

Week 6  
Period 21

Preparing date: October .....,  
Teaching date: October .....,

## Unit 3: Our friends

### Lesson 3 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- correctly pronounce the sounds of the letters **th** (voiced) and **th** (unvoiced) in isolation, in the words **this** and **that**, and in the sentences *That's Lucy* and *Thank you*.
- identify the target words that and thank, and the sentences *Thank you, Bill and That's Lucy* while listening.
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### 2. Competences:

- Listening: listen and recognize someone, then repeat
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

#### B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 47, 48; audio Tracks 32, 33, 34; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 26, notebooks, workbooks, school things.

#### C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities									
<b>1. Warm- up:</b> (5')	<p><i>Game: Find and circle the words</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;"><b>T</b></td> <td style="text-align: center;"><b>H</b></td> <td style="text-align: center;"><b>A</b></td> <td style="text-align: center;"><b>T</b></td> <td style="text-align: center;">E</td> <td style="text-align: center;">R</td> <td style="text-align: center;">S</td> <td style="text-align: center;">C</td> <td style="text-align: center;"><b>B</b></td> </tr> </table>	<b>T</b>	<b>H</b>	<b>A</b>	<b>T</b>	E	R	S	C	<b>B</b>	
<b>T</b>	<b>H</b>	<b>A</b>	<b>T</b>	E	R	S	C	<b>B</b>			

	H	C	T	H	N	O	H	C	I
	C	L	U	A	A	L	A	O	L
	L	E	L	N	N	U	T	S	L
	A	A	W	K	E	C	O	E	O
	S	N	J	Z	R	Y	I	I	P
	S	R	O	E	E	T	V	C	A
	S	T	H	I	S	R	S	D	A
	D	T	S	S	R	I	O	T	S
<b>2. Presentation</b> (9')	<ul style="list-style-type: none"> <li>- Divide class into 2 groups</li> <li>- Ask Ss to find and circle the words and characters that they learnt.</li> <li>- Which groups find the best correct words is winner.</li> <li>- Give Ss time to play the game.</li> </ul> <p><b>Rows:</b> <i>that, this</i>  <b>Columns:</b> <i>thank, Lucy, Bill</i></p> <ul style="list-style-type: none"> <li>-T checks who's winner?</li> <li>- Say "Open your book page 26" and look at "Unit 3, Lesson 3 (1,2,3)".</li> </ul> <p><b>Activity 1. Listen and repeat:</b>  <i>*Aims: Ss will be able to correctly repeat the sounds of the letters <b>th</b> (voiced) and <b>th</b> (unvoiced) in isolation, the words <b>that</b> and <b>thank</b>, and the sentences <b>That's Lucy.</b> and <b>Thank you.</b> with correct pronunciation and intonation.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T gives instruction to the letter <b>th</b> (voiced) and <b>th</b> (unvoiced) in isolation, the words <b>that</b> and <b>thank</b>, and the sentences <b>That's Lucy.</b> and <b>Thank you.</b></li> </ul>								
	<ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss listen the rules</li> <li>- Ss play the game</li> <li>- Ss open their books</li> <li>- Ss recognize the differences about color of letter</li> <li>- Ss listen</li> </ul>								

<p><b>3.Practice:</b> (19’)</p>	<ul style="list-style-type: none"> <li>- Play the recording for the letter <b>th</b> (voiced) and <b>th</b> (unvoiced)</li> <li>- Encourage Ss to point at the letter/ word/ sentence while listening.</li> <li>- Play the recording again and encourage Ss to listen and repeat. - Do this several times until Ss feel confident.</li> <li>- T calls some Ss to practice.</li> <li>- T gives feedbacks.</li> </ul> <p><b>Activity 2. Listen and tick.</b></p> <p><i>*Aims: Ss will be able to identify the target words <b>that</b> and <b>thank</b> while listening.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the sentences and check comprehension about three sentence options</li> <li>- T ask Ss to guess the answers.</li> <li>+ T writes Ss’ guessing on the board.</li> <li>- Listen to the tape:</li> <li>+ Play the recording</li> <li>+ Play the recording again and get Ss to swap books with their partners.</li> <li>+ Play the recording again to check answers together as a class.</li> <li>+ Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.</li> <li>- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen and point</li> <li>- Ss listen again and repeat</li> <li>-Ss listen again and repeat</li> <li>-Ss practice</li> <li>-Ss listen</li> <li>-Ss listen and say</li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss read the sentences</li> </ul>
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- Invite one or two Ss to stand up and read the sentences.

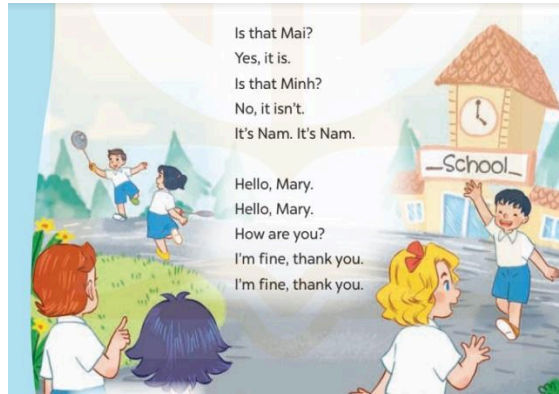
Key: 1.b 2.a

**Activity 3. Let's chant**

**\*Aims:** Ss will be able to say the chant with the correct rhythm and pronunciation.

**\*Procedure:**

- Introduce the title and lyrics of the chant.



- Play the recording for Ss to listen to the whole chant.

+ Have them repeat the title and lyrics line by line.

+ Ask Ss to attend to the sounds of the letters *th* and the words *that* and *thank*.

- Play the recording all the way through for Ss to listen to pronunciation and melody.

- Play the recording line by line for Ss to listen and repeat

- Play the recording for Ss to chant and clap along.

- Ss look and listen.

-Ss listen to the chant

- Ss listen and repeat line by line without clap their hands

-Ss note the sounds, words

-Ss listen to melody of the song

- Ss listen and chant line by line.

- Ss chant and clap along.

- Ss work in groups (two groups) to chant

<p><b>4. Homework.</b> (2')</p>	<ul style="list-style-type: none"> <li>- Ask Ss to practice chant and clap along in pairs or groups.</li> <li>- Invite groups to the front of the classroom to perform the chant</li> <li>-T gives feedback.</li> </ul> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions:             <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> <li>+<i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></li> </ul> </li> <li>- T review the vocabulary and model sentences.</li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> </ul> <ul style="list-style-type: none"> <li>- Practice the chant more.</li> <li>- Draw and colour three pictures of your friends.</li> <li>- Prepare the new lesson: <i>Unit 3, Lesson 3 (4,5,6).</i></li> </ul>	<ul style="list-style-type: none"> <li>-Ss perform in front of the class.</li> <li>-Ss listen</li>   <li>-Ss listen.</li> <li>-Ss listen</li>   <li>-Ss answer the questions</li>   <li>- Ss listen</li>   <li>-Ss listen and clap their hands</li>   <li>-Ss listen and take note</li> </ul>
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**D. ADJUSTMENTS (if necessary):**

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Week 6  
Period 22

Preparing date: October .....,  
Teaching date: October .....,

### Unit 3: Our friends

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- read and match four target sentence patterns with four pictures
- read, understand and complete three sentences by writing the target words in the gaps.
- draw three pictures of their friends and introduce them to the class.
- *Vocabulary:* Review
- *Skills:* speaking, listening, reading and writing.

##### 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. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

#### B. TEACHING AIDS:


- *Teacher:* Teacher's guide Pages 49, 50, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 27, notebooks, workbooks, school things.

#### C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
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<p><b>1.Warm- up:</b> (5')</p>	<p><i>Game: “Chant”</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Ask Ss chant and do the actions in Unit 3, Lesson 3 page 26 in groups.</li> <li>- Give point for the groups and encourage them.</li> <li>- Say “Open your book page 27” and look at “Unit 3, Lesson 3 (4,5,6)”.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss listen and chant</li> <li>- Ss open their books</li> </ul>
<p><b>2.Practice: (8')</b></p>	<p><b>Activity 1. Read and match:</b></p> <p><i>*Aims: Ss will be able to read and match four target sentence patterns with four pictures.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Ask Ss some questions:</li> <li>+ <i>Who are they?</i></li> </ul> <div data-bbox="472 1129 1019 1461" style="border: 1px solid gray; padding: 5px;"> </div> <ul style="list-style-type: none"> <li>- T models with sentence 1.</li> <li>+ Get Ss to read Sentence 1</li> <li>+ Have Ss look at the pictures and match the sentences with the correct picture.</li> <li>-Have Ss work in pairs and match the sentences 2, 3, 4.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss look at the pictures and answer</li> <li><i>My name's Nam</i></li> <li>-Ss read and match</li> <li>-Ss work in pairs and match</li> <li>-Ss swap books and check</li> </ul>

<p><b>3.Production:</b> (19')</p>	<ul style="list-style-type: none"> <li>- Tell Ss to swap books with a partner, then check answers together as a class.</li> <li>- Write the correct answers on the board for pupils to correct their answers.</li> <li>- Invite pairs of Ss to stand up and role play</li> <li>-T gives feedbacks.</li> </ul> <p><i>Key: 1. d 2. c 3. a 4. b</i></p> <p><b>Activity 2. Let's write</b></p> <p><i>*Aims: Ss will be able to read, understand and complete three sentences by writing the target words in the gaps.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Write the first incomplete sentence on the board and encourage Ss to say the answer.</li> </ul> <p><i>1.This ..... my friend, Mai.</i></p> <ul style="list-style-type: none"> <li>- Give Ss time to write the answer in their notebooks.</li> <li>- Ask Ss to write the answers to the sentences 2 and 3.</li> <li>- Get Ss to swap books with a partner, then check the answers together as a class.</li> <li>- Ask a few Ss to stand up and read the sentences in front of the class.</li> <li>-T gives feedbacks.</li> </ul> <p><i>Key: 1. Is</i></p> <p><i>2. This is my</i></p>	<ul style="list-style-type: none"> <li>-Ss check the correct their answers</li> <li>-Ss role play</li> <li>-Ss listen</li> <li>-Ss look at the sentence and say the answer: +This <u>is</u> my friend, Mai.</li> <li>-Ss write the answer</li> <li>-Ss write</li> <li>-Ss swap books and check their answers</li> <li>-Ss read the sentences</li> <li>-Ss listen</li> </ul>
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	<p style="text-align: center;"><i>3. That's my teacher</i></p> <p><b>Activity 3. Project.</b></p> <p><i>*Aims: Ss will be able to draw three pictures of their friends and use them to practise talking to their classmates.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to draw three pictures of their friends as homework at the beginning of Unit 3 -Lesson 3 (4,5,6)</li> <li>- Show the pictures of his/ her friends and model with <i>This is my friend, Hoa.</i></li> </ul> <div style="text-align: center;">  <p><b>My friends</b></p> <p>This is my friend, ____.</p> </div> <ul style="list-style-type: none"> <li>- T asks ss to work in groups and show the pictures of their friends to talk to the groups such as <i>This is my friend, (name).</i></li> <li>- T calls some Ss to the front of the class to present their friends, and saying <i>Hello. My name's.... I'm.....years old. This is my friends,.....</i></li> <li>- Have Ss to stick their pictures on the wall of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Ss drew and coloured draw three pictures of their friends at home.</li> <li>-Ss listen to the teacher</li> <li>-Ss work in groups</li> <li>-Ss present their pictures</li> <li>- Ss stick their pictures on the wall of the classroom.</li> <li>-Ss vote</li> <li>-Ss listen</li> </ul>
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<p><b>4. Homework.</b> (3')</p>	<ul style="list-style-type: none"> <li>- Create a class display using the pictures and vote for the most creative.</li> <li>- T gives feedback.</li> <li><b>*Consolidation</b></li> <li><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></li> <li><b>*Procedure:</b></li> <li>- T asks ss to answer the following questions:             <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> <li>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></li> </ul> </li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> <li>- Prepare the new lesson: <i>Unit 4, Lesson 1 (1,2,3).</i></li> </ul>	<ul style="list-style-type: none"> <li>-Ss answer the questions</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul>
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**D. ADJUSTMENTS (if necessary):**

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Week 6  
 Period 23

Preparing date: October .....,  
 Teaching date: October .....,

**Unit 4: Our bodies**  
**Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use the words *ear, eye, face, hand, nose* 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.
- **Vocabulary:** face, hand, ear, eye, nose
- **Skills:** speaking and listening

**2. Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**


- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 51, 52, audio Tracks 35, 36, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil’s book Page 28, notebooks, workbooks, school things.

**C. PROCEDURES:**

Stages/Time	Teacher’s activities	Students’ activities
<p><b>1. Warm- up:</b> (3’)</p>	<p><i>Sing: My body song</i>  <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i>  <b>*Procedure:</b>                      - Show the song on the screen.  <a href="https://www.youtube.com/watch?v=A1KXoHvwluA">https://www.youtube.com/watch?v=A1KXoHvwluA</a>                      - Ask pupils to listen, sing and dance the song.                      - Say “Open your book page 28” and look at “Unit 4, Lesson 1 (1,2,3)”.</p>	<p>- Ss sing and dance the song</p> <p>- Ss open their books</p>
<p><b>2. Presentation</b></p>	<p><b>Activity 1. Vocabulary.</b></p>	

<p>(16')</p>	<p><b>*Aims:</b> <i>Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>-T elicits the new words</li> <li>+ <i>face</i> : <i>khuôn mặt</i> (<i>realia</i>)</li> <li>+ <i>eye</i> : <i>con mắt</i> (<i>realia</i>)</li> <li>+ <i>ear</i> : <i>tai</i> (<i>realia</i>)</li> <li>+ <i>nose</i> : <i>mũi</i> (<i>realia</i>)</li> <li>+ <i>hand</i> : <i>bàn tay</i> (<i>realia</i>)</li> <li>- T models (3 times).</li> <li>- T writes the words on the board.</li> <li>- <i>Checking: Rub out and remember</i></li> </ul> <p><b>Activity 2. 1. Listen, point and repeat:</b></p> <p><b>*Aims:</b> <i>Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on identifying parts of the body.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Have Ss look at <i>Pictures a and b</i> and identify the characters in the pictures.</li> </ul> 	<ul style="list-style-type: none"> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and match</li> <li>-Look at the pictures and get to know the characters in the pictures.</li> <li>+ <i>In picture a:</i> Bill says: <i>Let's play a game!</i> And Mai says: <i>OK</i></li> <li>+ <i>In picture b:</i> Bill asks: <i>What's this.</i> And Mai answers: <i>It's a nose.</i></li> </ul>
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- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

**Activity 3 2. Listen, point and say.**

*\*Aims: Ss will be able to correctly say the words and use **What's this?** – **It's .....** to identify parts of the body.*

**\*Procedure:**

*\* **Model sentences:***

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

*A: What's this?  
B: It's a nose.*

-Ss listen and repeat in chorus (*twice*)

-Ss work in pairs to practice  
-Ss practice the dialogue

-Ss listen

-Ss look at the picture and answer.

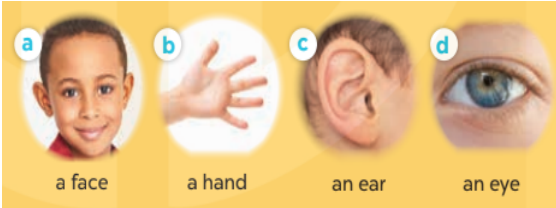
-Ss listen

-Ss listen and repeat

-Ss repeat to parts of the body.

**3.Practice: (7')**

- Ss look, listen and answer

<p><b>4.Production:</b> (7')</p>	<p><b>*Drill pictures</b></p> <ul style="list-style-type: none"> <li>- Elicit and check comprehension the parts of the body.</li> </ul>  <ul style="list-style-type: none"> <li>- Run through all the pictures.</li> <li>- Run through model sentences.</li> <li>- Have Ss to practise:             <ul style="list-style-type: none"> <li>+ T asks the first picture, Ss answer</li> <li>+ Ss asks the second picture, T answers</li> <li>+ Group A asks the third picture, group B answers</li> <li>+ Group B asks the last picture, group A answers.</li> </ul> </li> <li>- Ask Ss to work in pairs.</li> <li>- T controls and corrects.</li> <li>- Invite a few pairs to come to the front of the classroom, point at the pictures, and say the questions and answers in front of the class.</li> <li>- T gives feedbacks.</li> </ul> <p><b>Activity 4. Let's talk.</b></p> <p><b>*Aims:</b> Ss will be able to enhance the correct use of <i>What's this?</i> and <i>It's .....</i> to identify parts of the body in context.</p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Have Ss look at the two bubbles and picture to understand how the question and answer are used.</li> <li>+ <i>What's this? It's .....</i></li> </ul>	<ul style="list-style-type: none"> <li>+ <i>Picture a: a face</i></li> <li>+ <i>Picture b: a hand</i></li> <li>+ <i>Picture c: an ear</i></li> <li>+ <i>Picture d: an eye</i></li> </ul> <ul style="list-style-type: none"> <li>-Ss listen and repeat</li> <li>-Ss practice in chorus</li> <li>-Ss work in pairs to practice</li> <li>-Ss point and say</li> <li>-Ss listen.</li> <li>-Ss look at the bubbles and picture and answer</li> <li>+ <i>It's .....</i></li> </ul>
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- T fills the gaps and writes the sentences on the board.
- T models
- T asks Ss to ask and answer the parts of body (groups of four)
- Have Ss point at their body parts and ask and answer questions about them using the structures learnt.
- Give feedbacks

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*

- Ss note
- Ss answer
- Ss work in groups
- Ss perform in front of the class.

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

<p><b>5. Homework.</b> (2')</p>	<ul style="list-style-type: none"> <li>- T review the vocabulary and model sentences.</li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> <li>- Learn the vocabulary and model sentences by heart</li> <li>- Prepare the new lesson: <i>Unit 4, Lesson 1 (4,5,6).</i></li> </ul>	<p>-Ss listen and take note</p>
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**D. ADJUSTMENTS (if necessary):**

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*Week 6*  
*Period 24*

*Preparing date: October .....,*  
*Teaching date: October .....,*

**Unit 4: Our bodies**  
**Lesson 1 (4,5,6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which Ss ask and answer the question to identify parts of the body
- read and complete the sentences correctly.
- sing the song “*Parts of the body*” with the correct pronunciation and melody.

- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

**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. Attitude/ Qualities:**




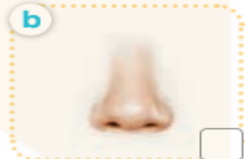
- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 53, 54; audio Tracks 37, 38; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil’s book Page 29, notebooks, workbooks, school things.

**C. PROCEDURES:**

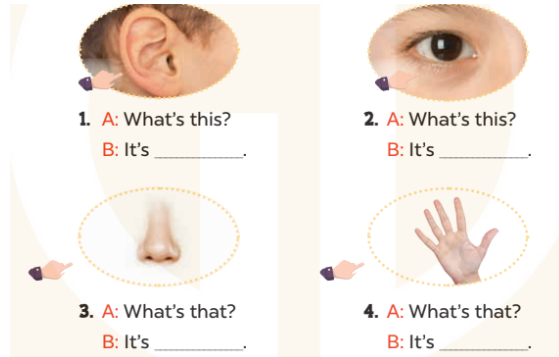
Stages/Time	Teacher’s activities	Students’ activities
<p><b>1. Warm- up:</b> (5’)</p>	<p><i>Game: Who is faster?</i>  <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i>  <b>*Procedure:</b>                      - Divide the class into 2 big groups: Boys and Girls.                      - Have two Ss 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 Ss has.                      - The faster one will get a point.                      - Say “Open your book page 29” and look at “Unit 4, Lesson 1 (4,5,6)”.</p> <p><b>Activity 1. Listen and tick:</b></p>	<p>- Ss listen to the rule                      - Ss play game                      -Ss listen                      - Ss open their books</p>

<p><b>2.Practice:</b> (27')</p>	<p><i>*Aims: Ss will be able to listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the names of the body part in each picture.</li> </ul> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>1. a</b></p>  </div> <div style="text-align: center;"> <p><b>b</b></p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p><b>2. a</b></p>  </div> <div style="text-align: center;"> <p><b>b</b></p>  </div> </div> <ul style="list-style-type: none"> <li>- T ask Ss to guess the answers.</li> <li>+ T writes Ss' guessing on the board.</li> <li>- Listen to the tape:</li> <li>+ Play the recording</li> <li>+ Play the recording again and get Ss to swap books with their partners.</li> <li>+ Play the recording again to check answers together as a class.</li> <li>+ Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.</li> <li>- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.</li> </ul> <p><i>Key: 1.a 2.a</i></p> <p><b>Activity 2. Look, complete and read.</b></p>	<ul style="list-style-type: none"> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture 1a: a hand</i></li> <li>+ <i>Picture 1b: an eye</i></li> <li>+ <i>Picture 2a: an ear</i></li> <li>+ <i>Picture 2b: a nose</i></li> </ul> </li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> </ul>
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**\*Aims:** Ss will be able to complete four target sentence patterns with the help of the picture cues.

**\*Procedure:**

- Get Ss to look at the pictures and identify the body parts in the pictures.



- Have Ss look at the four incomplete dialogues and elicits the missing words in the sentences.

- T models with picture 1

+ Ask Ss what is missing in the sentence.

+ Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.

-Have Ss work in groups and complete the picture 2, 3 and 4.

- Ask a few Ss to stand up and read the completed sentences aloud.

-T gives feedbacks.

*Key: 1. an ear            2. an eye  
          3. a nose            4. a hand*

**Activity 3. Let's sing.**

-Ss look at the picture and say:

+ *an ear, an eye, a nose and a hand.*


-Ss look and answer

-Ss answer: *It's an ear....*

-Ss look, complete and read the completed sentence in chorus.

-Ss complete the sentences

-Ss read aloud

	<p><b>*Aims:</b> Ss will be able to sing the song <i>Parts of the body</i> with the correct pronunciation and melody.</p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Introduce the title and lyrics of the song: “ <i>Parts of the body</i> ”</li> </ul>  <ul style="list-style-type: none"> <li>- Play the recording for Ss to listen to the whole song.</li> <li>+ Have them repeat the title and lyrics line by line.</li> <li>+ Tell Ss to point at the parts of their body while singing his or her name.</li> <li>- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.</li> <li>- Play the recording line by line for Ss to listen, repeat and point to the part of their body</li> <li>- Play the recording for Ss to sing and do actions.</li> <li>- Ask Ss to practice singing and doing actions in pairs or groups.</li> <li>- Invite groups to the front of the classroom to perform the song</li> <li>-T gives feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Ss look and listen.</li> </ul> <ul style="list-style-type: none"> <li>-Ss listen to the song</li> <li>- Ss listen and repeat line by line without the action.</li> <li>-Ss point to the parts of their body while singing</li> <li>-Ss listen to melody of the song</li> <li>- Ss listen and sing line by line.</li> <li>- Ss sing and do actions.</li> <li>+ Ss work in groups (two groups) to sing.</li> <li>-Ss perform in front of the class.</li> <li>-Ss listen</li> </ul>
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<p><b>3. Homework.</b> (3')</p>	<p><b>*Consolidation</b>  <b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i>  <b>*Procedure:</b>                  - T asks ss to answer the following questions:                    + <i>What have you learnt from the lesson today?</i>                    + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i>                  - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Practice part 5 again.                  - Prepare the new lesson: <i>Unit 4, Lesson 2 (1,2,3).</i></p>	<p>-Ss answer the questions</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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**D. ADJUSTMENTS (if necessary):**

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