**Week:**

Teaching day:

**Unit 4: OUR BODIES**

**Lesson 1** (1,2,3)

**I. Objectives:**

**1. Knowledge:**

- 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

- ***Vocabulary:*** *ear, eye, face, hand, mouth, nose.*

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: look, listen and repeat

- Critical Thinking: listen, point and say

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 51,52 audio Tracks 35,36, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, projector.

- *Students:* Pupil’s book Page 28, notebooks.

**IV. Procedures.**

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| **Activity 1.Warm- up:** Sing the song *Head, Shoulders, Knees and Toes*.***\*Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson*- Pupils can dance while they sing the song and touch their heads, shoulders, knees, and toes in sequence to the words.- Say “Open your book page 28” and look at “*Unit 4, Lesson 1 (1,2,3).***Activity 2. Look, listen, point and repeat:*****\*Goal:***  To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on identifying parts of the body.- Have pupils look at *Pictures a and b* and identify the characters in the pictures.- 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** **Listen, point and say.*****\*Goal:*** *To correctly say the words and use What’s this? – It’s \_\_\_\_\_\_\_\_. to identify parts of the body?* **-** Have pupils look at the pictures and elicit the parts of the body.**-** 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.**-** 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.**-** Have pairs practise asking and answering the question *What’s this? - It's \_\_.***-** Invite a few pairs to point at the pictures and say the questions and answers in front of the class**Activity 4. Let’s talk.*****\*Goal:*** *To enhance the correct use of What’s this? and It’s \_\_\_\_\_\_. to identify parts of the body in context.***-** 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.**-** 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.**-**  Invite some pairs to practise asking the question and giving the answers in front of the class.- Give feedbacks**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 \_\_\_.***Activity 5. Homelink:** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 4, Lesson 1 (4,5,6).* | **1. Look, listen, point and repeat:**+ play : chơi + game : trò chơi + nose : mũi + face : mặt+ ear : Tai+ eye : mắt**2.** **Listen, point and say.**- Picture cues: a. a face b. a hand c. an ear d. an eye- Speech bubbles: What’s this? It’s \_\_\_\_\_.**3. Let’s talk.**The picture of a body and arrows pointing to an eye, a nose, a hand, a face, and an ear.*What's this? - \_\_\_\_\_\_.* |
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**Unit 4: OUR BODIES**

**Lesson 1** (4,5,6)

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

- use *What’s this? – It’s \_\_\_\_.* to identify parts of the body.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*Our bodies"*

- read and write about the part of bodies

- ***Vocabulary:*** Review

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

2. Skills.

- Listening, speaking and reading

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

Listening: listen and recognize the characters, then repeat

Critical Thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

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| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1: Warm-up** *Game:* ***Interview your friend(s).****\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***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.- Say “Open your book page 29” and look at *“Unit 4, Lesson 1 (4,5,6)”.***Activity 2. Listen and tick:*****\*Goal:*** *To listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body.***-** Draw pupils’ attention to Pictures 1a and 1b. Elicit the name of the body part in each picture.**-** 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.**-** Repeat Steps 1 and 2 for Pictures 2a and 2b.**-** Tell pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board.**-** Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.**Activity 3.** **Look, complete and read.*****\*Goal:*** *To complete four target sentence patterns with the help of the picture cues.***-** Have pupils look at the pictures. Have them identify the body parts in the pictures.**-** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.**-** 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.*).**-** Follow the same procedure with Pictures 2, 3 and 4.**-** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.**Activity 4. Let’s sing.*****\*Goal:*** *To sing the song Parts of the body with the correct pronunciation and melody.***-** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.**-** 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.**-** 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 sing along.**-** Introduce actions for pupils to do while singing along with the recording. **Activity 5. Homelink:** **-** Ask and answer about the pictures on page 29.- Prepare the new lesson: *Unit 4, Lesson 2 (1,2,3).* | **4. Listen and tick:**Key: 1. a 2. a**5.** **Look, complete and read.***Key: 1. an ear 2. an eye 3. a nose 4. a hand***6. Let’s sing.** |

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**Unit 4: OUR BODIES**

**Lesson 2** (1,2,3)

**I. Objectives:**

- By the end of the lesson Ps 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”.

- ***Vocabulary:*** *open, touch, hair.*

- ***Skills***: speaking and listening

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

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| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1. Warm- up:** *Sing: Parts of the body**\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*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.- Say “Open your book page 30” and look at “*Unit4, Lesson 2 (1,2,3)”.***Activity 2. Listen, point and repeat:*****\*Goal:*** *To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on giving instructions.* **-** Have pupils look at Pictures a and b and identify the characters in the pictures.**-** 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.**-** Play the recording again for pupils to listen and repeat in chorus sentence by sentence. **-** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.**-** Draw their attention to the instructions *Touch your nose!* and *Open your mouth!* Tell pupils that they are used to give instructions.**Activity 3** **Listen, point and say.*****\*Goal :*** *To correctly say the words and use Touch your \_\_\_\_! and Open your \_\_\_\_! to give instructions.***-** Have pupils look at the pictures and elicit the actions and the body parts.**-** 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.**-** 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.**-** 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.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Goal:*** *To enhance the correct use of Touch your \_\_\_! and Open your \_\_\_! to give instructions*.**-** 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.**-** 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,* ...).**-** Invite some groups to the front of the class to perform their instructions. Praise them if they perform well.- Give feedbacks**Activity 5: Homelink****-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 4, Lesson 2 (4,5,6).* | **1.Listen, point and repeat**.*+ open : mở*  *+ touch : chạm**+ hair : tóc***2.** **Listen, point and say.**a. a girl touching her hair b. a boy touching his earsc. a boy opening his mouth d. a boy opening his eyesTouch your \_\_\_! Open your \_\_\_!**3. Let’s talk.***How old are you?**I’m ............ years old.* |

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**Unit 4: OUR BODIES**

**Lesson 2** (4,5,6)

**I. Objectives:**

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

1. Knowledge:

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”;

- ***Vocabulary:*** Review

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

2. Skills.

- Listening, speaking and reading.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

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| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1. Warm- up:** *Game:* **Simon says***\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***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. - T gives feedback.- Say “Open your book page 31” and look at *“Unit 4, Lesson 2 (4,5,6)”.***Activity 2. Listen and number:*****\*Goal:*** *Ss will be able**to* *listen to and understand four communicative contexts in which pupils ask and answer questions about ages.*- Elicit the ages of the characters in the pictures.- Point at the pictures respectively to explain the context.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. **Activity 3.** **Look, complete and read.*****\*Goal:*** *Ss will be able**to complete three gapped dialogues with the help of picture cues.*- Get Ss to look at the pictures and identify the ages .- Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.- T models with sentence 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 sentence 2, 3.- Ask a few Ss to stand up and read the completed sentences aloud.-T gives feedbacks.**Activity 4. Let’s sing.*****\*Goal:*** *Ss will be able to sing the song How old are you? with the correct pronunciation and melody.*- Introduce the title and lyrics of the song: “*How old are you?”* song - Play the recording for Ss to listen to the whole song.+ Have them repeat the title and lyrics line by line.- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.- Play the recording line by line for Ss to listen, repeat - Play the recording for Ss to sing and do actions.- Ask Ss to practice singing and doing actions in pairs or groups.- Invite groups to the front of the classroom to perform the song -T gives feedback.**Activity 5: Homelink****-** Ask and answer about the pictures on page 19.- Prepare the new lesson: *Unit 2, Lesson 3 (1,2,3).* | **4. Listen and number:***Key: 1. b 2. d 3. c 4. a***5.** **Look, complete and read.***Key:**1. seven*  *2. eight years* *3. you; nine years’ old* **6.Let’s sing.** |

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**Unit 4: OUR BODIES**

**Lesson 3** (1,2,3)

**I. Objectives:**

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

- 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!*

- ***Vocabulary:*** Review

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

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

Secure and organized: keep school things in the right ways.

4. Forming competence:

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

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| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1.Warm- up:** *Game:* **Which is missing?***\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***Which is missing?****-** 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.- T gives feedback.- Say “Open your book page 32” and look at “*Unit 4, Lesson 3 (1,2,3)”.***Activity 2. Listen and repeat:*****\*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.**-** 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.**-** 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..- T gives feedbacks.**Activity 3.** **Listen and circle.*****\*Goal:*** *Draw pupils’ attention to the sentences and the answer options. Explain what pupils have to do. Check comprehension.*- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. - Invite one or two Ss to stand up and read the completed sentences.**Activity 4. Let’s chant*****\* Goal:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*- 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.- 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.- Ask Ss to practice chant and clap along in pairs or groups.- Invite groups to the front of the classroom to perform the chant-T gives feedback.Practice the chant more. **Activity 5: Homelink**- Draw and colour a paper birthday cake.- Prepare the new lesson: *Unit 4, Lesson 3 (4,5,6).* | **1.Listen and repeat:****2.** **Listen and circle.***Key: 1. c 2. b***3. Let’s chant** |

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**Unit 4: OUR BODIES**

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

**I. Objectives:**

By the end of the lesson, pupils 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.

- ***Vocabulary:*** Review

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

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

Secure and organized: keep school things in the right ways.

4. Forming competence:

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 60, 61; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, projector.

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1: Warm up***Game:* ***“Chant”***- Say “Open your book page 32” and look at *“Unit 4, Lesson 3 (4,5,6)”.***Activity 2. Read and match:*****\*Goal:*** To read the four sentences/ exchanges on the left and match them with the pictures on the right correctly.**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.-T gives feedbacks.**Activity 3.** **Let’s write*****\*Goal:***To read, understand and complete four target sentences / exchanges with picture cues.**-** 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.**-** Repeat Step 1 for the second, third and fourth sentences/ exchanges.**-** 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.-T gives feedbacks.**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.**Activity 4. Project.*****\*Goal:*** To revise the target vocabulary items by making flashcards of the body parts pupils have learnt and presenting them to the class.**-** 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.**-** Show pupils your flashcard of an eye. Tell them to pass it around so that they can see what they are going to make.**-** Put pupils into groups and give each group a set of materials for making flashcards of the body parts.**-** Give pupils enough time to make flashcards. Encourage them to decorate their flashcards.**-** 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.**-** 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.- T gives feedback.**Activity 5: Homelink**- Prepare the new lesson: *Unit 5, Lesson 1 (1,2,3).* | **4.Read and match:***Key: 1. d 2. c 3. b 4. a***5.** **Let’s write***Key: 1. a hand 2. an eye 3. nose 4. Open***6. Project.** |