

1) Usual introductions: HELLO! HOW ARE YOU ? and ask: WHAT IS YOUR NAME ?.....HOW OLD ARE YOU ?.

2) Review BODY vocabulary by playing a game of: I'M TOUCHING !

The children sit in a circle and you walk around the outside of this circle repeating: I'M TOUCHING, I'M TOUCHING, I'M TOUCHING.....and you then add a part of the body..... THE NOSE !

The aim is to encourage instinctive understanding. The children have to try and cover up their noses before you can touch them ! Do this several times and then ask a child to replace you. This is also fun to play with the use of a puppet which you name, Eg: WILLIAM IS TOUCHING.... EARS !

* This game requires immediate comprehension of the various parts of the body..

3) BINGO GAME with PARTS OF THE BODY. (cf. Module 1, Lesson 6a).

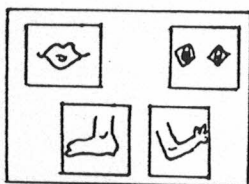
Prepare and cut out the Bingo cards to be found at the end of this Module as follows:

Cut the 2 x A4-size cards with 12 pictures into individual cards - so you will have 24 cards.

Cut the 3 x A4-size cards with 8 pictures in half to make 6 boards each with 4 pictures on:

(You may wish to colour these and laminate them with self-adhesive plastic.)

Each board looks like this:



You cut out:



First, introduce all the cards to revise the vocabulary. If you have a group of 12 children they should play in pairs. If you have less than 12, some children can play on their own and some share a board. There are several ways to play this bingo:

a) You place the 24 cards face down in a pile. The children pick up from this pile, say what the card is and check to see if they have it on their board. If not, they place it face-up next to the original pile so that the following person can either pick up that card or pick up from the pile. The winner is the first to cover the 4 pictures on their card I'M THE WINNER! / I'VE WON - you will usually have to play on until everyone has completed their board!

b) You hold the cards and call them out one by one. If a child has that picture on his board, he must either repeat the word or say I'VE GOT IT ! The first to say it gets the card.

4) Using a blackboard, draw an outline of a head. Say:
HERE IS A GIRL, HER NAME IS...

Ask children to come forward in turn to draw the various additions to the girl:

DRAW THE HAIR / DRAW THE EYES / THE NOSE / THE MOUTH...

Keep repeating the description of the girl while the children are drawing:

HERE IS A GIRL, HER NAME IS..."MARY", HER HAIR IS LONG/SHORT..., HER NOSE IS SMALL/BIG...HER EYES ARE BLUE/BROWN/GREEN...

depending on how the children draw her !

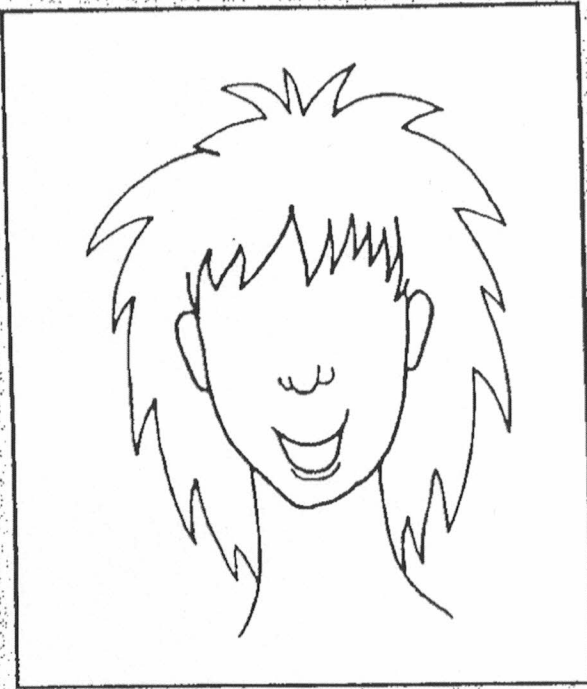
5) SONG from the tape - THIS IS THE WAY WE WASH OUR HANDS. to the tune of HERE WE GO 'ROUND THE MULBERRY BUSH.

This involves plenty of lively mime and action. Sing this song while moving around the room, either holding hands or separately, and the children copy your actions. Use as much body vocabulary as they know.

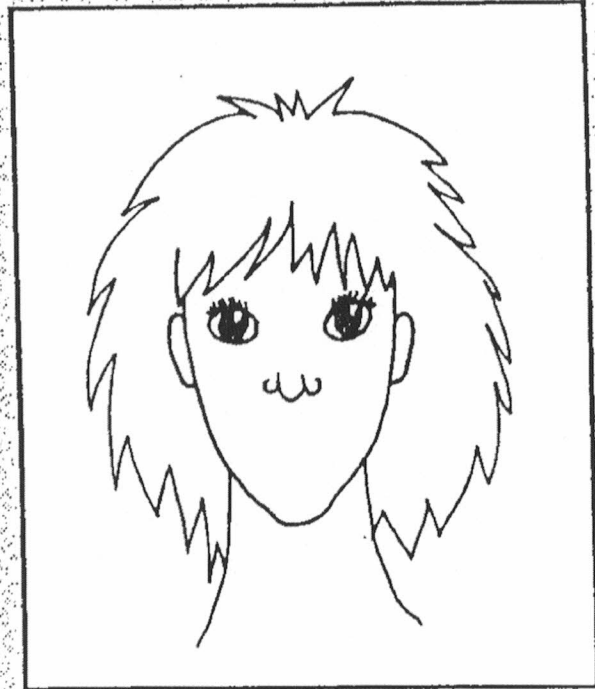
6) ACTIVITY SHEET - WHAT IS MISSING? - (Choice of 2 according to the age and ability of the children in your room)

For younger children, use the activity sheet with THE HEAD only and ask children to draw in the missing parts. Older children may like to do some writing, so after explaining and pronouncing the words several times, let them copy out the words on their activity sheets.

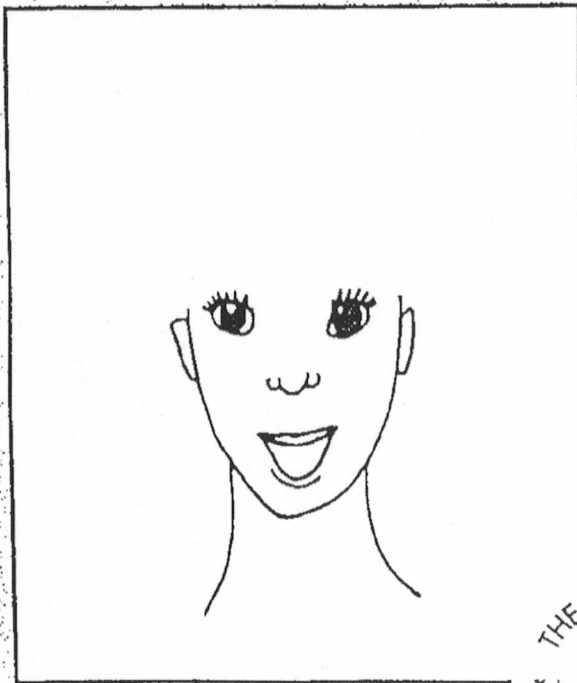
What is missing ? . . .



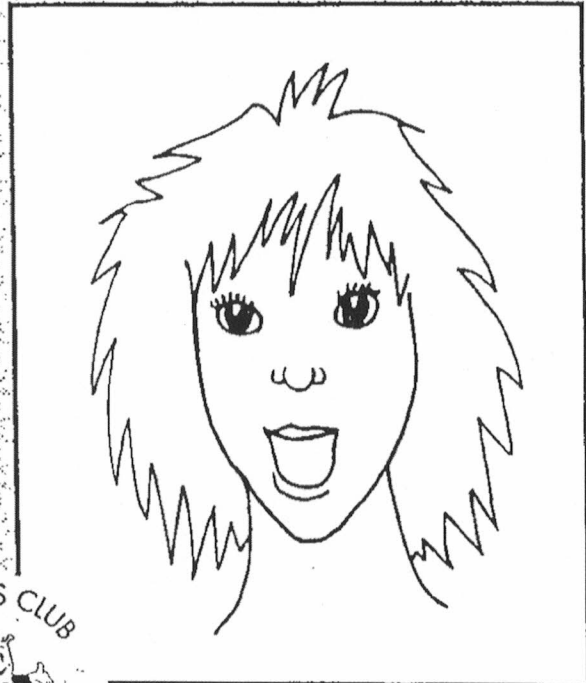
eyes



mouth



hair



ears



LESSON 2b

1) Greet the children as usual: Ask them **WHAT IS YOUR NAME ? HOW ARE YOU ? HOW OLD ARE YOU ?** etc.

2) **SONG - HEAD, SHOULDERS, KNEES AND TOES** or **ME**

3) **PAPER BAG/PAPER PLATE FACES**

Make some masks with the children - either simple ones made from paper bags or more elaborate ones out of paper plates. You can either cut out a lot of different features from magazines and put them in separate envelopes, or the children can draw the characteristics themselves.

* This activity is a fun way of going over parts of the body and colours, so remember to use lots of relevant vocabulary: **LET'S DRAW THE EYES ! WHAT COLOUR ARE THE EYES? RED ? NO !! PINK ? NO !! BLUE ? OK !!! LET'S MAKE SOME HAIR! LET'S GLUE IT TO THE HEAD !** etc

After they have made their faces, put them aside until the end of the lesson and then, encourage the older ones to talk to each other in English, using funny voices if they like, and animating their masks.

4) **HEADS, BODIES, LEGS ...** As you have pens and paper out, play a game of consequences called **HEADS, BODIES, LEGS**

Although this is a very simple game, if anyone misinterprets the instructions, it could become very complicated, so explain the method to your children in their own language first.

Each player will need a strip of paper and a pen or pencil. Everyone begins by drawing a comic face/head on the top of their strip of paper. Then they must fold it underneath so that the drawing is not visible and only the neck shows. The players then pass their drawings to their neighbours, who draw a body under the neck !!! They fold this under leaving space for the legs and finally the feet!

Ask older children to think of the name of a famous English or American person and get them to write that at the very bottom of the sheet. The papers are passed on one more time, when they are opened and the children can admire their handiwork !!!

* Again it is body vocabulary that the children are revising here, so the words you use are very important. As in the previous activity, say **EVERYBODY DRAW A HEAD !! DON'T FORGET THE EARS !! AND HAIR !!** etc.

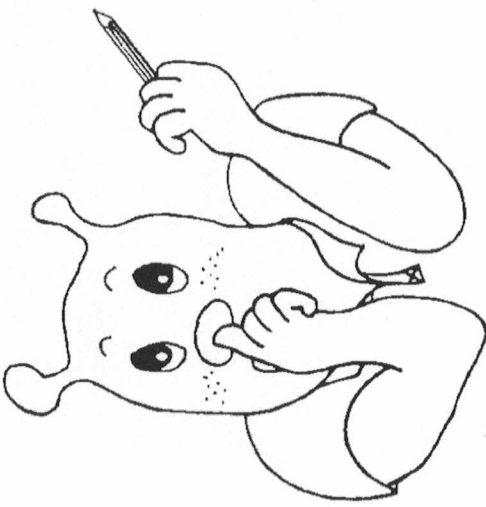
5) **COLOURS** (cf. Module 1 Lesson 6b) Using the cards you made up in the last Module.

First of all, go through the different cards asking the children WHAT COLOUR IS THIS ? RED ! DO YOU LIKE RED ? WHAT COLOUR DO YOU GET IF YOU MIX RED AND YELLOW ?

The children will have covered this vocabulary and the concept of primary and secondary colours in the previous Module. Play a MEMORY GAME with the cards, asking WHICH COLOUR IS MISSING ?

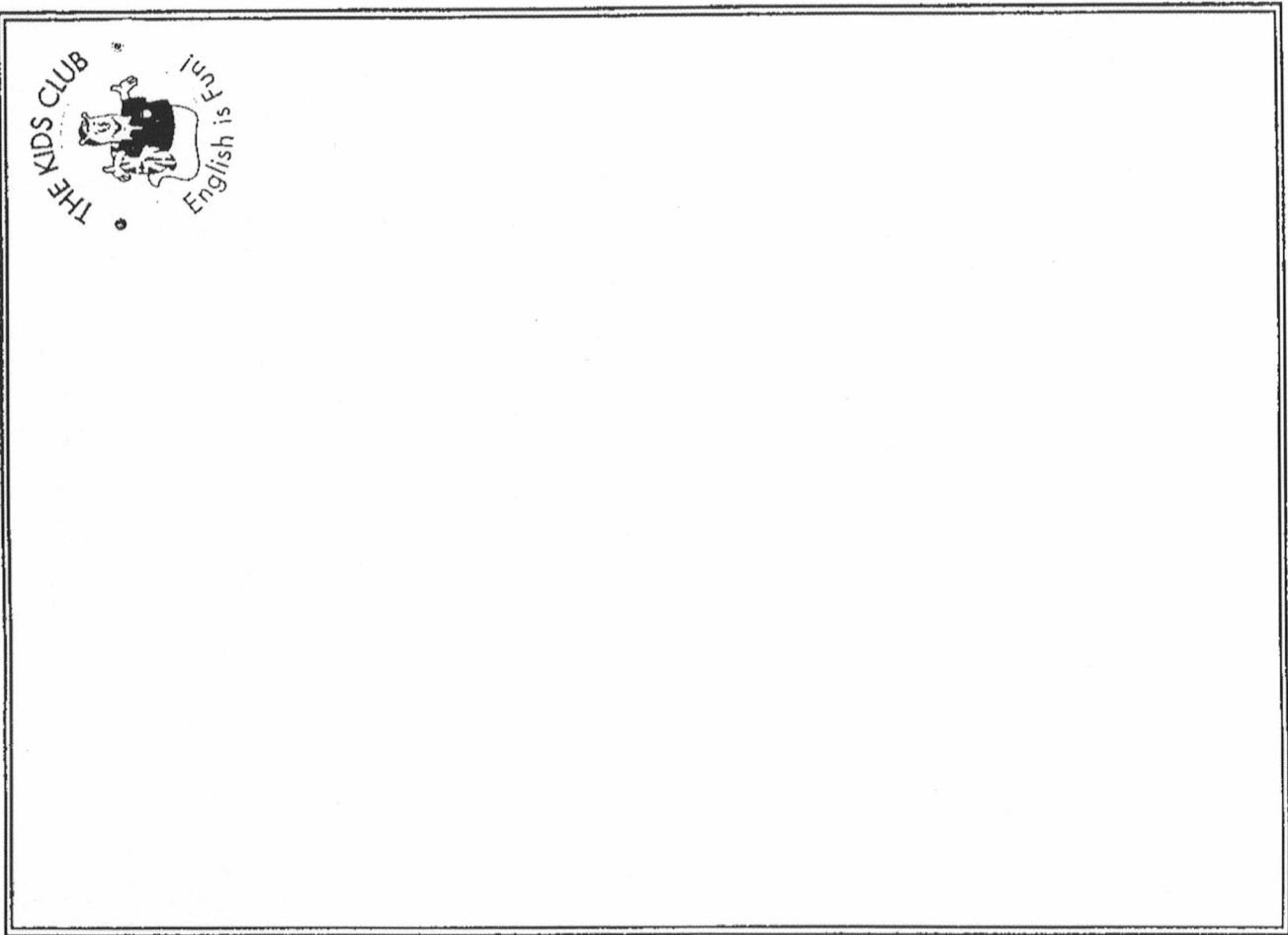
You could also make up a set of coloured dominoes and play a game of DOMINOES.

6) **ACTIVITY SHEET: MY FRIEND ...** Help the children to think of English names for their friends. Then they can choose different colours from the list at the top of the page to use in drawing and colouring their friends.



- | | |
|--------|--------|
| blue | orange |
| white | purple |
| red | green |
| brown | black |
| yellow | grey |

My friend **has:**
..... **hair,**
..... **eyes,**
a **nose,**
..... **ears,**
and **lips.**



Choose your colours and then draw your friend !!!