



A LESSON PLAN: Date: Trainee: Term:

Teacher Training School: Class: Group: The New You&Me 1 Unit 7

Previous lesson	<i>Revision of Unit 6</i>
<b>Topic(s) of the lesson</b>	<b>My Body</b>
<i>Following lesson</i>	Drawing and reporting about “your” monster – what he/ she looks like

**Objectives:**

By the end of the lesson the pupils  
can name and label parts of the body and say what hurts

**Language Learning aims:**

The pupils are asked to

- follow the commands (imitate the teacher)
- point to the appropriate body parts in the book
- give commands to their neighbours
- listen to a song and number the pictures, and act out the song
- to listen to a dialogue and tick the right answer
- repeat a sketch and play it
- act out a song (Hokey Pockey)

**Social aims:**

I expect the pupils to

Listen carefully, follow the commands and not to behave properly (when touching parts of their bodies)

**Presupposed background knowledge and language competence**

They already some parts of the body

**In brief: Suggested lesson procedures**

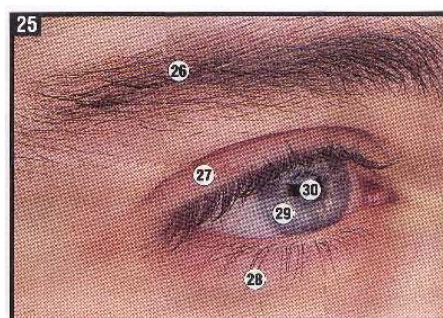
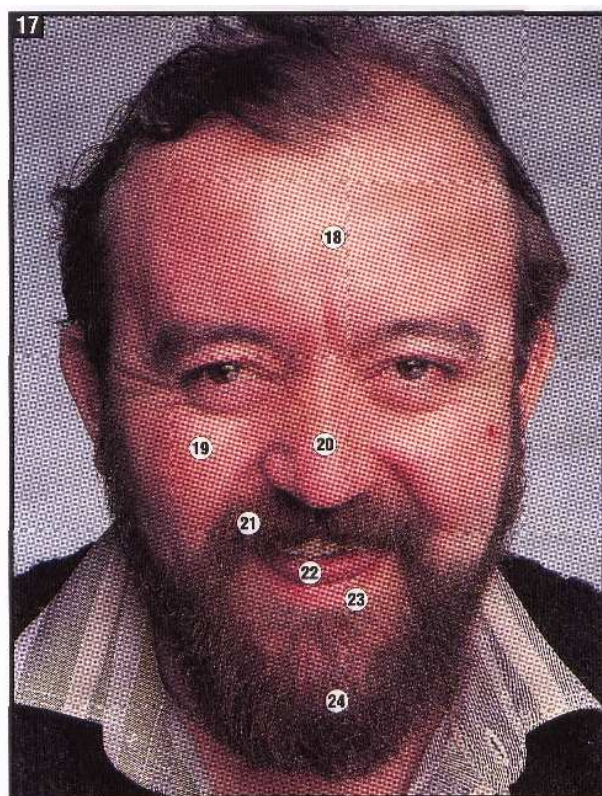
Phases of Lesson/Learning points	Learning tasks, procedure,	Class-management media

## Related information and research (including reference data)



- 1 hand
- 2 shoulder
- 3 face / head
- 4 throat / neck
- 5 finger
- 6 thumb
- 7 wrist
- 8 elbow
- 9 breast
- 10 stomach / belly
- 11 thigh
- 12 knee
- 13 lower leg
- 14 toe
- 15 calf
- 16 ankle
- 17 foot
- 18 bottom
- 19 back
- 20 upper arm
- 21 forearm arm

<http://www.geocities.com/pccprep/bodyqz2.htm>



- 17 face
- 18 forehead
- 19 cheek
- 20 nose
- 21 moustache
- 22 tongue
- 23 lip
- 24 beard
- 25 eye
- 26 eyebrow
- 27 eyelid
- 28 eyelash
- 29 iris
- 30 pupil

*Oxford Photo Dictionary*

**Checklist for Media :** (Personal/technical media i.e. ICT, video, transparencies etc)

*The New You&Me 1, p 40/41*

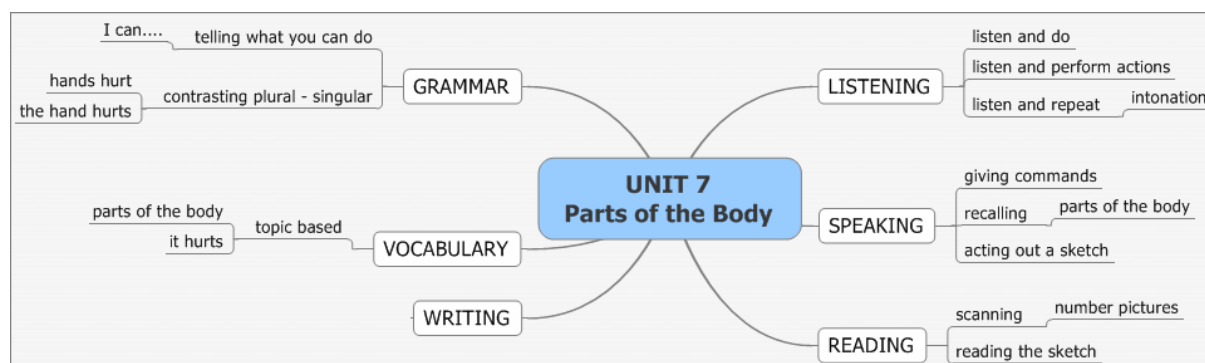
*CD*

*No 32; My body*

*No 33 dialogues*

*No 34 Sketch*

**Integrated skills training**



**Relevance to the National Curriculum**

Hörtexte müssen sich am rezeptiven Wortschatz der Schülerinnen und Schüler orientieren. Es sind vor allem Texte heranzuziehen, die von kommunikativem Wert sind und authentischen Sprechtexten zumindest nahe kommen.

Zielsetzung ist das Verstehen von:

- Einfachen Äußerungen und dem Klassengespräch (wie zB Anweisungen, Fragen und Auskünfte der

Lehrerinnen und Lehrer sowie der Schülerinnen und Schüler);

- kurzen Texten, die aus bekannten Elementen bestehen;

- themenbezogenen Texten, die einige unbekannte Elemente enthalten;

- Liedern.

<i>Aims, Skills Teaching / Learning Stages Time allocated</i>	<b><i>Teacher's Activities</i></b> ( <i>Setting tasks, methodological / didactical approaches / techniques</i> )	<b><i>Pupils' Activities</i></b> ( <i>Performing tasks, skill orientated language practice</i> )	<b><i>Teaching models</i></b> <i>Class Management Seating</i>	Teaching Material
a. Motivation; listen and do b. lead-in c. 5'	invites the learners to do some exercises with him. Let's do some exercises: <ul style="list-style-type: none"> <li>• wriggle your fingers</li> <li>• touch your toes</li> <li>• rub your nose</li> <li>• touch your shoulders</li> <li>• make a fist</li> <li>• etc</li> </ul>	imitate the teacher follow the commands	all class	
a. naming parts of the body b. set-up c. 5'	asks them to open the English books and turn to page 40 Look at the clown's body Names the parts of the body;	look at the clown point to the appropriate label in the picture	individually	TB p 40
a. using the words; listen and do b. run-stage c. 6'	sets task: work with a partner ask him/her: Touch your knee; touch your nose	touch what their partners tells them to do	pair work	
a. listen and perform actions; scanning b. run-stage c. 10'	sets the task: listen to the song number the pictures from 1 – 12 Then sing the song and do the actions checks the results	listen to the song  number the pictures listen again and do the actions check on OHT	individually	CB p40 /3 CD No 32

<p>a. listen and tick the correct answer  b. run-stage  c. 5'</p>	<p>This is my knee. Ouch it hurts (pretends that it hurts)  This is my ear (ouch it hurts)  Listen to the CD and find out what problems the boys and girls have got.  Tick the correct answers  Checks the results</p>	<p>listen and tick the correct answer   check results</p>	<p>individually</p>	<p>P 41 / 4  CD No 33</p>
<p>a. listen and repeat; pronunciation; intonation  b. run-stage  c. 5'</p>	<p>sets the task:  Listen and repeat  Stops the CD after each chunk</p>	<p>listen and repeat</p>	<p>individually</p>	<p>CB p41 / 5  CD No 34</p>
<p>a. act out the sketch; reconstructing  b. run-stage  c. 12'</p>	<p>appoints readers  Simon  5 more readers  encourages them to play by heart</p>	<p>act out the sketch</p>	<p>group work</p>	<p>P 41 / ex 5</p>
<p>a. listen and act out  b. run-stage  c. 5'</p>	<p>plays Hokey Pokey</p>	<p>act out the commands</p>	<p>in a circle</p>	<p>CD</p>

***Observation task(s):***

Teacher's activities?

Pupils' activities?

Tasks?

Skill training items?

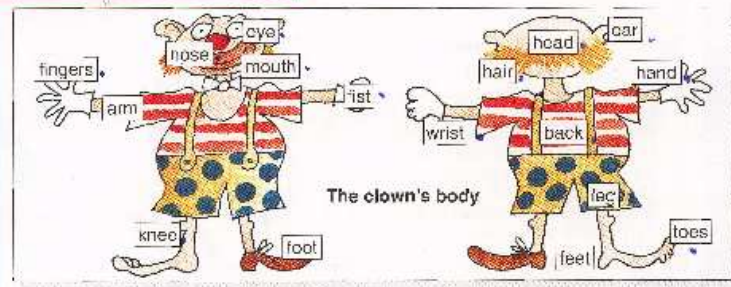
***Feedback:***

# UNIT 7

# MY BODY



## 1 Picture dictionary



**2** Work with a partner.  
You point to a part of your body.  
Your partner says the word.

## 3 A song

**1** Listen to the song. Number the pictures from 1 to 12.  
Then sing the song and do the actions.

### The body song

I can  
shake my fingers, make a fist.  
shake my leg, touch my wrist.  
Fingers, fist, leg, wrist!

I can  
touch my knees, touch my toes.  
close my eyes, touch my nose.  
Knees, toes, eyes, nose!

I can  
shake my head, stamp my feet.  
touch my hair and - take a seat!  
Head, feet, take a seat!



## 4 Listen to the dialogues. Tick the correct answers.

- |   |  |
|---|--|
| <b>Dialogue 1</b>                               | <b>Dialogue 3</b>                                |
| The boy's hands hurt. <input type="checkbox"/>  | The boy's finger hurts. <input type="checkbox"/> |
| The boy's knee hurts. <input type="checkbox"/>  | The boy's toes hurt. <input type="checkbox"/>    |
| The boy's wrist hurts. <input type="checkbox"/> | The boy's head hurts. <input type="checkbox"/>   |
| <b>Dialogue 2</b>                               | <b>Dialogue 4</b>                                |
| The girl's feet hurt. <input type="checkbox"/>  | The girl's ears hurt. <input type="checkbox"/>   |
| The girl's nose hurts. <input type="checkbox"/> | The girl's mouth hurts. <input type="checkbox"/> |
| The girl's back hurts. <input type="checkbox"/> | The girl's eye hurts. <input type="checkbox"/>   |

**NOTE**  
I've got a headache.  
**But:**  
I've got toothache.  
I've got stomachache.

## 5 A sketch

Listen. Then act out the sketch.

