1. **Parts of the Body**

**Objectives**

Learners will:
- Be able to speak, read and write the parts of the body.
- Be able to talk about symptoms using “hurt” and “ache.”
- Be able to use “should” when giving advice.

**Materials Needed**

- Board or chart paper and markers
- Body Shape overhead
- Body Parts flashcards
- Index cards (or use pre-written cards)
- Handouts: 1a (Body part words), 1b (Symptoms), 1c (Write sentences...), 1d (What’s the matter?), 1e (Body part puzzle)
- Overhead projector

**Warmup Activity**

Do an activity to get to know a little about your class. Use the activity below, or any other warm up that you choose.

1. **Tell your learners your name and where you are from.** Then ask each learner to tell his or her name and where they are from, *OR* do this as a Ball Toss activity: Say your name. Throw the ball to someone in class, who says his or her name, then throws the ball. You can do variations of this: “What’s your first name?” as round one; “What’s your last name?” as round two; and a third round as “I’m from…” If your class is slightly higher level, they can precede throwing the ball by asking the appropriate question, e.g. “Where are you from?” “What’s your first name?” etc.

2. **Introduction to the Class.** Say, “In this class, we are going to learn English for your health. What do you think we will learn?” Elicit ideas from class and write them on the board. If they don’t come up with any, give them some hints. Possible elicitations include: the body, health problems (sickness), talking to the doctor, making appointments, going to the hospital, good food (healthy food), exercise, checkups, taking medicine. When this is complete, tell the learners that today’s lesson is about parts of the body.

**Presentation**

**Parts of the Body**

**Activity 1**

**Naming the Body Parts**

1. Draw a large shape of a body on the board, or use overhead.
2. Begin to fill in body parts (e.g., draw an eye). Elicit name of body part and spelling.
3. Ask learners if they know any parts. Add parts elicited from learners.
4. Continue drawing until they have completed: head, eyes, mouth, nose, teeth, ears, arms, back, chest, leg, foot, stomach, knee, shoulder, hand, elbow.
5. Point to parts of the figure. Say the part, and ask learners to repeat the name.
Activity 2
Total Physical Response (TPR) with Body Parts

1. Make sure the labeled drawing from Activity 1 is still visible.
2. Write on the board: “Put your __________ on your __________”; OR, (for lower level learners) “Touch your __________.”
3. If using “Put your...,” teach the learners left and right (omit for lowest level).
4. Fill in on the board: “Put your left hand on your head.” Read the instruction aloud. Demonstrate and ask learners to do the same (OR, Touch your head).
5. Give a few more instructions (e.g., “Put your right hand on your shoulder, put your left hand on your foot.”) As you continue, let the learners do it without your demonstrating.
6. Allow learners to volunteer to give an instruction.
7. Partner work. Learners take turns giving instructions to their partners (or group of four).

Activity 3
Recognizing Body Parts in Writing

1. Hand out flashcards [or use handout 1a, Body Part Words] with the names of body parts; OR, ask learners to write the names of the parts on index cards. (Choose an appropriate number of words for your learners.)
2. Call out the name of a body part. Ask learners to hold up a card with that part. Continue through all the parts.
3. For additional practice, ask learners to practice with partners.
4. Variation: Instead of calling out, touch the particular body part.

Activity 4
Expressing Physical Complaints

1. Write on the board: “My __________ hurts.” Pantomime and say one (e.g., “My stomach hurts”).
2. Do a few more. (e.g., “My back hurts,” “My foot hurts”). Then pantomime one, and ask learners to guess.
3. Ask learners to volunteer to pantomime one for the class. They can either choose the part to mime, OR you can hand them a flashcard with the word or picture (handouts 1a or 1b, Symptoms). Let the one who guesses be the next to pantomime.
4. For additional practice, continue this activity in groups of four.
Activity 5

**Answering the Question, “What’s the matter?”**

1. Hand out worksheet 1c. Read the sentences aloud, and ask the learners to repeat them. (OR, using Standout BASIC, listen to the recorded sentences [on CD] or read aloud. Say the words again, and ask the learners to repeat).

2. Say the sentences again, mixing up the order. Ask learners to point to the one you say.

3. For additional practice, repeat step 2 with a partner.

4. Ask learners to write the sentence under each picture.

5. Hand out worksheet 1d. Read the dialogue. (OR, use the dialogue on page 104 of Standout BASIC.)

6. Allow learners to practice with a partner.

7. Hand each student a symptom card. Using worksheet 1d, model with one or more learners asking, “What’s the matter?” and getting a reply. Write their answers on the chart.

8. Ask the learners to talk to six (or more) learners and ask, “What’s the matter?” Write their answers on their chart.

**Homework**

**Parts of the Body crossword puzzle**

**Additional Activities/Review**

Play Hangman with body parts. If you have access to computers, you can play Hangman or a Match Game at this website: [www.vocabulary.co.il](http://www.vocabulary.co.il). This site is for children. Choose Match Game or Hangman. Select the Human Body Parts category. Demonstrate the game before playing.

This website is also for children, but some may enjoy the humor: [www.uk.knowledgebox.com/index.phtml?d=17175](http://www.uk.knowledgebox.com/index.phtml?d=17175). It presents only very basic words such as head, foot, leg, arm and eye.

OR, if you are comfortable singing, teach the song “Head shoulders knees and toes.”
<table>
<thead>
<tr>
<th>Head</th>
<th>Arm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back</td>
<td>Hand</td>
</tr>
<tr>
<td>Throat</td>
<td>Leg</td>
</tr>
<tr>
<td>Foot</td>
<td>Knee</td>
</tr>
<tr>
<td>Stomach</td>
<td>Neck</td>
</tr>
</tbody>
</table>
Write the sentences under the pictures.

I have a sore throat.

I have a backache.

I have a cold.

My stomach hurts.

I have a fever.

I have a headache.
What’s the Matter?

A: What’s the matter?
B: My _____________ hurts.
A: I’m sorry!

<table>
<thead>
<tr>
<th>Classmate’s name</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parts of the Body

ARMS    BACK     CHEST     EARS
ELBOW   EYES     FOOT      HAND
HEAD    KNEE     LEG       MOUTH
NOSE    SHOULDER STOMACH TEETH