole class   Group work    Individual work |