

**UNIT 4: MY BODY- LESSON 1*****Learning objectives***

- Can name some common body parts

***Target language***

- Arms, body, feet, hands, head, legs

***Recycled language***

- Colours

***Receptive language***

- Look at me!
- Look at my (head)!
- What colour is it/ are they?

***Resources and Materials***

- Pupil's Book page 28
- Activity Book page 25
- Audio CD1 track 45, CD2 track 01, 02
- Flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Play the song from Unit 3. Pupils listen, sing and point to the family members as they are mentioned. Ask various pupils, <i>How old are you? I'm (six).</i></li> <li>• Ask pupils to remember the new words they learnt in Unit 3. Write the words on the board as they are said.</li> </ul> <p>AUDIO SCRIPT – (CD1:45)  <i>I'm at the zoo with my family</i>  <i>Brother, sister, dad and mum.</i>  <i>It's fun, fun, fun.</i>  <i>This is my mum</i></p>	<ul style="list-style-type: none"> <li>• Listen, sing the song from Unit 3 and point to the family members as they are mentioned, then listen and answer T's question</li> <li>• Review the new words they learnt in Unit 3 and say</li> </ul>

	<p><i>She's happy</i>  <i>My dad is happy too</i>  <i>This is my sister</i>  <i>She's happy</i>  <i>But my brother is sad</i>  <i>I'm at the zoo with my family</i>  <i>Brothers, sister, dad and mum.</i>  <i>It's fun, fun, fun.</i>  <i>It's fun, fun, fun, fun, fun, fun</i>  <i>It's fun, fun, fun.</i></p>	
<p><b>Learning adventure</b>  <b>2 min</b></p>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning body words.</i></li> <li>Ask pupils what body words they know, e.g. <i>hands, feet</i>. Write them on the board.</li> <li>Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 1, listen and answer T's questions</li> <li>Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<p><b>7 min</b></p>	<ul style="list-style-type: none"> <li>Indicate your body and say, <i>This is my body</i>. Point to your head and say, <i>my head</i>. Continue with your hands, legs, arms, feet.</li> <li>Introduce the new words using flashcards. Show the image and say the words for pupils to repeat. Ask individual pupils to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to T's demonstration</li> <li>Look at the image, listen and repeat, then say the words individually</li> </ul>
<b>PRACTICE</b>		
<p><b>PB page 28, Act.2</b>  <b>5 min</b></p>	<p><b>Listen and find.</b></p> <ul style="list-style-type: none"> <li>Ask pupils (in L1) what Harry and his friends are doing. (<i>They're designing their own toys.</i>)</li> <li>Ask questions about the picture, e.g. <i>Who's this? What's this? What colour is it?</i></li> </ul>	<ul style="list-style-type: none"> <li>Listen and answer T's questions</li> <li>Look at the picture, listen and answer T's questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Play the audio. Pupils listen and point to each item in the main illustration as it is mentioned.</li> </ul> <p>AUDIO SCRIPT – (CD2:01)</p> <p><b>Beth's doll:</b> Look at me! Yellow legs. And purple feet.</p> <p><b>Harry's robot:</b> Look at me! Six red arms. And grey hands.</p> <p><b>Cody's monster:</b> Look at me! A red body. And a yellow head!</p> <p><b>Waldo:</b> Oh no! Look at my head. It's red.</p>	<ul style="list-style-type: none"> <li>• Listen and point to each item in the main illustration as it is mentioned</li> </ul>
<b>PB page 28, Act. 3</b> <b>5 min</b>	<p><b>Listen and say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Pupil's Books.</li> <li>• Focus on the small pictures at the bottom of the page. Ask pupils to find the body parts in the main picture and to say which toy they belong to (<i>Harry's robot</i>).</li> <li>• Play the audio. Pupils listen and point to the body parts.</li> </ul> <p>AUDIO SCRIPT – (CD2:2)</p> <p><i>body, head, hands, arms, feet, legs</i></p> <ul style="list-style-type: none"> <li>• Play the audio again. Pupils listen, point to the body parts and repeat the words.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 3 in their Pupil's Books</li> <li>• Look at the small pictures at the bottom of the page, find the body parts in the main picture and to say which toy they belong to</li> <li>• Listen and point to the body parts.</li> <li>• Listen, point to the body parts and repeat the words</li> </ul>
<b>AB page 25</b> <b>5 min</b>	<p><b>Trace. Then number.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 1 in their Activity Books.</li> <li>• Pupils read the text labels and say the body parts, then trace the words.</li> <li>• Pupils then write the correct number</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 1 in their Activity Books</li> <li>• Read the text labels and say the body parts, then trace the words.</li> </ul>

	<p>next to each silhouette that corresponds with each part of the body.</p> <ul style="list-style-type: none"> <li>• Check pupils' answers by calling out a number and have pupils say the part of the body that corresponds with it.</li> </ul> <p>Activity answer key: 1 e 2 f 3 b 4 d 5 c 6 a</p>	<ul style="list-style-type: none"> <li>• Write the correct number next to each silhouette that corresponds with each part of the body.</li> <li>• Listen and say the part of the body that corresponds with it</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><i>Say the body parts.</i></p> <ul style="list-style-type: none"> <li>• Show the activity on the board and nominate a pupil to name the body part (<i>Body!</i>).</li> <li>• Ask for 5 volunteer pupils and ask them to line up at the board. Then go through the words and ask pupils to say the word. Check the flashcard to confirm the answer.</li> <li>• Once all words have been said, ask another group of pupils to line up at the screen and go through the activity again.</li> </ul> <p><i>body, head, arms, legs, hands, feet</i></p>	<ul style="list-style-type: none"> <li>• Look at the activity on the board and name the body part</li> <li>• 5 volunteer pupils line up at the board, listen and say the word</li> <li>• Listen to all words and line up at the screen</li> </ul>

**UNIT 4: MY BODY - LESSON 2*****Learning objectives***

- Can talk about parts of the body

***Target language***

- Tail, wings
- I've got (green) (arms).

***Recycled language***

- Body parts, Colours, Numbers

***Receptive language***

- What colour is it?
- What colour are they?

***Resources and Materials***

- Pupil's Book page 29
- Activity Book page 26
- Audio CD2 track 03, 04, 05
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the picture of body and look at the example for the first picture. Nominate a pupil to say, (<i>Feet!</i>) and have all the pupils point at their feet and say, <i>feet</i>.</li> <li>• Play a game to remind pupils the parts of the body. Say, <i>Touch your feet!</i> Have pupil touch their feet and say the word. (can do in pair)</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the picture of body and say, then point at their feet and say</li> <li>• Listen to T's instruction and play game</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 2, look at the image and guess what they will be learning in the lesson to recognize the lesson objective</li> </ul>

	<ul style="list-style-type: none"> <li>Look at the lesson objective: <i>We're talking about parts of the body.</i></li> </ul>	
<b>PRESENTATION</b>		
	<ul style="list-style-type: none"> <li>Show pupils your hands and say, <i>I've got hands.</i> Use other parts of your body and pupils repeat.</li> <li>Draw a make-believe creature on the board. You will need to do this in colour, so you may wish to stick a large sheet of paper (A3) on the board and use coloured markers to do this. Give your creature a zany name, e.g. <i>Zazaboo</i>. Say, <i>I'm a Zazaboo</i>. Start by drawing a (blue) head and say, <i>I've got a (blue) head</i>. Continue with various parts of the body. Describe each part in first person as you draw it, saying, <i>I've got (yellow) (arms)</i>.</li> <li>Now add wings and a tail and label. Point to the words and say them each several times. Ask pupils which Family Island character has got wings and a tail (<i>Waldo</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Look at T's demonstration and repeat</li> <li>Look at T's demonstration and listen to T.</li> <li>Listen and answer T's question.</li> </ul>
<b>CHANT</b>  <b>PB page 29, Act.4</b> <b>5 min</b>	<p><b><i>Listen and chant.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 4 in their Pupil's Books.</li> <li>Tell pupils (in L1) that they are going to listen to a chant said by one of the characters.</li> <li>Play the audio. Pupils listen and find the character who is saying the chant (<i>Waldo</i>).</li> </ul> <p>AUDIO SCRIPT – (CD2:03)  <i>I've got green arms.</i>  <i>I've got green hands.</i>  <i>I've got green legs.</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 4 in their Pupil's Books.</li> <li>Listen to a chant</li> <li>Listen and find the character who is saying the chant</li> </ul>

	<p><i>I've got green feet.</i>  <i>I've got green wings.</i>  <i>I've got a green tail.</i>  <i>I've got a green head</i>  <i>But now it's red!</i></p>	
<b>PRACTICE</b>		
	<ul style="list-style-type: none"> <li>• Say. <i>Look at the robot's body.</i> Ask, <i>What color is it? (blue).</i> Say <i>Blue body.</i> Then say, <i>Look at the robot's feet. What colour are they?</i> Elicit, <i>Black feet.</i> Repeat with other body words.</li> <li>• Put pupils in pairs and have them make sentences about body parts starting with <i>I've got....</i> Review as a class.</li> </ul>	<ul style="list-style-type: none"> <li>• Look, listen and repeat</li> <li>• Work in pairs and make sentences about body parts starting with <i>I've got....</i></li> </ul>
<b>PB page 29, Act.5</b> <b>5 min</b>	<p><b><i>Listen and circle. Then say and play.</i></b>  <b><i>Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 5 in their Pupil's Books.</li> <li>• Focus on the pictures at the bottom of the page. Play the audio and ask pupils to listen first.</li> </ul> <p>AUDIO SCRIPT - (CD2:04)  <i>I've got a yellow head.</i>  <i>I've got a red body.</i>  <i>I've got a red tail.</i>  <i>I've got blue legs.</i>  <i>I've got yellow arms.</i>  <i>I've got purple feet.</i></p> <ul style="list-style-type: none"> <li>• Play the audio again and ask pupils to circle the correct monster.</li> <li>• Then ask pupils to repeat the sentences after you. They can play the game in pairs.</li> </ul> <p>Activity answer key: 3</p>	<ul style="list-style-type: none"> <li>• Look at Activity 5 in their Pupil's Books</li> <li>• Look at the pictures at the bottom of the page, then to listen first.</li> <li>• Listen to the audio again and circle the correct monster.</li> <li>• Listen and repeat the sentences, then play the game in pairs</li> </ul>

<p><b>QUEST</b> <b>5 min</b></p>	<p><i><b>Listen and sing.</b></i></p> <ul style="list-style-type: none"> <li>• Ask pupils (L1) to remember the Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here.</li> <li>• Play the Quest song. Pupils listen for the Quest item.</li> </ul> <p>AUDIO SCRIPT – (CD2:05)  <i>Come with us, come on a quest.  Come on a quest today!  Come with us, come on a quest.  Look for a teddy today.  A balloon, a cake, a tablet, a photo  and... a teddy!  Look for a teddy today.</i></p> <ul style="list-style-type: none"> <li>• Pupils then look at the main scene to find the Quest item (the teddy).</li> <li>• Ask pupils to turn to the stickers at the back of their books. They find the sticker of the teddy and stick in into the correct place on page 29, over the grey teddy bear on the right.</li> <li>• Play the audio again and ask pupils to sing the Quest song.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the Quest items from the Welcome Unit, guess which item could be found here</li> <li>• Listen for the Quest item</li> <li>• Look at the main scene to find the Quest item</li> <li>• Turn to the stickers at the back of their books. They find the sticker of the teddy and stick in into the correct place on page 29, over the grey teddy bear on the right.</li> <li>• Listen to the audio again and sing the Quest song.</li> </ul>
<p><b>AB page 26</b> <b>5 min</b></p>	<p><i><b>Trace. Then find and circle.</b></i></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 2 in their Activity Books.</li> <li>• Pupils trace the words in their books. They then circle the correct drawing in each line.</li> </ul> <p>Activity answer key:  <b>1</b> feet <b>2</b> wings <b>3</b> tail</p>	<ul style="list-style-type: none"> <li>• Look at Activity 2 in their Activity Books</li> <li>• Trace the words in their books. They then circle the correct drawing in each line.</li> </ul>



	<p><b><i>Read and colour.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Activity Books.</li> <li>• Pupils read the descriptions in the speech bubbles and colour the body parts accordingly.</li> <li>• You could also add a few other instructions for pupils to colour, e.g. <i>I've got yellow feet. I've got a pink head.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 3 in their Activity Books</li> <li>• Read the descriptions in the speech bubbles and colour the body parts accordingly.</li> <li>• Listen to T's instructions and colour</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the activity on the pictures and make an example for the first picture. Nominate a pupil to say, I've got legs. Point through the picture and call on pupils to make a sentence for each picture.</li> <li>• Return to the start and work through the sentences as a class, reviewing any words that are difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the pictures, listen to T's example and say, then make a sentence for each picture</li> </ul>

**UNIT 4: MY BODY - LESSON 3*****Learning objectives***

- Can say more body words
- Can follow a simple song

***Target language***

- Click, wiggle
- Fingers, toes

***Receptive language***

- How many (feet)?
- What colour is it?
- What colour are they?
- Has it got (blue) (hands)?

***Recycled language***

- Body parts, Colours, Numbers 1-10
- Clap, stamp
- I've got (eight) hands.

***Resources and Materials***

- Pupil's Book page 30
- Activity Book page 27
- Audio CD2 track 06, 07, 08
- Drawing the picture of a monster
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Listen, chant and point.</i></b> <ul style="list-style-type: none"> <li>• Tell pupils that they are going to listen to the chant about body parts. Play the audio. Pupils point to the body parts when they hear them in the chant. Play once more and have pupils chant along.</li> </ul> AUDIO SCRIPT – CD2:03 <i>I've got green arms.</i>	<ul style="list-style-type: none"> <li>• Listen to the chant about body parts and point to the body parts when they hear them in the chant, then chant along</li> </ul>

	<p><i>I've got green hands.</i>  <i>I've got green legs.</i>  <i>I've got green feet.</i>  <i>I've got green wings.</i>  <i>I've got a green tail.</i>  <i>I've got a green head</i>  <i>But now it's red!</i></p>	
<p><b>Learning adventure</b>  <b>2 min</b></p>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning more body words.</i></li> <li>Ask pupils what body words they can remember, e.g. <i>feet, hands</i>. Write them on the board.</li> <li>Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 3, listen and answer T's question to recognize the lesson objective</li> <li>Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<p><b>5 min</b></p>	<ul style="list-style-type: none"> <li>Introduce the words <i>finger(s)</i> and <i>toe(s)</i>. Show or move one of your fingers and say, <i>I've got one finger.</i> Now show or move all ten fingers and say, <i>I've got ten fingers.</i>, emphasising the /z/ sound at the end of the word. Now indicate your toes and say, <i>I've got ten toes.</i></li> <li>Continue with other parts of the body. Say, <i>I've got (two) (legs)</i>. Pupils repeat and show or move their (legs).</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to T's demonstration and repeat</li> </ul>
<p><b>SONG</b>  <b>PB page 30, Act.6</b>  <b>7 min</b></p>	<p><b>Listen and find.</b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 6 in their Pupil's Books.</li> <li>Focus on the pictures of the monsters. Ask, <i>How many monsters? (Four.)</i></li> <li>Point to individual monsters and ask, <i>How many hands/ fingers/toes/feet has it got? What colour is it? Has it got (blue) (hands)?</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 6 in their Pupil's Books.</li> <li>Look at the pictures of the monsters, listen and answer T's questions</li> </ul>

	<ul style="list-style-type: none"> <li>• Play the audio. Pupils listen to each verse and find each monster in the picture that it describes.</li> </ul> <p>AUDIO SCRIPT – CD2: 06, 07</p> <ul style="list-style-type: none"> <li>• <i>I've got two hands.</i> <i>Clap, clap, clap.</i> <i>Clap your hands,</i> <i>Clap your hands.</i></li> <li>• <i>I've got two feet.</i> <i>Stamp, stamp, stamp.</i> <i>Stamp your feet,</i> <i>Stamp your feet.</i></li> <li>• <i>Clap, stamp, clap, stamp.</i> <i>Clap your hands and stamp your feet.</i> <i>Clap, stamp, clap, stamp.</i> <i>Clap your hands and stamp your feet.</i></li> <li>• <i>I've got eight fingers.</i> <i>Click, click, click.</i> <i>Click your fingers,</i> <i>Click your fingers.</i></li> <li>• <i>I've got eight toes.</i> <i>Wiggle, wiggle, wiggle.</i> <i>Wiggle your toes,</i> <i>Wiggle your toes.</i></li> <li>• <i>Click, wiggle, click, wiggle.</i> <i>Click your fingers and wiggle your toes.</i> <i>Click, wiggle, click, wiggle.</i> <i>Click your fingers and wiggle your toes.</i></li> <li>• Play the audio again. Stop after each verse and ask, <i>Who is it?</i> Pupils point to the correct monster.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to each verse and find each monster in the picture that it describes</li> </ul>
<b>PRACTICE</b>		
<b>PB page 30, Act.7</b> <b>5 min</b>	<p><b>Match and count. Say.</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 7 in their</li> </ul>

	<p>their Pupil's Books.</p> <ul style="list-style-type: none"> <li>Pupils match the two halves of the monsters.</li> <li>They then count the number of different body parts each monster has and make sentences, e.g. <i>I've got (three) (feet).</i></li> </ul> <p>Activity answer key: 1 b      2 d      3 a      4 c</p>	<p>Pupil's Books</p> <ul style="list-style-type: none"> <li>Match the two halves of the monsters.</li> <li>Count the number of different body parts each monster has and make sentences</li> </ul>
<p><b>AB page 27</b> <b>5 min</b></p>	<p><b><i>Count and trace. Then write and say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 4 in their Activity Books.</li> <li>In pairs, pupils count up the number of body parts and write the numbers in the boxes at the side of the page.</li> <li>Pupils then trace the words and describe the monster saying, <i>I've got (three) (legs).</i></li> </ul> <p>Activity answer key: 8 fingers, 2 arms, 3 legs, 6 toes, 3 feet</p> <p><b><i>Listen and say Yes or No.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 5 in their Activity Books.</li> <li>Play the audio. Pupils listen and say <i>Yes</i> or <i>No</i> if the sentence is true or false.</li> </ul> <p>Activity answer key: 1 Yes 2 No 3 Yes 4 No 5 Yes</p> <p>AUDIO SCRIPT – CD2:08 <i>I've got eight fingers.</i> <i>I've got four arms.</i> <i>I've got three legs.</i> <i>I've got seven toes.</i> <i>I've got three feet.</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 4 in their Activity Books</li> <li>Work in pairs to count up the number of body parts and write the numbers in the boxes at the side of the page</li> <li>Trace the words and describe the monster saying, <i>I've got (three) (legs).</i></li> <li>Look at Activity 5 in their Activity Books</li> <li>Listen and say <i>Yes</i> or <i>No</i> if the sentence is true or false.</li> </ul>

POP QUIZ		
	<ul style="list-style-type: none"> <li>• Ask pupils, <i>How many words for body parts do you know?</i> Give them a minute to tell their partner the new words they know.</li> <li>• Nominate a pupil to say, <i>I've got two legs.</i> Click on the picture to check with the audio.</li> <li>• Put pupils into pairs, pupils make a sentence for each picture. Return to the start and work through the sentences as a class, reviewing any words that are difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and answer T's question, then tell their partner the new words they know</li> <li>• Say the sentence, look at the picture and check</li> </ul>

**UNIT 4: MY BODY - LESSON 4*****Learning objectives***

- Can describe bodies
- Can say the sounds /h/ and /g/

***Target language***

- Hippo, game, gorilla

***Recycled language***

- Guitar
- Body parts, Numbers
- I've got (one) (head).

***Receptive language***

- How many hands has it got?

***Resources and Materials***

- Pupil's Book page 31
- Activity Book page 28
- Audio CD2 track 09, 10, 11
- Unit 4 Cutouts page 75
- Drawing dictation
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>3 min</b>	Do a drawing action on the board and say, <i>I've got two head</i> . Invite pupils to draw the body parts	Look at the drawing action on the board and listen, then draw the body parts
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objectives: <i>We're talking about bodies.</i> and <i>We're saying some English sounds.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 4, listen and answer T's question , then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives</li> </ul>

PRACTICE		
<p><b>PB page 31, Act.8</b> <b>5 min</b></p>	<p><b><i>Listen and number.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Pupil's Books.</li> <li>• Ask pupils questions about the monsters in the photo, e.g. <i>How many (legs)? What colour is it/are they?</i></li> <li>• Play the audio to give pupils an idea of the language they will need to play the game.</li> <li>• Pupils number which creature they hear being described.</li> </ul> <p>Activity answer key: monster on left 2 monster on right 1</p> <p>AUDIO SCRIPT - CD2:09 <i>1 I've got one head, two arms and six fingers. I've got wings. I've got four legs, four feet and eight toes.</i> <i>2 I've got two heads, four arms and eight fingers. I've got three legs, three feet and nine toes.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Pupil's Books</li> <li>• Listen and answer T's questions</li> <li>• Listen to the audio to take the idea of the language they will need to play the game</li> <li>• Number which creature they hear being described</li> </ul>
<p><b>Game</b> <b>5 min</b></p>	<p><b><i>Play the game. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to turn to the Unit 4 Cutouts on page 75 of the Pupil's Book.</li> <li>• Pupils cut the page into nine pieces as indicated by the dotted lines.</li> <li>• They then say, <i>I've got one head, five arms and six legs.</i> Ask pupils to put together the correct monster. Do this again with a different description.</li> <li>• Pupils continue in pairs. Each pupil combines three of their cutout pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Turn to the Unit 4 Cutouts on page 75 of the Pupil's Book.</li> <li>• Cut the page into nine pieces as indicated by the dotted lines.</li> <li>• Listen and put together the correct monster. Do this again with a different description</li> <li>• Work in pairs. Each pupil combines three of their cutout</li> </ul>



	to make a monster, without letting their partner see it. Pupils then describe their monsters to their partner, using <i>I've got...</i> . Their partner has to make the same monster.	pieces to make a monster, without letting their partner see it. Pupils then describe their monsters to their partner, using <i>I've got...</i> . Their partner has to make the same monster
<b>PHONICS PRESENTATION 3 min</b>	<p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Play the audio. Pause after the first three lines. Ask pupils which sounds they can hear (/h/ and /g/). Play the first three lines again and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT – CD2:10</p> <p><i>h h g g</i>  <i>h, h, h</i>  <i>g, g, g</i>  <i>h, g, h, g, h, g</i></p>	<ul style="list-style-type: none"> <li>Listen and say which sound they can hear, then listen to the audio again and repeat.</li> </ul>
<b>PHONICS PRACTICE  PB page 31, Act.9 5 min</b>	<p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Play the audio and point to the sounds. Play the audio again and ask pupils to say the words.</li> </ul> <p>AUDIO SCRIPT – CD2:10</p> <p><i>h</i>  <i>Harry Hippo</i>  <i>head</i>  <i>hands</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Play the audio and point to the sounds. Play the audio again and ask pupils to say the words.</li> </ul> <p>AUDIO SCRIPT -</p> <p><i>g</i>  <i>Gaby Gorilla</i>  <i>guitar</i></p>	<ul style="list-style-type: none"> <li>Listen to the audio and point to the sounds, then listen the audio again and say the words.</li> <li>Listen to the audio and point to the sounds, then listen the audio again and say the words.</li> <li>Look at the first picture and say</li> <li>Listen and repeat the phrase.</li> </ul>

	<p><i>game</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Focus on the first picture. Indicate the hippo and say, e.g. <i>Look, a hippo!</i></li> <li>Play the audio. Play the audio again, and have pupils repeat the phrase.</li> <li>Move on to the next screen. Focus on the second picture. Indicate the gorilla and say, e.g. <i>Look, a gorilla!</i></li> <li>Play the audio. Play the audio again and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT – CD2:10</p> <p><i>Harry Hippo, Harry Hippo, head, hands</i></p> <p><i>Harry Hippo!</i></p> <p><i>Gaby Gorilla, Gaby Gorilla, guitar, game, Gaby Gorilla!</i></p>	<ul style="list-style-type: none"> <li>Look at the second picture and say</li> <li>Listen the audio again and repeat</li> </ul>
<p><b>AB page 28</b></p> <p><b>5 min</b></p>	<p><i>Trace. Then listen and circle.</i></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 6 in their Activity Books.</li> <li>Pupils trace the letters <i>h</i> and <i>g</i>.</li> <li>They then look at the pictures on each character's card and listen to the words. They circle the words that start with the same initial sound as the mascot (/h/ <i>hippo</i>, /g/ <i>gorilla</i>).</li> </ul> <p>Activity answer key:</p> <p><i>h</i> head, hands</p> <p><i>g</i> guitar, game</p> <p><i>Draw. Then trace and say.</i></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 7 in their Activity Books.</li> <li>Pupils draw over the items to complete the pictures.</li> <li>They then trace the words and</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 6 in their Activity Books</li> <li>Trace the letters <i>h</i> and <i>g</i>.</li> <li>Look at the pictures on each character's card and listen to the words. They circle the words that start with the same initial sound as the mascot (/h/ <i>hippo</i>, /g/ <i>gorilla</i>).</li> <li>Look at Activity 7 in their Activity Books</li> <li>Draw over the items to complete the pictures.</li> <li>Trace the words and say them</li> </ul>

	<p>say them.</p> <p>AUDIO SCRIPT – CD2:11</p> <p><i>Circle the 'h' words.</i></p> <p><i>/h/</i></p> <p><i>head</i></p> <p><i>fingers</i></p> <p><i>hands</i></p> <p><i>arms</i></p> <p><i>Circle the 'g' words.</i></p> <p><i>/g/</i></p> <p><i>legs</i></p> <p><i>guitar</i></p> <p><i>feet</i></p> <p><i>game</i></p>	
<b>POP QUIZ</b>		
<b>5 min</b>	<p><b><i>Listen and choose.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at the picture. Do the first question together as a class. Pupils look at the pictures while you play the audio and decide whether it is a <i>g</i> (represented by the gorilla) or <i>h</i> (represented by the hippo).</li> <li>• Put pupils into groups and ask them to work out the answers. Give pupils a minute to decide the answer, and then click through to the next screen.</li> <li>• Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the pictures and pay attention to T's demonstration</li> <li>• Work in groups to work out the answers, then decide the answer together</li> </ul>

**UNIT 4: MY BODY - LESSON 5*****Learning objectives***

- Can understand a simple story
- Can act out a story

***Functional language***

- What's this?
- A teddy bear for you.
- Thank you.
- Uh-oh! Help!

***Values***

- The importance of cleanliness to good health

***Target language***

- I've got (two) legs.

***Resources and Materials***

- Pupil's Book page 32
- Activity Book page 29
- Audio CD2 track 12,13
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Remind pupils of the story from Unit 3. Then look at the questions and ask, <i>Who is in the story?</i> Nominate a pupil to answer (<i>Harry, a photographer and Waldo.</i>).</li> <li>• Move on to the next question and have pupils raise their hands if they can tell you anything about the story.</li> <li>• Revise the body parts vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember pupils of the story from Unit 3, listen and answer T's question</li> <li>• Listen the next question and their hands if they can tell you anything about the story.</li> <li>• Revise the body parts vocabulary</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 5, listen and answer T's question, then look at the image and</li> </ul>

	<p>what they will be learning in the lesson.</p> <ul style="list-style-type: none"> <li>Look at the lesson objectives: <i>We're listening to a story and acting it out.</i></li> </ul>	<p>guess what they will be learning in the lesson to recognize the lesson objectives</p>
<b>PRESENTATION</b>		
<b>PB page 32, Act.10</b> <b>7 min</b>	<p><b><i>Listen to the story. Read.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 10 in their Pupil's Books.</li> <li>Direct pupils' attention to the story and ask questions about the characters and the scene: <i>Who's this? What colour is it? How many (heads)? What's this?</i></li> <li>Remind pupils of the word <i>teddy bear</i> or teach it. Ask pupils if they have a favourite teddy bear and to describe it (in L1 if necessary).</li> <li>Ask pupils to predict what will happen in the story.</li> <li>Play the audio. Ask pupils to listen to the story and follow along in their books.</li> </ul> <p>AUDIO SCRIPT – CD2:12</p> <p><b><i>Harry: What's this?</i></b></p> <p><b><i>Beth: It's a head.</i></b></p> <p><b><i>Cody: I've got one head.</i></b></p> <p><b><i>Waldo: I've got two heads.</i></b></p> <p><b><i>Beth: I've got two legs.</i></b></p> <p><b><i>Waldo: I've got four legs.</i></b></p> <p><b><i>Cody: A teddy bear for you, Beth.</i></b></p> <p><b><i>Beth: Ooh! Thank you!</i></b></p> <p><b><i>Waldo: Blue!</i></b></p> <p><b><i>Waldo: Uh-oh!</i></b></p> <p><b><i>Harry: Help!</i></b></p> <p><b><i>Waldo: I've got two brothers!</i></b></p> <p><b><i>Harry: Oh, Waldo!</i></b></p>	<ul style="list-style-type: none"> <li>Look at Activity 10 in their Pupil's Books</li> <li>Pay attention to the story, listen and answer T's questions</li> <li>Describe a favourite teddy bear if they have it</li> <li>Predict what will happen in the story.</li> <li>Listen to the story and follow along in their books.</li> </ul>

PRACTICE		
<b>3 min</b>	<p><b><i>Yes or No?</i></b></p> <ul style="list-style-type: none"> <li>• Check pupils' understanding of the story.</li> <li>• Show the first picture on the screen. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in a class discussion or ask for a show of hands.</li> <li>• Repeat with the second and third pictures.</li> </ul> <p>Activity answer key:  <b>1</b> Yes  <b>2</b> No  <b>3</b> Yes</p>	<ul style="list-style-type: none"> <li>• Understand the story</li> <li>• Look at the first picture on the screen, listen and answer</li> <li>• Repeat with the second and third pictures.</li> </ul>
<b>PB page 32, Act.11</b> <b>5 min</b>	<p><b><i>Act out the story.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Pupil's Books.</li> <li>• Invite a group of pupil volunteers to act out the roles. Say the lines while the pupils act out the story and then ask pupils to repeat them after you.</li> <li>• Encourage pupils to say the lines from memory. You may wish to use props for the roleplay.</li> <li>• Divide pupils into groups of seven. Give groups time to practise their roleplay.</li> <li>• Read the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story.</li> </ul> <p><i>You might like to give the pupils feedback on their roleplay.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 11 in their Pupil's Books</li> <li>• Act out the roles, listen and repeat the lines</li> <li>• Say the lines from memory</li> <li>• Work in groups of seven to practise their roleplay</li> <li>• Listen and speak along, then other groups of pupils to come to the front to act out the story.</li> </ul>
<b>AB page 29</b> <b>5 min</b>	<p><b><i>Draw and tick or cross.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Activity Books.</li> <li>• Pupils trace the dotted lines to reveal</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Activity Books</li> <li>• Trace the dotted lines to</li> </ul>

	<p>the teddy bear.</p> <ul style="list-style-type: none"> <li>• They then read the sentences alongside the teddy bear. They put a tick next to the sentences which are correct and a cross next to the sentences which are incorrect.</li> </ul> <p>Activity answer key: 1 tick 2 cross 3 tick</p> <p><b><i>Listen and draw. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 9 in their Activity Books.</li> <li>• Play the audio. Pupils complete the picture of the teddy bear by drawing the missing parts of the body as described on the audio.</li> <li>• Pupils check their answers with a partner.</li> </ul> <p>Activity answer key: two heads, three arms, three hands, four legs, four feet AUDIO SCRIPT – CD2:13 <i>I've got two heads.</i> <i>I've got three arms.</i> <i>I've got three hands.</i> <i>I've got four legs.</i> <i>I've got four feet.</i></p>	<p>reveal the teddy bear.</p> <ul style="list-style-type: none"> <li>• Read the sentences alongside the teddy bear. They put a tick next to the sentences which are correct and a cross next to the sentences which are incorrect</li> <li>• Look at Activity 9 in their Activity Books</li> <li>• Listen and complete the picture of the teddy as described on the audio.</li> <li>• Check their answers with a partner.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p>Say the lines from the story and ask pupils to tell you which character says the words in the story, e.g. It's a head (Cody). Repeat with other lines from the story.</p>	<p>Listen and tell T which character says the words in the story</p>
<b>For the next lesson 2 min</b>	<p>Explain in L1 that in the next lesson pupils are going to talk about personal hygiene. Ask pupils to bring various photos related to personal hygiene (cut from magazines), e.g. dirty hands or bar of soap to make a poster.</p>	<p>Talk about personal hygiene, bring various photos related to personal hygiene (cut from magazines)</p>

**UNIT 4: MY BODY - LESSON 6*****Learning objectives***

- Can talk about keeping clean

***Cross-curricular***

- Social Science: keeping clean

***Target language***

- Clean, dirty, face
- Wash your (hands).

***Recycled language***

- Parts of the body
- I've got (dirty hands).

***Receptive language***

- Has he got (clean) (hands)?

***Resources and Materials***

- Pupil's Book page 33
- Activity Book page 30
- Audio CD2 track14,15
- Pictures/ photos
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Move and say.</i></b> <ul style="list-style-type: none"> <li>• Ask pupils to look at you. Move your fingers and elicit, <i>Fingers!</i> from pupils.</li> <li>• Put pupils into pairs. One pupil moves a body part and the other pupil says what body part it is. Swap roles after a couple of minutes.</li> <li>• Return to the start and work through the sentences as a class, reviewing any words that are difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at T's demonstration</li> <li>• Work in pairs. One pupil moves a body part and the other pupil says what body part it is. Swap roles after a couple of minutes.</li> </ul>



<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning about keeping clean.</i></li> <li>Ask pupils what body words they know, e.g. <i>hands, feet</i>. Write them on the board.</li> <li>Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the lesson 6, listen and answer T's question to recognize the lesson objective</li> <li>Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>Ask pupils if they have brought in any pictures or objects related to personal hygiene. Use them to discuss (in L1) about the topic. Discuss the importance of brushing teeth, keeping clean... Ask when it's necessary to wash their hands, feet: before or after dinner, after playing outside, going to the toilet, before going to bed ...</li> <li>Teach the words <i>clean and dirty</i>. Show pupils photos your brought and say, <i>I've got dirty hands</i>. Mime washing your hands and say, <i>Wash dirty hands</i>. Say, <i>I've got clean hands now</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss (in L1) about the topic if they have brought in any pictures or objects related to personal hygiene</li> <li>Look at photos and learn the words</li> </ul>
<b>PRACTICE</b>		
<b>PB page 33, Act.12</b> <b>5 min</b>	<p><b><i>Listen and number.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 12 in their Pupil's Books.</li> <li>Play the audio. Ask pupils to listen and point to each picture as they hear it on the audio.</li> </ul> <p>AUDIO SCRIPT – CD2: 14  <i>1 Clean feet!</i>  <i>2 Dirty legs!</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 12 in their Pupil's Books</li> <li>Listen and point to each picture as they hear it on the audio</li> </ul>

	<p><i>3 Clean hands!</i>  <i>4 Dirty face!</i>  <i>5 Wash your face!</i></p> <ul style="list-style-type: none"> <li>• Play the audio again, pausing after each phrase so that pupils can number the pictures and repeat the words.</li> </ul> <p>Activity answer key:  3, 5, 1, 4, 2</p>	<ul style="list-style-type: none"> <li>• Listen to the audio again, phrase number the pictures and repeat the words when T pauses after each.</li> </ul>
<b>PB page 33, act.13</b> <b>5 min</b>	<p><b><i>Listen and say. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Pupil's Books.</li> <li>• Play the audio. Pupils listen and look at the photos.</li> <li>• Then play the audio again. Pupils listen and number the photos. Then play the audio again. Pupils listen and act out what they hear.</li> </ul> <p>AUDIO SCRIPT – CD2: 15  <i>1 I've got dirty hands.</i>  <i>2 And I've got a dirty face!</i>  <i>3 Wash your hands! Wash your face!</i>  <i>4 I've got clean hands. And I've got a clean face!</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 13 in their Pupil's Books</li> <li>• Listen and look at the photos.</li> <li>• Listen to the audio again and number the photos, then listen again and act out what they hear</li> </ul>
<b>PROJECT</b> <b>5 min</b>	<p><b><i>Make a poster.</i></b></p> <ul style="list-style-type: none"> <li>• Tell pupils they are going to make a poster about keeping clean. Discuss things we use on a daily basis for keeping clean, e.g. toothbrush, soap, sink, shower, etc. Pupils draw their own pictures or use the photos from magazines they brought. Give pupils some drawing time if necessary.</li> <li>• Give each pupil a large sheet of paper. Pupils stick their drawings onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster about keeping clean, discuss things we use on a daily basis for keeping clean and draw their own pictures or use the photos from magazines they brought</li> <li>• Stick their drawings onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish.</li> </ul>

	<ul style="list-style-type: none"> <li>Ask pupils to describe their posters to the class, e.g. <i>I've got clean hands.</i> or <i>Wash your hands.</i> The posters can then be displayed in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Describe their posters to the class</li> </ul>
<b>AB page 30</b> <b>5 min</b>	<p><b><i>Read and match.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 10 in their Activity Books.</li> <li>Pupils read the sentences in the speech bubbles. They then match them with the pictures and write numbers in the boxes.</li> <li>Encourage them to check their answers in pairs.</li> </ul> <p>Activity answer key: 1 d      2 a      3 c      4 b</p>	<ul style="list-style-type: none"> <li>Look at Activity 10 in their Activity Books</li> <li>read the sentences in the speech bubbles. They then match them with the pictures and write numbers in the boxes.</li> <li>Check their answers in pairs.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<p><b>Tell a friend.</b></p> <ul style="list-style-type: none"> <li>Show the picture and nominate a pupil to say, <i>I've got a dirty face!</i></li> <li>Put pupils into groups. Point to a word and then to a group and ask them to say the sentence.</li> <li>Return to the start and work through the sentences as a class, reviewing any words that are difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the picture and say</li> <li>Work in groups and say the sentence</li> </ul>

**UNIT 4: MY BODY - LESSON 7*****Learning objectives***

- Can assess what I have learnt in Unit 4

***Recycled language***

- Parts of the body, Numbers
- I've got (ten) (fingers).

***Resources and Materials***

- Pupil's Book page 34
- Activity Book page 31
- Audio CD 2 track 16
- Flashcard 28-35
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Hand out the flashcards 28-35 to several pupils in different parts of the classroom. Write the body parts on the board. Ask pupils holding the flashcards to come to the front and stick them next to the corresponding word.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the flashcards, hold the flashcards to come to the front and stick them next to the corresponding word</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 7 and ask, <i>What are we learning today?</i> Look at the lesson objective: We're thinking about our learning adventure.</li> <li>• Ask pupils if they can remember the things they have been learning in the unit, e.g. <i>How many body words do you know?</i> Put their ideas on the board.</li> <li>• For each example, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 7, listen and answer T's question to recognize the lesson objective</li> <li>• Listen and answer the question if they can remember the things they have been learning in the unit</li> <li>• Look at T's example and answer T's question</li> </ul>

PRACTICE		
<b>PB page 34, Act.14</b> <b>5 min</b>	<p><b><i>Trace and match. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 14 in their Pupil's Books.</li> <li>• Ask pupils to trace the body words.</li> <li>• Pupils then match the words with the picture.</li> <li>• Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 14 in their Pupil's Books.</li> <li>• Trace the body words.</li> <li>• Match the words with the picture.</li> <li>• Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully</li> </ul>
<b>PB page 34, Act.15</b> <b>5 min</b>	<p><b><i>Listen and tick or cross. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 15 in their Pupil's Books.</li> <li>• Explain that the first two sentences are about the yellow monster and the last two are about the purple monster. Play the audio. Ask pupils to listen and look at the pictures.</li> </ul> <p>AUDIO SCRIPT – CD2: 16</p> <p><b>1</b> <i>I've got two heads.</i></p> <p><b>2</b> <i>I've got blue arms.</i></p> <p><b>3</b> <i>I've got four toes.</i></p> <p><b>4</b> <i>I've got purple legs.</i></p> <ul style="list-style-type: none"> <li>• Play the audio again. Pupils listen and put a tick or cross in each box according to whether the sentence is correct or incorrect.</li> <li>• In pairs, pupils take turns to say a sentence about one of the monsters. Their partner says whether the sentence is true or false.</li> <li>• Pupils stick the star sticker in place if they feel they have learnt the unit structures successfully.</li> </ul> <p>Activity answer key:  <b>1</b> cross <b>2</b> tick <b>3</b> tick <b>4</b> cross.</p>	<ul style="list-style-type: none"> <li>• Look at Activity 15 in their Pupil's Books</li> <li>• Pay attention to T's explanation, listen and look at the pictures</li> <li>• Listen and put a tick or cross in each box according to whether the sentence is correct or incorrect</li> <li>• Work in pairs and take turns to say a sentence about one of the monsters. Their partner says whether the sentence is true or false.</li> <li>• Stick the star sticker in place if they feel they have learnt the unit structures successfully</li> </ul>

<p><b>Game</b> <b>5 min</b></p>	<p><b><i>Complete the word.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at the board. Do the first question together as a class. Pupils look at the picture and the word. Then pupils work out the missing letter to complete the word (<i>head</i>).</li> <li>• Put pupils into pairs and click through the questions. Review the questions as a class, and ask for volunteers to come to the screen to complete the words.</li> </ul> <p>Activity answer key:  <b>1</b> head  <b>2</b> body  <b>3</b> arms  <b>4</b> toes</p>	<ul style="list-style-type: none"> <li>• Look at the picture and the word, then work out the missing letter to complete the word</li> <li>• Work in pairs and click through the questions, then volunteers to come to the screen to complete the words</li> </ul>
<p><b>AB page 31</b> <b>5 min</b></p>	<p><b><i>Draw. Then read and circle.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Activity Books.</li> <li>• Remind pupils of the written form of the body words. Write them on the board and, pointing to each word, ask pupils to touch that part of their body.</li> <li>• Pupils draw the remaining half of the creature.</li> <li>• They then circle the correct number in each sentence.</li> </ul> <p>Activity answer key:  <b>4</b> arms, <b>8</b> fingers, <b>3</b> legs, <b>6</b> toes</p> <p><b><i>Read and colour.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 12 in their Activity Books.</li> <li>• Pupils read the sentence and colour the character's body and legs.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 11 in their Activity Books.</li> <li>• Revise the written form of the body words, look at T's actions and touch that part of their body</li> <li>• Draw the remaining half of the creature.</li> <li>• Circle the correct number in each sentence.</li> <li>• Look at Activity 12 in their Activity Books</li> <li>• Read the sentence and colour the character's body and legs.</li> </ul>

POP QUIZ		
5 min	<p><i>Say the Unit 4 words.</i></p> <ul style="list-style-type: none"> <li>• Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Check the answer. Repeat the word and have the rest of the pupils repeat.</li> <li>• Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the words, the volunteer pupil to say the first word, then the rest of the pupils repeat</li> <li>• Work in pairs, look at the pictures and say the words</li> </ul>

**UNIT 4: MY BODY - LESSON 8*****Learning objectives***

- Can use what I have learnt in Unit 4

***Recycled language***

- Parts of the body
- I've got (two) (hands).

***Receptive language***

- Has it got (green legs)?
- How many (hands) have you got?
- Have you got a (tail)?

***Resources and Materials***

- Pupil's Book page 35
- Activity Book page 60
- Audio CD2 track 06
- A4 papers
- Flashcards 1-11, 28-35
- Active Teach Software
- Consolidation and extension worksheet 4(TB: page 82)

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Play the song from lesson 3 (Cd 2:06). Encourage pupils to sing along and do the actions.</li> <li>• Recycle parts of body by saying, <i>Touch your arms, wiggle your toes...</i></li> <li>• Point to various parts of the body, e.g. <i>fingers</i>, and say, <i>I have ten fingers</i>. Pupils say, <i>true</i> or <i>false</i>. Continue with other true and false statements around the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the song from lesson 3, sing along and do the actions</li> <li>• Look at T's demonstration and say</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 8, listen and answer T's question, then look at the images and guess what they will be learning in</li> </ul>



	<p>the lesson.</p> <ul style="list-style-type: none"> <li>Look at the lesson objective: <i>We're talking about our bodies.</i></li> </ul>	the lesson to recognize the lesson objective
<b>PRACTICE</b>		
<b>PB page 35, Act.16</b> <b>5 min</b>	<p><b><i>Find and circle two the same. Say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 16 in their Pupil's Books.</li> <li>Ask questions about the pictures, e.g. <i>What's this? What colour is it/are they? How many (legs)?</i> etc.</li> <li>Pupils look carefully at the pictures and find two toys in each row that are identical. They circle the two that are the same. Give them a time limit. They can work either individually or in pairs.</li> <li>Pupils compare their answers in pairs or in small groups, using the target language, e.g. <i>I've got two legs. I've got (green) legs.</i>, etc.</li> </ul> <p>Activity answer key:  <b>1</b> a and c  <b>2</b> b and d  <b>3</b> c and d</p>	<ul style="list-style-type: none"> <li>Look at Activity 16 in their Pupil's Books.</li> <li>Listen and answer T's question</li> <li>Look carefully at the pictures and find two toys in each row that are identical. They circle the two that are the same</li> <li>Compare their answers in pairs or in small groups, using the target language</li> </ul>
<b>PB page 35, Act.17</b> <b>5 min</b>	<p><b><i>Colour. Then play.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 17 in their Pupil's Books.</li> <li>Pupils work in pairs. They each choose one of the two monsters to colour (they must each choose a different monster). Each partner colours their monster without showing their partner how they have coloured it.</li> <li>Pupils then give each other instructions to colour the monster they have coloured, e.g. <i>I've got</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 17 in their Pupil's Books</li> <li>Work in pairs. They each choose one of the two monsters to colour (they must each choose a different monster). Each partner colours their monster without showing their partner how they have coloured it</li> <li>Give each other instructions to colour the monster they have coloured, then follow</li> </ul>

	<p><i>green legs. I've got four arms. I've got pink arms.</i> The pupils follow each other's instructions and colour the monster.</p> <ul style="list-style-type: none"> <li>Pupils check in pairs as to whether they have coloured the monster correctly.</li> </ul>	<p>each other's instructions and colour the monster.</p> <ul style="list-style-type: none"> <li>Check in pairs as to whether they have coloured the monster correctly.</li> </ul>
<b>GAME</b> <b>5 min</b>	<b>Pass the drawing:</b> <ul style="list-style-type: none"> <li>Tell pupils they are going to draw a monster.</li> <li>Give each pupil a piece of paper and ask them to write their name on one side. On the other side ask them to draw the head and neck at the top of the page. Give them 2 minutes.</li> <li>When all the pupils are finished, show them how to fold the top of the paper over so that the head and neck can't be seen.</li> <li>Ask pupils to pass the paper to the pupil next to them.</li> <li>Then ask pupils to draw the monster's body, arms and fingers. Fold it over and pass it along.</li> <li>Repeat with legs, feet and toes. When all the body parts are finished return pupils' original drawings back to them.</li> <li>Pupils then describe their monster to their partner.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a monster.</li> <li>Write their name on one side; On the other side, draw the head and neck at the top of the page</li> <li>Learn how to fold the top of the paper over so that the head and neck can't be seen</li> <li>Pass the paper to the pupil next to them</li> <li>Draw the monster's body, arms and fingers. Fold it over and pass it along.</li> <li>Repeat with legs, feet and toes.</li> <li>Describe their monster to their partner</li> </ul>
<b>WHAT I KNOW</b>	<ul style="list-style-type: none"> <li>Tell pupils that for homework they will check and review what they learnt in the unit.</li> <li><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</li> </ul>	<ul style="list-style-type: none"> <li>Check and review what they learnt in the unit</li> <li>Look at each picture and drag the word into the <i>I know</i> box or <i>I don't know</i> box.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Let's Review</i>: Pupils revise some key vocabulary from the unit using the flashcards.</li> <li>• Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise some key vocabulary from the unit using the flashcards.</li> <li>• Repeat the <i>What I Know</i> activity and see how many more words they can remember this time.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the activity to the pupils and make an example for the first picture. Nominate a pupil to say, <i>I've got four feet</i>.</li> <li>• Put pupils into groups. Point to an image and then to a group and ask them to say the sentence.</li> <li>• Return to the start and work through the words as a class, reviewing any words that are difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at T's example for the first picture and say</li> <li>• Work in groups, point to an image and say the sentence.</li> </ul>