

Parts of the body

Topic: Parts of the body vocabulary / listening / spelling / plurals

Level: Sfl E1 (emerging) / Access 2 / CEFR A1

Time: 1hr 20mins

Aims

- To learn the names of eight parts of the body: *head, stomach, back, arm, leg, chest, hand, foot*
- To listen and identify which part of the body is being referred to
- To spell the names of eight parts of the body
- To learn the plurals: *hands, arms, legs* and *feet*.

Introduction

This lesson is aimed at beginner learners who haven't encountered this topic before, and who are possibly beginner readers and writers. It can be used as a short vocabulary lesson on its own, or as part of the topic of health. Learners are introduced to the names of eight parts of the body and practise the pronunciation and spelling. They also listen to people talking to a doctor and try to pick out which part of the body is being referred to. Finally, they learn some regular plurals with –s and one irregular – *feet*.

You will need:

- Access to an interactive whiteboard or data projector to display the online module
- **Worksheet p1** one copy per pair, cut into cards
- Mini whiteboard and dry-wipe pen for each student
- Magnetic letters and boards, or the letter tiles from **Worksheet p2**, X 1 per pair
- A wireless keyboard would be an advantage
- **Worksheet p3** X 1 per learner, for extra spelling practice
- **Worksheet p4** X 2 laminated and cut into cards, for the labelling race
- Two rolls of sticky tape
- **Worksheet p5** X 1 per small group, for the extension activity.

Procedure

Warmer / Presentation (10mins)

- Sit in a circle, and ask the class to point to their heads, stomachs, backs, legs, arms, chests, one hand and one foot.
- Ask individuals to point to these parts.
- Point to your head, elicit 'head' and drill the pronunciation.
- Repeat with the other parts of the body, drilling chorally and individually.

Task 1 – Presentation of written form (5mins)

- Show the first eight slides and draw the learners' attention to the spelling of the words.
- Highlight particular spelling features such as the different pronunciation of 'ch' in chest / stomach.

Lesson plan – Parts of the body

- If appropriate, elicit other words they might know with similar spelling patterns, e.g. head/bread; stomach/school.

Task 2 – Matching (10mins)

- Give pairs the word and picture cards from **Worksheet p1** and ask them to match the words and pictures.
- Ask one pair or individuals to come to the board and match the words and pictures on the matching slide.

Differentiation: Pair learners strong / weak so they can support each other, or, if appropriate to your learners, pair the beginner readers and writers together and support them to complete the activity by focusing on the initial letters of the words.

Task 3 – Pre-listening (5mins)

- Show the picture on the introduction slide and elicit what it shows (someone at the doctor's).
- Invite learners to share their experiences of visiting the doctor in the UK.

Task 4 – Listening hotspot (10 mins)

- Ask a volunteer to come and stand by the board.
- Play the audio and ask the learners which body part is being talked about.
- Encourage them to give their answer by pointing to that part of their own body.
- Encourage the learners to reach an agreement, playing the audio again and pausing after the key word if necessary.
- Ask the volunteer to tap on the agreed part of the body on the picture, to check.
- Repeat with the rest of the slides in the question group.

Task 5 – Spelling - letter tiles (10mins)

If your learners are fairly confident writers, omit this task and go straight to **Task 6**.

- Show the first slide and give the learners some time to try to memorise the spellings.
- On the next slide, elicit what is shown by the pictures.
- Ask the learners to use their letter tiles to make the words.
- Ask a volunteer to drag and drop the letters to make the words on the board, to check.
- Repeat with the next two slides.

Task 6 – Spelling – writing (10 mins)

- If necessary, show the first slide of the question group again for the learners to remind themselves of the spelling.
- Show the last slide of the question group and elicit what is shown by the first picture.
- Ask the learners to write the word on their mini whiteboards and hold up to show you.
- If you have a wireless keyboard, one learner could type their answer on this to check.
- Otherwise type the answer in yourself to show the correct version.
- Repeat with the rest of the pictures.

Lesson plan – Parts of the body

- If the learners need more spelling practice, hand out **Worksheet p3** and demonstrate how to use the 'look say cover write check' method, ensuring you include a visualization stage after covering and before they try to write. They can practise in class and then test each other, and practise at home ready for a class test next lesson.

Differentiation—beginner writers who aren't ready for this activity can complete the task with their letter tiles again

Task 7 – Plurals (10 mins)

- Show your hand and elicit 'hand', then show both hands and elicit 'hands'.
- Drill the pronunciation chorally and individually.
- You could go round the class eliciting 'one hand' and 'two hands' alternately.
- Show the next slide and draw the learners' attention to the -s at the end of the word.
- Repeat with 'legs', 'arms' and 'feet'.
- If appropriate to the group you could elicit other regular plurals and point out that 'feet' is different.
- Show the next slide and ask pairs to decide which of the multiple choice answers is correct.
- Click on one pair's answer to check.
- Repeat with the next two slides.

Cooler – Play 'Teacher Says' (a variant of 'Simon says') (10 mins)

- Ask the learners to stand up. Rather than explaining the rules, it might be more effective to play a few rounds of the game for them to understand how it works. When you say 'Teacher says, show me your...', the learners have to point to that part of their body. If you just say 'Show me your...', they shouldn't point. Any learners who do, or who point to the wrong part, are out and sit down. Continue until only one learner is left. That learner is the winner. The winner could then take the role of the teacher, if they wish.

Extension activities / Homework

- Elicit more parts of the body by pointing to them on your body, as appropriate to the needs of your learners. Practise the spelling of these words using the same procedure, but pointing to the body part or saying the word yourself, and writing the correct spelling yourself on a mini whiteboard for the learners to check.
- If you have two willing volunteers, play a labelling race. Two teams race to label their volunteer using the cards from **Worksheet p4** and sticky tape. Many more parts of the body have been included on this sheet. Choose ones which you think your learners will know.
- Other uses quiz: A stronger group might enjoy trying the quiz on **Worksheet p5**, in teams.
- If your learners have internet access at home, ask them to complete the online module for consolidation.