

Parts of the body

Topic

Parts of the human body

Aims

To develop and practise (depending on stages chosen):

- vocabulary: words for external and internal parts of the body, describing people
- structure: 'can' for actions, 'should' and 'shouldn't'
- curricular work: healthy lifestyle
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately (depending on stages chosen)

Materials

1. Word games: 'Parts of the body - head', 'Parts of the body 1' and 'Parts of the body 2'
<https://learnenglishkids.britishcouncil.org/en/word-games/parts-the-body-head>
<https://learnenglishkids.britishcouncil.org/en/word-games/parts-the-body-1>
<https://learnenglishkids.britishcouncil.org/en/word-games/parts-the-body-2>
2. Song, activity sheet, answers and lyrics: 'The scary skeleton'
<https://learnenglishkids.britishcouncil.org/en/songs/the-scary-skeleton>
3. Game: 'Make your monster'
<https://learnenglishkids.britishcouncil.org/en/games/make-your-monster>
4. Game: 'Face match'
<https://learnenglishkids.britishcouncil.org/en/games/face-match>
5. Flashcards
<https://learnenglishkids.britishcouncil.org/en/flashcards/human-body-flashcards>
6. Your turn: 'Hair'
<https://learnenglishkids.britishcouncil.org/en/your-turn/hair>
7. Colouring: 'Clown's face'
<https://learnenglishkids.britishcouncil.org/en/colouring/clowns-face>
8. Outline of human body handout (stage 2)
9. Large pieces of paper for posters (stage 5)

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 review or be introduced to vocabulary for parts of the body. They will either sing a song about parts of the body and extend their language through inventing a monster, or they can learn to describe people's faces and hair in detail. Finally, they can complete a project on having a healthy lifestyle.

Procedure

1. Introduce the topic (5 mins)	<ul style="list-style-type: none"> Depending on what your learners already know, introduce or revise basic vocabulary for parts of the body by indicating different parts of your own body and getting learners to copy. You might want to introduce only basic parts, such as head, leg, nose, etc, or you could introduce more difficult parts like wrist, elbow, eyebrows, etc. Play a game of Simon Says with the different body parts you introduced.
2. Focus on vocabulary (15–20 mins)	<ul style="list-style-type: none"> Ask learners to draw an outline of a body in their notebooks, or draw one yourself to provide as a handout. They should try to label the outline with as many body parts as possible. Write the words on the board to help them. Ask them to colour the outline in lots of different colours. Now ask learners to draw another outline or provide a second copy. Learners work in pairs and dictate to each other what colour each body part is, without showing each other, e.g. learner A says 'My head is green' and learner B colours the head on their blank outline green. When they have finished, they can compare pictures. You might like to drill some of the more difficult language before doing the activity. Finally, play a game. If you would like to focus on parts of the head, try the 'Parts of the body - head' word game. For parts of the body, try the 'Parts of the body 1' or 'Parts of the body 2' word games.
3. Extension for lower levels (30 mins)	<ul style="list-style-type: none"> Give learners the activity sheet for 'The scary skeleton' song. Ask them to complete exercise 1 – label the picture of the skeleton. Play the song. Ask learners to listen and touch each part of their body when they hear it in the song. After the song, practise some of the lines together, touching the relevant part of the body as you say it. Play the song again and encourage learners to sing along to the lines you practised. Now play the 'Make your monster' game. Learners can choose the colour of the body, then they can choose the different body parts. For listening practice, they can also listen to what body parts the monster himself wants and choose accordingly. Finally, they can make the monster do different actions! Learners can then invent and draw their own monsters. Encourage them to be creative. When they have finished, learners can label their monster and write about it – what colour or how many body parts it has, what actions it can do – and they can choose a name for it. Monitor and help as necessary. Display the monsters around the room and allow learners time to look at and read about each other's monsters.
4. Extension for higher levels (30 mins)	<ul style="list-style-type: none"> For higher levels, you could introduce some extra vocabulary and phrases for describing faces and hair. Go to the 'Face match' game and click on person 1. Read the context together with the learners and ask them comprehension questions to check understanding.

	<ul style="list-style-type: none"> • Before you read or listen, select each face and ask your learners to describe it. Feed in any language they need. Then read or listen to the description and choose the right one. Play again with person 2, and so on. • Now learners can imagine their own scenario where they need to find a person. Display one of the selection of faces from the game on the board. Learners secretly choose one of the faces. Then they write a text similar to the texts in the game, describing the person they are looking for. Monitor and help as necessary. They can swap texts with a partner and try to identify the person their partner was describing.
5. Project (20 mins)	<ul style="list-style-type: none"> • As a class project, discuss with your learners what you need to do to look after your body and stay fit and healthy. Brainstorm ideas of good and bad things on the board, for example drink water, do exercise, eat junk food or play games all night. • For lower level learners, ask them to make a 'healthy lifestyle' poster. They can draw pictures to show good and bad things to do and either simply label each one or write sentences to say what you should or shouldn't do. Monitor and help as necessary. Display the posters around the room. Who has the best advice? • For higher level learners, ask them to design a survey. They write five yes/no questions about a healthy lifestyle in their notebooks, e.g. 'Do you exercise every day?' Monitor and help as necessary. Learners now survey their classmates, putting a tick or a cross next to each question. After the survey, show learners how to make a bar chart to represent the answers. If you have some grid paper, they can use this. Do an example on the board. Demonstrate counting the ticks for each question, then colouring that number of squares. How healthy are the learners' lifestyles?
6. Round off activity (5 mins)	<ul style="list-style-type: none"> • Play a game of Pelmanism with the 'Human body' flashcards in pairs or groups to review parts of the body and/or head.
7. Setting homework (5 mins)	<ul style="list-style-type: none"> • Younger learners can take home the 'Clown's face' colouring to do. Lower level learners can listen to the song again and complete the remaining exercises on the activity sheet, or play the 'Make your monster' game again. Higher level learners could play the 'Face match' game again, or, if they are members of LearnEnglish Kids, they can also read the comments on the 'Hair' Your turn and leave their own comment on the page.

Contributed by

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