MY BODY

Level: 1st of Primary Education

If you want a written version of this document, you can print the file teachers_notes.pdf in the root directory of the unit.

DIDACTIC OBJECTIVES
- To identify and reproduce the pronunciation related to the parts of the body.
- To understand oral and written messages in daily communicative situations.
- To obtain general and specific information in simple oral and written texts.

CONCEPTS
1. Listening and speaking
   - Verbal and non-verbal answers in communicative contexts.
   - Listening comprehension about the parts of the body.

2. Reading and writing
   - Reading and writing of specific vocabulary and very simple sentences.
   - Associating writing, meaning and pronunciation in words and very simple sentences.

3. Language knowledge
   3.1. Linguistic knowledge
   - Identification of the parts of the body.
   - Expression of quantity.
   - Response to simple instructions.

   3.2. Reflection about language
   - To show confidence in the pupils’ own capacity to learn English through the activities.

   3.3. Themes and vocabulary
   - Body: head, body, arms, hands, legs, feet, fingers.
   - Face: hair, eyes, nose, mouth, ears.
   - Numbers 1-10

4. Sociocultural aspects and intercultural awareness
- Using basic expressions of social relationships.
- Positive attitude towards English language.

This unit consists of three parts: body, face and monsters. The activities and exercises are distributed according to the principle of growing difficulty. Because the students the unit is addressed to are very young, all the activities are guided and as simplified as possible, so as to encourage them and keep them interested. Besides, the graphic appearance of the unit, the feedback, the effects, etc. try to catch the students' attention and make the activities motivating.

You can move into any part of the unit easily by using the menu (home), which is accessible from any activity. Moreover, in each screen there is a “language” button so as to explain the activity.

The structure of the unit is as follow:

**Introductory screen**

Through this screen you can access the menu, the credits screen (if you want to know who has made this unit, or if you would like to contact the author) and this document. On this screen, students can choose the theme (body, face or monsters) that they will learn.

**Part 1: ‘The body’**

1. **Exploration**
   
   In this scene, the students will listen to the pronunciation about the parts of the body. They can learn not only pronunciation, but also writing and meaning.

2. **Listen and match**
   
   On this screen, our students have to match sounds about the parts of the body with the parts of a human body.

3. **Multiple choice**
   
   Students will listen to a sound and they must choose from three images related to the parts of the body.

4. **Memory game**
   
   This scene is about a memory game. Learners have to find pairs
(pictures and sounds).

5. Listen and repeat
   In this scene, our learners can listen to the pronunciation of the parts of the body and then repeat.

Part 2: ‘The face’

1. Exploration
   In this scene, the students will listen to the pronunciation about the parts of the face. They can learn not only pronunciation, but also writing and meaning.

2. Listen and match
   On this screen, our students have to match sounds about the parts of the face with the parts of a human face.

3. Multiple choice
   Students will listen to a sound and they must choose from three images related to the parts of the face.

4. Memory game
   This scene is about a memory game. Learners have to find pairs (pictures and sounds).

5. Listen and repeat
   In this scene, our learners can listen to the pronunciation of the parts of the face and then repeat.

Part 3: ‘Monsters’

1. Exploration
   In this scene, the learners will listen to some monsters and their descriptions.

2. How many…?
   On this screen, our students see a monster and they listen to a question about it. Then, they must choose from three possible options.

3. Who has got…?
   Students will listen to a question related to three monsters. They
must choose the correct answer.

4. **Listen and match**
   On this screen, our students have to match the descriptions of some monsters with the correct weird creatures.

5. **Test**
   Our learners can check their progress and, then, they can do some extra activities or revise the previous knowledge.

**Ending**
This is the last scene. When students come here, they have completed all the activities.

Please, bear in mind that some of these activities will be difficult or impossible for any of your learners who suffer from some types of colour-blindness or other visual impairments, and you may wish to make them aware of this so as to avoid frustration on their part.
MY BODY – Answer Key

Part 1: ‘The body’

2. Listen and match
   - /head/ = cabeza
   - /body/ = cuerpo
   - /arms/ = brazos
   - /hands/ = manos
   - /legs/ = piernas
   - /feet/ = piés
   - /fingers/ = dedos de las manos

3. Multiple choice
   - card 1: audio /head/ = false, false, true.
   - card 2: audio /body/ = false, true, false.
   - card 3: audio /arm/ = true, false, false.
   - card 4: audio /hand/ = true, false, false.
   - card 5: audio /leg/ = false, true, false.
   - card 6: audio /foot/ = false, false, true.
   - card 7: audio /fingers/ = false, true, false.

4. Memory game
   - /head/ = cabeza
   - /body/ = cuerpo
   - /arms/ = brazos
   - /hands/ = manos
   - /legs/ = piernas
   - /feet/ = piés
   - /fingers/ = dedos de las manos

Part 2: ‘The face’

2. Listen and match
   - /hair/ = pelo
   - /eyes/ = ojos
   - /nose/ = nariz
   - /mouth/ = boca
   - /ears/ = orejas
3. Multiple choice
   - card 1: audio /hair/ = false, false, true.
   - card 2: audio /eyes/ = false, true, false.
   - card 3: audio /nose/ = true, false, false.
   - card 4: audio /mouth/ = true, false, false.
   - card 5: audio /ear/ = false, true, false.

4. Memory game
   - /hair/ = pelo
   - /eyes/ = ojos
   - /nose/ = nariz
   - /mouth/ = boca
   - /ears/ = orejas

Part 3: ‘Monsters’

2. How many…?
   - card 1: audio /How many arms has it got?/ = false, true, false.
   - card 2: audio / How many ears has it got?/ = false, false, true.
   - card 3: audio / How many eyes has it got?/ = true, false, false.
   - card 4: audio / How many heads has it got?/ = true, false, false.
   - card 5: audio / How many legs has it got?/ = false, true, false.
   - card 6: audio / How many mouths has it got?/ = false, false, true.
   - card 7: audio / How many noses has it got?/ = false, false, true.

3. Who has got…?
   - card 1: audio /Who has got three eyes?/ = false, false, true.
   - card 2: audio /Who has got four ears?/ = false, true, false.
   - card 3: audio /Who has got two noses?/ = true, false, false.
   - card 4: audio /Who has got one mouth?/ = true, false, false.
   - card 5: audio /Who has got ten arms?/ = false, true, false.
   - card 6: audio /Who has got eight feet?/ = false, false, true.
   - card 7: audio /Who has got two heads?/ = false, true, false.
EXTRA ACTIVITIES (crosswords)

BODY
Across
2. HANDS
5. FINGERS
6. LEGS

Down
1. BODY
3. ARMS
4. HEAD
5. FEET

FACE
Across
3. NOSE
5. EARS

Down
1. MOUTH
2. HAIR
4. EYES