**UNIT 4: OUR BODIES**

**Objectives**

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

- correctly pronounce the sounds of the letters air and ear in isolation, in the words hair and ears, and in the sentences Touch your hair! and Touch your ears!;

- use the words ear, eye, face, hair, hand, mouth, nose, open, touch in relation to the topic "Our bodies";

- use What's this? - It's. to identify parts of the body;

- 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";

- read and write about parts of the body and instructions;

- make flash cards of the body parts and present them to the class.

**LESSON 1 (Period 1)**

**Warm-up**

*- Greet the class.*

*- Revise Unit3 by asking the class to do the project in Lesson 3, or having pupils listen to the recording, then sing the chant in Lesson 3. Select some more able pupils to sing the chant in front of the class.*

*- Get pupils to look at the title of Unit 4 and check comprehension. Have them repeat it once or twice. Tell pupils what they will learn in this lesson.*

**1. Look, listen and repeat.**

**Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on identifying parts of the body.

**Input:**

- Context a: Bill: Let's playa game! Mai: OK.

- Context b: Bill: What's this? Mai: It's a nose.

**Procedure:**

***Step 1:*** Have pupils look at Pictures a and band identify the characters in the pictures.

***Step 2:*** Ask pupils to look at Picture a. Play the recording for them to listen.

***Step 3:*** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.

***Step 4:*** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

***Step 5:*** Draw pupils' 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.

**Outcome:** Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on identifying parts of the body.

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

**Goal:** To correctly say the words and use What's this?-It's …… to identity parts of the body.

**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.

**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). Repeat the same procedure with the other three pictures. Have the class repeat the phrases several times.

***Step 3:*** Point at the first 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.). Repeat 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.

**Outcome:** Pupils can correctly say the words and use What's this? - It's . to identify parts of the body.

**3. Let's talk.**

**Goal:** To enhance the correct use of What's this? and It's ……. to identify parts of the body in a freer context.

**Input:**

- Picture cue: The picture of a body and lines pointing to an eye, a nose, a hand, a face, and an ear.

- Speech bubbles: What's this?- .

**Procedure:**

***Step 1:*** Draw pupils' attention to the picture. Ask questions to help them identify the context (see Input).

***Step 2:*** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.

***Step 3:*** 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 4:*** 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.

**Outcome:** Pupils can enhance the correct use of What's this?-It's ….. to identify parts of the body in a freer context.

**Preparation for the project:** Tell pupils about the project on page 33. Ask them to prepare for it at home by making flash cards of some body parts. Remind them to bring their flash cards to class to present them at Project time.

**LESSON 1 (Period 2)**

**Warm-up**

- Greet the class.

- Spend a few minutes revising What's this? - It's …… Have a few pairs act out

the exchanges in front of the class, pointing at their body parts. Have the class give comments. Alternatively, get pupils to play the game Pass the card, using the words learnt in Lesson 1.

- Ask pupils to open their books on page 29 and look at Unit 4, Lesson 1, Activity 4

**4. 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 and tick the correct pictures.

**Input:** Picture cues:

**1a.** a hand **1b.** an eye

**2a**. an ear **2b**. a nose

**Audio script:**

**1.** A:What's this?

B: It's a hand.

2. A: What's this?

B: It's an ear.

**Procedure:**

***Step 1:*** Draw pupils' attention to Pictures la and 1b. Elicit the name of the body part in each picture.

***Step 2:*** Play the recording for Question 1 .Ask pupils to listen and tick the correct picture, a or b. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

***Step 3:*** Repeat Steps 1 and 2 for Pictures 2a and 2b.

***Step 4:*** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

***Step 5:*** Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

**Outcome:** Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body and tick the correct pictures.

**Key:** 1.a 2.a

**5. Look, complete and read.**

**Goal:** To complete four target sentence patterns with the help of picture cues.

**Input:** Four exchanges with the target sentences to complete.

**Procedure:**

***Step 1:*** Have pupils look at the pictures. Have them identify the body parts in the pictures.

***Step 2:*** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.

***Step 3:*** Model 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.). Repeat the same procedure with Pictures 2, 3 and 4.

***Step 4:*** Have pupils complete the dialogues individually, then nominate a few pairs to read them aloud.

**Outcome:** Pupils can complete four target sentence patterns with the help of picture cues.

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

**6. Let's sing.**

**Goal:** To sing the song Parts of the body with the correct pronunciation and melody.

Input: The lyrics and the recording of the song Parts of the body

**Procedure:**

***Step 1:*** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.

***Step 2:*** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.

***Step 3:*** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

***Step 4:*** Play the recording all the way through for pupils to sing along.

***Step 5:*** Introduce actions for pupils to do while singing along with the recording.

**Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest ofthe class sings and / or claps along. Encourage the class to cheer the performers.

**Outcome:** Pupils can sing the song Parts of the body with the correct pronunciation and melody.

**LESSON 2 (Period 3)**

***Warm-up***

- Greet the class.

- 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 ……. Alternatively,

ask the class to sing the song Parts of the body on page 29.

- Ask pupils to open their books on page 30 and look at Unit 4, Lesson 2, Activity 1.

- Explain that in this lesson they will learn to give instructions.

**1. Look, listen and repeat.**

**Goal:** To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on giving instructions.

**Input:**

- Context a: Ms Hoa: Touch your nose!

- Context b: The dentist: Open your mouth!

**Procedure:**

***Step 1:*** Have pupils look at Pictures a and band identify the characters in the pictures.

***Step 2:*** Ask pupils to look at Picture a. Play the recording for them to listen.

***Step 3:*** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.

***Step 4:*** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

***Step 5:*** Draw pupils' attention to the instructions Touch your nose! and Open your mouth! Tell pupils that they are used to give instructions.

**Outcome:** Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving instructions.

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

**Goal:** To correctly say the words and use Touch your…..! and Open your ……! to give instructions.

**Input:**

- Picture cues:

a. a girl touching her hair

b. a boy touching his ears

c. a girl opening her mouth

d. a boy opening his eyes

- Speech bubbles: Touch your …….!

Open your ……...!

**Audio script:**

Touch your hair!

a. touch / hair

b. touch / ears

Open your mouth!

c. open 1 mouth

d. open / eyes

**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 words (touch / hair). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times.

***Step 3:*** Point at the first bubble and have pupils listen and repeat after the recording (Touch your hair!). Point at the second bubble and have pupils listen and repeat after the recording (Open your mouth!). Repeat the same procedure by modelling the sentence patterns for Pictures b and d.

***Step 4:*** Have pairs practise giving the instructions using the pictures.

***Step 5:*** Invite a few pairs to point at the pictures and give the instructions in front of the class.

**Outcome:** Pupils can correctly say the words and use Touch your ……/and Open your ……/to give instructions.

**3. Let's talk.**

Goal: To enhance the correct use of Touch your ….. /and Open your …… /to give instructions in a freer context.

**Input:**

- Picture cues: A boy asks a girl to touch her hair and a dentist asks a boy to open his mouth.

- Speech bubbles: Touch your ……..!

Open your ………!

**Procedure:**

***Step 1:*** Draw pupils' attention to the pictures. Ask questions to help them identify the context (see Input).

***Step 2:*** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

***Step 3:*** 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 4:*** Invite some groups to the front of the class to perform their instructions. Praise them if they perform well.

**Outcome:** Pupils can enhance the correct use of Touch your ! and Open your /to give instructions in a freer context.

**LESSON 2 (Period 4)**

***Warm-up***

- Greet the class.

- 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 !

- Get pupils to open their books on page 31 and look at Unit 4, Lesson 2, Activity 4.

**4. Listen and number.**

**Goal:** To listen to and understand four communicative contexts in which instructions are given and number the correct pictures.

**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!

**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 individually and in chorus. Correct their pronunciation where necessary.

**Outcome:** Pupils can listen to and understand four communicative contexts in which instructions are given and number the correct pictures.

**Key:** 1.b 2. d 3. a 4.C

**5. Look, match and read.**

**Goal:** To correctly match the sentence halves to make complete instructions.

**Input:** Four picture cues with four pairs of sentence halves to match

**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. Repeat the same procedure with Questions 2, 3 and 4.

***Step 3:*** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

***Step 4:*** Invite pairs of pupils to stand up and read the matched instructions aloud.

Outcome: Pupils can correctly match the sentence halves to make complete instructions.

**Key:** 1.b 2. d 3. a 4.C

**6. Let's play.**

Touch your hair!

**Goal:** To practise using target sentence patterns by playing the game Touch your hair!

**Input:** A picture of pupils making a circle. A girl is standing in the centre of the circle and saying: Touch your hairl The pupils are touching their hair.

**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' under standing 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 observers 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.

**Outcome:** Pupils can practise using target sentence patterns by playing the game Touch your hair!

**Lesson 3 (Period 5)**

**Warm-up**

- Greet the class.

- Spend a few minutes revising Lesson 2 by asking the class to play the game Touch your hair! again.

- Ask pupils to bring to class things for making the projects on page 33 (paper, scissors, coloured pencils,...) in Period 6.

Ask pupils to open their books on page 32 and look at Unit 4, Lesson 3, Activity

**1. Listen and repeat.**

**Goal:** To repeat the sounds of the letters air and ear in isolation, in the words hair and ears, and in the sentences Touch your hair! and Touch your ears/with the correct pronunciation and intonation.

**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!

**Procedure:**

***Step 1:*** Draw pupils' attention to the letters air, the word hair and the sentence Touch your hair! Play the recording and encourage pupils to point at the letter/word/sentence while listening.

***Step 2:*** Play the recording again and encourage pupils to listen and repeat. 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 sounds of the 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.

**Outcome:** Pupils can correctly repeat the sounds of the letters a/rand ear in isolation, in the words hair and ears and in the sentences Touch your hair! and Touch your ears! with the correct pronunciation and intonation.

**2. Listen and circle.**

**Goal:** To identify the target words hair and ears while listening.

**Input:** Two gapped sentences with answer options

**Audio script:**

1. Touch your ears!

2. Touch your hair!

**Procedure:**

***Step 1:*** Draw pupils' attention to the sentences and the answer options. Explain what pupils have to do. Check comprehension. Play the recording for Sentence 1. Play the recording again for pupils to listen and circle the correct option. Play the recording a third time for pupils to check their answer. Repeat the same procedure with Sentence 2.

***Step 2:*** Get pupils to swap books with a partner, 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 to and repeat the sentences.

**Outcome:** Pupils can identify the words hair and ears while listening.

**Key:** 1.c 2.b

**3. Let's chant.**

**Goal:** To say the chant with the correct rhythm and pronunciation.

**Input:** The lyrics and the recording of the chant

**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 sounds of the 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.

**Outcome:** Pupils can say the chant with the correct rhythm and pronunciation.

**LESSON 3 (Period 6)**

**Warm-up**

- Greet the class.

- 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.

- Get pupils to open their books on page 33 and look at Unit 4, Lesson 3, Activity 4.

**4. Read and match.**

**Goal:** To read the four sentences/exchanges on the left and match them with the pictures on the right correctly.

**Input:** Four exchanges / sentences with four pictures to match

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:*** Get pupils to swap books with a partner, 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.

**Outcome:** Pupils can read four sentences/exchanges and match them with the pictures correctly.

**Key:**1.d 2. c 3. b 4. a

**5. Let's write.**

**Goal:** To read, understand and complete four target sentences / exchanges with picture cues.

**Input:** Four exchanges / sentences with the target sentences to complete

Procedure:

***Step 1:*** Write the first exchange on the board:

A: What's this?

B:lt'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.

**Outcome:** Pupils can read, understand and complete four target sentences / exchanges correctly with picture cues given.

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

**6. Project**

**Goal:** To revise the target vocabulary items by making flash cards of the body parts pupils have learnt and presenting them to the class.

**Input:**

- Pictures and flash cards of body parts, e.g. eye, mouth, hand

- Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc.

**Procedure:**

***Step 1:*** Have pupils take out the pieces of paper on which body parts are drawn.

***Step 2:*** Ask pupils to work in groups. Have each pupil show his / her pictures of body parts and say about them, using It's a/an . The group praises his/her performance.

***Step 3:*** Invite some pupils to repeat Step 2 in front of the class.

***Step 4:*** If time allows, get some better pupils to ask and answer about body parts, using the pictures and the sentence pattern What's this/that?-lt's a/an .

***Extension:*** Create a class display using the flash cards and vote for the most creative.

**Outcome:** Pupils can make flash cards of the body parts they have learnt and present them to the class.