**GRADE 3**

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| **Week 7**  **Period 25**  **Class 3A** | **UNIT 4: OUR BODIES**  **Lesson 2 – 1,2,3**   (35 minutes) |

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| **I. OBJECTIVES** | | | |
| **Language** | By the end of the lesson, pupils will be able to:  - 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”. | | |
| **Core Competencies** | Communication, planning and organization, stress tolerance and initiative. | | |
| **General Competences** | Listening: Look, listen and repeat  Critical Thinking: Listen, point and say  Oral Communication: Let’s talk | | |
| **Attributes** | Honesty: show body languages  Communication and collaboration: work in pairs or groups | | |
| **II.** **RESOURCES AND MATERIAL** | | | |
|  | - Student’s book Page 30  - Audio Tracks 39, 40  - Teacher’s guide Pages 55, 56  - 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** | **Note** | |
| **Warm-up and review:** 5 minutes | | |  | |
|  | Greet the class.  **Option 1:** Sing the song *Parts of the body* on page 29.  - Listen to the recording.  - Ask pupils to sing the song.  - Select some more able pupils to sing the song in front of the class.  **Option 2:** Spend a few minutes revising *Lesson 1* by getting some pairs to ask and answer questions about parts of the body, using *What’s this? – It’s \_\_\_\_\_\_.*  **Option 3**: **Review**  Teacher: We use ... for listening (pretend to listen to music)  Pupils: An ear!  Teacher: We use ... for looking (pretend to wear glasses)  Pupils: An eye!  Teacher: We use ... for smelling (pretend to smell something good)  Pupils: A nose!  Teacher: We put makeup on a ... (pretend to put on makeup)  Pupils: A face!  Teacher: We hold something with ... (pretend to hold heavy thing)  Pupils: A hand! | Whole class  Pair work    Whole class/ Individual 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 giving instructions. | |  | |
| b. Input | – Context a: Ms Hoa: Touch your nose!  – Context b: The doctor: Open your mouth! | |  | |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving instructions. | |  | |
| 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 instructions *Touch your nose!* and *Open your mouth!* Tell pupils that they are used to give instructions. | Whole class/ Individual work    Pair work  Individual work |  | |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | | |
| a. Goal: | To correctly say the words and use *Touch your \_\_\_\_!* and *Open your \_\_\_\_!* to give instructions. | |  | |
| b. Input: | – Picture cues:  a. a girl touching her hair b. a boy touching his ears  c. a boy opening his mouth d. a boy opening his eyes  – Speech bubbles: Touch your \_\_\_!                                    Open your \_\_\_!  ***Audio script:***  *a. touch / hair             b. touch / ears*  *c. open / mouth d. open / eyes*  *Touch your hair!*  *Open your mouth!* | |  | |
| c. Outcome: | Pupils can correctly say the words and use *Touch your \_\_\_!* and *Open your \_\_\_!* to give instructions. | |  | |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the actions and the body parts.  **Step 2:** Have pupils point at Picture a (a girl touching her hair), 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.  **Step 3:** Point at the bubble and have pupils listen and repeat after the recording (Touch your hair!). Point at Picture a and have pupils listen and repeat after the recording (Touch your hair!). Follow the same procedure with the other three pictures.  **Step 4:** Have pairs practise giving the instructions using the pictures.  **Step 5:** Invite a few pairs to point at the pictures and giving the instructions in front of the class. | Whole class/ Individual work      Pair work  Pair work |  | |
| **PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes | | | | |
| a. Goal | To enhance the correct use of *Touch your \_\_\_!* and *Open* *your \_\_\_!* to give instructions | |  | |
| b. Input | - Picture cues: A boy asks a girl to touch her hair and a doctor asks a boy to open his mouth.  - Speech bubbles: Touch your \_\_\_!                                   Open your \_\_\_! | |  | |
| c. Outcome | Pupils can enhance the correct use of *Touch your \_\_\_!* and *Open your \_\_\_!* to give instructions. | |  | |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input). Draw pupils’ attention to the two bubbles used to give instructions. Have them identify what is missing in the structures. Check comprehension.  **Step 2:** Put pupils into groups of four and ask them to give instructions using the speech bubbles and picture cues. Go around the classroom to offer support. Encourage pupils to give more instructions using the words that they have learnt (e.g. *nose, face, ear,* ...).  **Step 3:** Invite some groups to the front of the class to perform their instructions. Praise them if they perform well.  **Game:** **At the Doctor's Office**  - Ask some volunteer pairs to play roles in front of class.  - One pupil is a doctor and another is the patient, who describes what hurts.  - When a patient says his/ her hurt, a doctor has to listen carefully and touch/ open that correct body part. | Whole class/ Individual work  Group work    Group work  Whole class/ Individual work |  | |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | **Option 1:** Use *sachmem.vn*, have pupils look at the words in the pictures of the lesson and repeat after the recordings.  **Option 2: Simon says**  - Teacher is the “Simon” and calls out the actions. Every student must follow and do the action, but only when they hear “Simon says ...”.  - If teacher leaves out “Simon says” before giving instruction, anyone who does the action is out.  - Then, teacher can choose one or more students as the leader to continue a game. | Whole class  Whole class  Whole class/ Individual work  Pair work |  | |

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| **Week 7**  **Period 26**  Class: 3A | | **UNIT 4: OUR BODIES**  **Lesson 2 – 4,5,6**   (35 minutes) |
| **I. OBJECTIVES** | | | |
| **Language** | By the end of the lesson, pupils will be able to:  - listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our bodies”; | | |
| **Core competencies** | Decision making, work standards and problem-solving | | |
| **General Competences** | Self-control & independent learning: Perform listening tasks.  Written Communication: Complete the sentence.  Communication and collaboration: Work in pairs or groups. | | |
| **Attributes** | Diligence: complete learning tasks | | |
| **II.** **RESOURCES AND MATERIAL** | | | |
|  | - Student’s book Page 31  - Audio Tracks 41  - Teacher’s guide Pages 56 - 58  - Website *sachmem.vn*  - Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | | |
| **III. PROCEDURE** | **Warm-up and review – Listen and number – Listen, match and read – Let’s play – Fun corner and wrap-up** | | |
|  | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Spend a few minutes revising the previous lesson by calling a few pairs to come to the front of the class to act out the instructions learnt, using *Touch your\_\_\_!* and *Open your \_\_\_!*  **Option 2**: Ask each pupil to say which body part they like best. Use the sentence “I like my ...”  Ex: *I like my eyes.*  **Option 3: Hidden picture game**  - Divide the class into 4 big groups.  - Each group takes turns to open a coloured box and guess what is the picture hidden behind it.  - The fastest group who answers correctly is the winner. | Whole class  Individual work/ Whole class  Group work |  |
| **PRACTICE**  **Activity 4. Listen and number.** 8 minutes | | | |
| a. Goal | To listen to and understand four communicative contexts in which instructions are given. | |  |
| b. Input | Picture cues:  a. a boy touching his nose b. a girl opening her mouth  c. a boy opening his eyes d. a girl touching her hair  ***Audio script:***  *1. Open your mouth!*  *2. Touch your hair!*  *3. Touch your nose!*  *4. Open your eyes!* | |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which instructions are given.  Key:     1. b 2. d 3. a 4. c | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the action of the character in each picture.  **Step 2:** Play the recording for pupils to listen.  **Step 3:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 4:** Check answers together as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.  **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  Whole class/ Individual work  Whole class/ Pair work |  |
| **PRACTICE**  **Activity 5. Look, match and read.** 9 minutes | | | |
| a. Goal | To correctly match the sentence halves to make complete instructions and read them aloud. | |  |
| b. Input | Four picture cues with four pairs of sentence halves to match. | |  |
| c. Outcome | Pupils can correctly match the sentence halves and read them aloud.  *Key: 1. b   2. d   3. a   4. c* | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Elicit the actions of the characters. Check comprehension.  **Step 2:** Draw pupils’ attention to the first picture and incomplete sentence. Ask pupils to read and match. When pupils answer correctly (*Touch your face!*), tell them to draw a line to match the two sentence halves.  **Step 3:** Repeat Step 2 for Questions 2, 3 and 4.  **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:** Invite pairs of pupils to stand up and read the matched instructions aloud.  **Game: Listen and circle.**  - Pupils work in group of 4. Each pupil has different coloured pens (red, blue, black and purple).  - Teacher gives out a worksheet with many body part pictures on it.  - Ask pupils to listen and find the body part that they heard. Then circle it.  The winner is the player with the most circles. | Whole class/ Individual work    Pair work    Group work |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | |
| a. Goal | To practise using target sentence patterns by playing the game *Touch your hair!* | |  |
| b. Input | A picture of pupils making a circle. A girl is standing in the centre of the circle and saying: *Touch your hair!* The pupils are touching their hair. | |  |
| c. Outcome | Pupils can practise using target sentence patterns by playing the game *Touch your hair!* | |  |
| d. Procedure | **Step 1:** Elicit the language that pupils need to give instructions (*Touch your \_\_\_!* and *Open your\_\_\_!*). When pupils answer correctly, write the language on the board.  **Step 2:** Have pupils look at the picture. Get them to say how to play the game. Explain the rules of the game again: A boy / girl standing in the centre gives an instruction and other pupils have to follow it. If a pupil does not follow the instruction, he or she will be "out". Check pupils’ understanding by getting one pupil to repeat what they have to do.  **Step 3:** Have the whole class play the game. Ask one or two pupils to be the observer(s) of the game. Give out the instructions and monitor pupils while they play the game. Pupils who cannot follow the rules of the game will be “out” and become the observers.  **Step 4:** Divide the class into four teams. Each team plays the game. Pupils are eliminated if they do not perform the correct actions. Give stars/ points to the winner. | Whole class/ Individual work  Whole class/ Individual work    Individual work/ Whole class  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | - Divide the class into 10 groups (4 pupils/ group).  - Teacher calls out “I want to see ... 4 hands!” and groups must show only 4 hands (other hands can be hidden behind their backs).  - Teacher calls out “I want to see ... 6 eyes!” and groups must show only 6 eyes (other eyes can be closed).  - Teacher calls out “I want to see ...  1 mouth!” and groups must show only 1 opened mouth (other mouths can be covered).  - Teacher calls out “I want to see ...  3 faces!” and groups must show only 3 faces (other mouth can be covered by hand).  - Teacher calls out “I want to see ...  2 noses!” and groups must show only 2 noses (other noses can be covered by hand). | Group work |  |

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| **Week 7**  **Period 27**  Class: 3A | | | **UNIT 4: OUR BODIES**  **Lesson 3 – 1,2,3**   (35 minutes) | | |
| **I. OBJECTIVES** | | | | | |
| **Language** | By the end of the lesson, pupils will be able to:  - correctly pronounce the sounds of the letters *ai* and *ea* in isolation, in the words hair and ears,and in the sentences *Touch your hair!* and *Touch your ears!* | | | | |
| **Core Competencies** | Decision making, problem-solving and integrity | | | | |
| **General Competences** | Self-control & independent learning: Perform listening tasks.  Communication and collaboration: Work in pairs or groups | | | | |
| **Attributes** | Diligence: complete learning tasks | | | | |
| **II.** **RESOURCES AND MATERIAL** | | | | | |
|  | - Student’s book Page 32  - Audio Tracks 42, 43  - Teacher’s guide Pages 58, 59  - 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** | **Note** | |
| **Warm-up and review:** 5 minutes | | | | | |
|  | -Greet the class.  -Spend a few minutes revising Lesson 2 by asking the class to play the game *Touch your hair!* again. | | Whole class |  | |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 8 minutes | | | | | |
| a. Goal | 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. | | |  | |
| b. Input | – The letters *air*, the word *hair* and the sentence *Touch your hair!*  – The letters *ear*, the word *ears* and the sentence *Touch your ears!* | | |  | |
| c. Outcome | Pupils can correctly repeat the sound of the letters *air* and *ear* in isolation, the words *hair* and *ears* and the sentences *Touch your hair!* and *Touch your ears!* | | |  | |
| d. Procedure | **Step 1:** Draw pupils’ attention to the group of letters *air*, the word *hair* and the sentence *Touch your hair!* Play the recording and encourage pupils to point at the letters/ word/ sentence while listening.  **Step 2:** 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.  **Step 3:** Repeat Steps 1 and 2 for the letters *ear*, the word *ears* and the sentence *Touch your ears!*  **Step 4:** 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 class/ Individual work    Pair work/  Individual work |  | |
| **PRACTICE**  **Activity 2. Listen and circle.** 9 minutes | | | | | |
| a. Goal | To identify the target words *hair* and *ears* while listening. | | |  | |
| b. Input | Two gapped sentences with answer options  ***Audio script:***  *1. Touch your ears!*  *2. Touch your hair!* | | |  | |
| c. Outcome | Pupils can identify the words hair and ears while listening.  *Key:  1. c       2. b* | | |  | |
| d. Procedure | **Step 1:** Draw pupils’ attention to the sentences and the answer options. Explain what pupils have to do. Check comprehension.  **Step 2:** Play the recording for pupils to listen.  **Step 3:** Play the recording again for pupils to listen and circle the correct answers.  **Step 4:** 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.  **Extension**: Invite one or two pupils to stand up, listen and repeat the sentences. | | Whole class/ Individual work  Pair work  Individual work |  | |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| a. Goal | To say the chant with the correct rhythm and pronunciation. | | |  | |
| b. Input | The lyrics and recording of the chant. | | |  | |
| c. Outcome | Pupils can say the chant with the correct rhythm and pronunciation. | | |  | |
| d. Procedure | **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check comprehension.  **Step 2:** 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!*  **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 chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns to listen to and repeat the chant, while the rest of the class claps along.  **Game: Who is the best leader?**  - Teacher can change the lyrics of the chant using many other body part words.  - Then ask some volunteer pupils to do the gesture (touch/ open/ point) while the rest of the class follow along. | | Whole class/ Individual work      Group work  Whole class |  | |
| **Fun corner and wrap up:** 5 minutes | | | | | |
|  | Use *sachmem.vn*, have pupils look at the words in  the pictures of the lesson and repeat after the recordings. | | Whole class |  | |

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**TIẾT 2:** LỚP 3A

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| **Week 7**  **Period 28**  Class: 3A | | **UNIT 4: OUR BODIES**  **Lesson 3 – 4,5,6** | | |
| **I. OBJECTIVES** | | | | | |
| **Language** | | By the end of the lesson, pupils will be able to:  - read and write about parts of the body and instructions;  - make flashcards of the body parts and present them to the class. | | | |
| **Core Competencies** | | Problem-solving, integrity, communication, planning and organization | | | |
| **General Competences** | | Written Communication: Complete the sentence  Self-control & independent learning: Perform writing tasks | | | |
| **Attributes** | | Diligence: complete learning tasks  Secure and organized: arrange words to make sentences | | | |
| **II.** **RESOURCES AND MATERIAL** | | | | | |
|  | | - Student’s book Page 33  - Teacher’s guide Pages 60, 61  - Website *sachmem.vn*  - Flashcards/ pictures and posters (Unit 4)  - Computer, projector, … | | | |
| **III. PROCEDURE** | | **Warm-up and review – Read and match – Let’s write – Project – Fun corner and wrap-up** | | | |
|  | | **Teacher’s activities** | **Pupils’ activities** | | **Note** |
| **Warm-up and review:** 5 minutes | | | | |  |
|  | | Greet the class.  **Option 1:** Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 32. Divide the class into groups and get them to do actions while they say the chant  **Option 2:** **Arrange words to make sentences.**  - Divide class into 6 - 8 groups.  -Pupils try to make a sentence using the given words. Then write their answers on a group board.  1. an/ It’s/ eye/ .    -> It’s an eye.  2. your/ touch/ nose/ !    -> Touch your nose!  3. mouth/ open/ !/ your     -> Open your mouth!  4. a/ and/ face/ a/ hand/ .     -> A face and a hand.  **Option 3:** **Bodiless**  Review body parts with the students and introduce the “No (body part)” concept**.**  - Teacher says “No (body part)!”.  - Pupils listen carefully, then cover this body part that they heard by hands. | Whole class    Individual work/ Group work    Whole class | |  |
| a. Goal | | To read the four sentences/ exchanges on the left and match them with the pictures on the right correctly. | | |  |
| b. Input | | Four exchanges/ sentences with four pictures to match. | | |  |
| c. Outcome | | Pupils can read four sentences/ exchanges and match them with the pictures correctly.  *Key:     1. d        2. c       3. b        4. a* | | |  |
| d. Procedure: | | **Step 1:** Draw pupils’ attention to the first exchange and read it as a class. Draw pupils’ attention to Pictures a to d and identify the correct picture to match.  **Step 2:** Ask pupils to read the first exchange again and draw a line to match.  **Step 3:** Repeat Steps 1 and 2 for the other sentences.  **Step 4:** Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board. Ask pupils to look at the board and check their answers again. | Whole class/ Individual work    Pair work/  Individual work | |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 9 minutes | | | | | |
| a. Goal | | To read, understand and complete four target sentences / exchanges with picture cues. | | |  |
| b. Input | | Four exchanges/ sentences with the target sentences to complete. | | |  |
| c. Outcome | | Pupils can read, understand and complete four target sentences/ exchanges correctly with the picture cues given.  *Key: 1. a hand     2. an eye         3. nose         4. Open* | | |  |
| d. Procedure | | **Step 1**: Write the first exchange on the board:  1. A: What’s this? B: It’s \_\_\_\_.  Read the question together as a class. Draw pupils’ attention to the picture (a hand) to elicit the answer. Encourage pupils to say the answer (It’s a hand.). Give pupils time to write the answers in their notebooks.  **Step 2:** Repeat Step 1 for the second, third and fourth sentences/ exchanges.  **Step 3:** If time allows, invite a few pairs to act out or read the sentences/ exchanges they have completed aloud in front of the class. The class observes and praises their work.  **Game: Who is the fastest writer?**  - Teacher asks 6 - 8 pupils to join this game.  - Teacher says out loud a word (twice).  - Pupils have to write as fast as they can. | Whole class/ Individual work     Whole class/ Individual work Pair work  Individual work | |  |
| **PRODUCTION**  **Activity 6. Project** 8 minutes | | | | | |
| a. Goal | | To revise the target vocabulary items by making flashcards of the body parts pupils have learnt and presenting them to the class. | | |  |
| b. Input | | – Pictures and flashcards of body parts, e.g*. eye, mouth, hand.*  – Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc. | | |  |
| c. Outcome | | Pupils can make flashcards of the body parts they have learnt and present them to the class. | | |  |
| d. Procedure | | **Step 1:** Ask pupils to look at the picture of an eye in the book. Demonstrate how to make a flashcard of an eye. Draw an eye on a card and write the word *eye* under the picture.  **Step 2:** Show pupils your flashcard of an eye. Tell them to pass it around so that they can see what they are going to make.  **Step 3:** Put pupils into groups and give each group a set of materials for making flashcards of the body parts.  **Step 4:** Give pupils enough time to make flashcards. Encourage them to decorate their flashcards.  **Step 5:** When pupils have finished making their flashcards, give them time to present the flashcards to their classmates. Go around the classroom to monitor and offer support.  **Extension:** Create a class display using the flashcards and vote for the most creative. If there is not enough time to complete the *Project* in class, set it as homework and check by giving pupils time to share their work in the next lesson. | Whole class/ Individual work    Group work/  Individual work | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |  |
|  | | **Option 1**:  Use *sachmem.vn*, have pupils look at the words in  the pictures of the lesson.  **Option 2:** **The Memory Circle**  **Step 1:**  Divide class into 6 groups (work in group of 6).  **Step 2:** The first pupil says a body part and touches it (e.g. face).  **Step 3:** The second pupil touches and says the first one’s word (face) but then adds their own (ears).  *The game continues until someone makes a mistake and then they’re out.*  **Option 3: Body Parts Memory Game**  **Step 1:** Divide the class into 4 groups.  **Step 2:** Teacher asks each group to choose a pair of numbers.  **Step 3:** Click on the box to reveal the hidden word. Then click on another box to reveal the picture.  **Step 4:** Once a correct match is made, this group will get 10 points. The group who has the most points is the winner! | Whole class  Group work    Group work | |  |