

Teeth

Topic

Teeth

Aims

To develop and practise:

- vocabulary: words connected to teeth and teeth brushing
- structure: 'should' and 'shouldn't'
- curricular work: types of teeth, looking after teeth
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately

Materials

1. Song, activity sheet, answers and lyrics: 'Brush Bus'
<https://learnenglishkids.britishcouncil.org/en/songs/brush-bus>
2. Song, activity sheet, answers and lyrics: 'Tooth family'
<https://learnenglishkids.britishcouncil.org/en/songs/tooth-family>
3. Your turn: 'Teeth'
<https://learnenglishkids.britishcouncil.org/en/your-turn/teeth>
4. Tricky words: 'Throw three teeth'
<https://learnenglishkids.britishcouncil.org/en/tricky-words/throw-three-teeth>
5. Picture of a tooth and teeth (stage 1)
6. Large pieces of paper for posters (stage 4)
7. Diagram of teeth (stage 5)
8. Toy teeth, mirrors and apples (stage 5) – optional

For a complete list of all 'Parts of the body' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/parts-the-body>

Introduction

In this lesson, learners will listen to a song about taking care of teeth and complete some comprehension activities. Then they will think about good and bad ways of looking after teeth, and produce either a poster or a questionnaire related to their ideas. Finally, they will look at different types of teeth and their function.

Procedure

1. Introduce the topic (5 mins)	<ul style="list-style-type: none"> • Show learners a picture of a tooth and a picture of some teeth. Check learners know the singular and plural of tooth and teeth. • Write the numbers 20 and 32 on the board. Ask learners to guess what the numbers mean. Did they know that children have 20 teeth and adults have 32?
2. Song for lower levels (20 mins)	<ul style="list-style-type: none"> • Before playing the song 'Brush Bus', pause the song at the beginning. Ask learners what they can see (a bus, teeth, a toothbrush, toothpaste) and what the bus is going to do (brush his teeth). • Now give learners exercise 1 of the activity sheet to do: matching the words and pictures. • Play the song. Encourage learners to join in with actions for brushing their teeth. • After the song, ask learners to tell you how the song says to brush your teeth (round and round, at the back, at the front). Now ask learners to complete exercise 2 of the activity sheet: matching the pictures and the brushing instructions. • Now practise those lines from the song. If your learners are strong enough, also practise the chorus of the song together. Play the song again and encourage learners to sing along and do the actions.
3. Song for higher levels (20 mins)	<ul style="list-style-type: none"> • Ask learners how many teeth babies have when they're born (none) and when they start growing teeth (around 6 months old). Do they keep these teeth forever? Ask learners if they have lost any teeth yet. Will they get new teeth? • Play the 'Tooth family' song and ask learners to listen and find out what teeth each family member has or doesn't have (baby: has got two teeth; girl: has lost two teeth; mother: has got all her teeth; grandad: has got two teeth and wears false teeth). • Ask learners to complete exercise 1 of the activity sheet. Discuss with learners why the baby only has two teeth (he's growing his first set), why the girl has lost two teeth (she's losing her first set but will grow more), why the mother brushes her teeth so much (it's important to look after your second set of teeth) and why the grandad only has two teeth and wears false teeth (because if you don't look after your second set of teeth, they will fall out and you don't grow any more). • Now play the song again and ask learners to complete exercise 2 of the activity sheet. Practise the sentences together and then play the song again, encouraging learners to sing along.
4. Extension activity (20–30 mins)	<ul style="list-style-type: none"> • Brainstorm ideas with learners about what else is important for looking after teeth as well as brushing them. Write their ideas on the board. • Lower levels can make a simple poster with 'should' and 'shouldn't' columns, where they can draw and write good and bad things for looking after teeth. • Higher levels can design a questionnaire to find out how well their partner looks after their teeth. They should write five questions with a, b, c answers, for example 'How often do you brush your teeth? a) twice a day, b) once a day, c) once a week'. Then they can design a points system, e.g. two points for answer a, one point for answer b, and no points for answer c. • They can also write some sentences to describe the result, for example 'between 8 and 10 points: Excellent – you really look after your teeth well!' and so on. Monitor and help as necessary.

	<ul style="list-style-type: none"> Once learners have finished their questionnaire, they can swap with a partner and answer each other's questions, then add up their points and find out their result!
5. Types of teeth (20 mins)	<ul style="list-style-type: none"> Show learners a diagram of teeth on the board, looking down so that you can see all the different types of teeth. Alternatively, use a set of toy teeth if you have them. Talk about the teeth at the front and ask learners to use their tongue to feel their front teeth and describe them (flat at the front, thin, sharp). Tell learners these are called 'incisors' and label them on the diagram on the board. Now do the same for the canines (triangular, pointy) and molars (wide, square, flat on top). If you have some hand mirrors available, let learners look at their teeth in the mirror and compare to the diagram. What function do these teeth have? Ask learners to imagine eating an apple (or bring some apples for the learners to really eat!) and think about what the incisors, canines and molars do as they eat (incisors bite, canines tear and molars chew). Ask learners to copy the diagram of the teeth into their notebooks and label it. They can also write sentences to describe the function of the different teeth.
6. Round off activity (5 mins)	<ul style="list-style-type: none"> Learners can sing the song again or if they made a questionnaire in stage 4, they could give their questionnaire to a different partner. Alternatively, if your learners find the 'th' sound in 'tooth' and 'teeth' difficult to pronounce, you could try the 'Throw three teeth' tricky words games, which practises words with both the voiced and unvoiced 'th' sounds.
7. Setting homework (5 mins)	<ul style="list-style-type: none"> Learners can listen to either of the songs again at home. If they are members of LearnEnglish Kids, they can also read the comments on the 'Teeth' Your turn and then leave their own.

Contributed by

Rachael Ro