

MY SENSES AND ME

CONTENTS	EVALUATION CRITERIA	
	Pupils will be able to:	
Parts of the body	Name parts of the body including joints. Classify the parts of the body according to the section each part belongs to.	
Senses	Name the five senses. Give examples of things we can see / hear, etc.	
Observation of how the body moves	Describe movements using simple commands.	
Appropriate behaviour when at school	Identify inappropriate behaviour. Describe how children play together.	

OPENING PAGES

Song: *All about me*

STORY

Play time

WORK TOGETHER

Test your sense of smell

CONTENT PAGES

The three sections of the body
Parts of the body
What do joints do?
What do bones and muscles do?
The five senses

OUR CHOICES

Stretch your muscles!

REVIEW

UNIT SUMMARY

In this unit pupils will learn:

- the parts of the body and the sections of the body
- to distinguish between muscles and joints
- why bones are important
- the five sense organs

LANGUAGE FOCUS

- Sections of the body: head, limbs, torso
- Parts of the body: ankle, arms, cheek, chin, foot, hand, hip, knee, leg, tummy, wrist
- Parts of the face: cheeks, ears, eyebrows, eyes, nose

KEY STRUCTURES

- He's ... / She's ... / They're ...
- Move / bend / touch your ...
- Our ... support / help us ...
- We can see / hear ...

LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
	LIN	MST	DIG	LTL	SOC	AUT	CUL
Observe, identify and name body parts. Understand the sections of the body.	●	●					●
Identify the senses and name the sense organs. Identify the sense organs used to perceive certain objects.	●						●
Observe the movements their bodies make and express these using simple sentences.	●			●		●	●
Understand appropriate school behaviour.	●			●	●	●	

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Competence in the use of new technologies

LTL Competence in learning to learn

SOC Competence in social awareness and citizenship

AUT Competence in autonomous learning and personal initiative

CUL Competence in artistic and cultural awareness

DIGITAL RESOURCES

PUPIL'S IWB

LEARNING KIT

- Interactive activities
- Flashcards
- Presentation
- Song
- Multimedia

TEACHER'S KIT

- Test generator

- Wordlist
- Worksheets and templates
- Lyrics
- Multimedia
- 360° Evaluation tests

FAMILY CORNER

- Presentations
- Wordlist
- Family guide

18 UNIT INTRODUCTION

SUMMARY

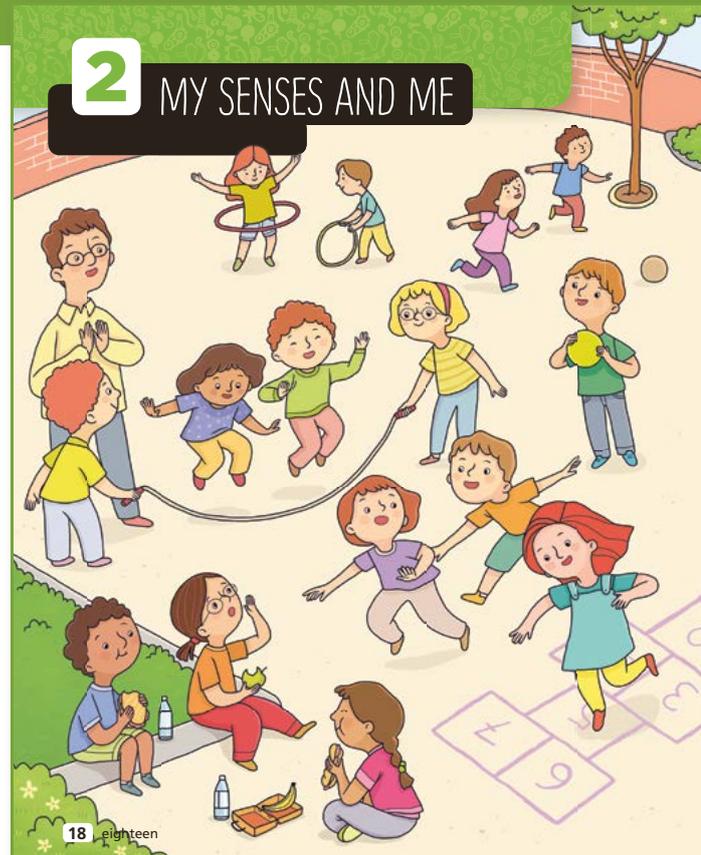
The aim of the unit opener is to activate pupils' prior knowledge of the topic and stimulate their curiosity for what they are about to learn through activities that develop observation and reasoning skills. Use the picture to activate vocabulary about the senses as well as action verbs to describe what is happening in the scene and the elements of a school playground which are visible in the picture.

LANGUAGE

- Question words: What? Who? How many?
- Prepositions of place: in, on, under, next to
- There is / are
- Five senses: tongue, eye, ear, nose, skin
- Parts of the body: arm, feet, hands, head, leg
- Present continuous to describe actions: he is playing, they are jumping, etc.

MATERIALS

Flashcards: arms, fingers, hand, head, legs.



GETTING STARTED

Play 'Simon says' using the key vocabulary and actions in the scene to elicit and pre-teach some of the key vocabulary, for example: Simon says *You are skipping / jumping / running / eating*, etc. Simon says *Touch your eye / nose / hand*, etc. Once the pupils are familiar with the vocabulary, ask them to play in pairs, taking turns to give an instruction to their partner.

STEP BY STEP

PAGES 18-19

Focus on the children in the scene. Ask questions using the sense verbs, for example: *What can he see / smell / hear / taste? What does (the marble) feel like?* Use gestures to help the pupils understand the questions. As individual pupils answer, repeat their answers out loud, then ask the class to repeat the answer all together in chorus.

Activity 1

Use the flashcards. Hold up a flashcard and say *Point to your / your partner's (hand)*. Hold up a flashcard and ask: *Can you see a (foot)?* Ask volunteers to point to the body part in the picture.

Activity 2

Point to a figure in the picture and ask: *Is he jumping?* Start by pointing to two children who are not jumping. Then point to a child who is jumping. Refer pupils to the Language tips box and read it together. When the pupils answer *Yes*, tell them to circle the child in the picture and encourage them to give a full answer. If the pupils seem confident, tell them to continue individually. If not, do another example for the whole class, using concept check questions: *Is she jumping? No? Do you circle her?* Once the pupils have finished, ask volunteers to circle the children who are jumping on the IWB or point to the children in the book so that the class can check their answers.

Activity 3

Ask questions while indicating each part of the picture: *This girl is running. Is she looking where she is going? Is she being careful? This boy is alone. Is he happy or sad? Does he have a friend to play with?* Elicit ideas by asking *Who is not paying attention? Who needs a friend?*

Activity 4 1. 15

Before playing the song, revise the vocabulary. Say the name of a body part and ask the pupils to point to it.

LET'S BEGIN

- Look at the picture. Name some parts of the body you can see.
- Circle the children who are jumping. What are the others doing?
- Who is not being careful? Who needs a friend?
- Listen to the *All about me* song. Colour the parts of the body you hear.

- Sing the song and do the actions!

What do you know? Let's find out!

Language tips
 He's jumping.
 She's running.
 They are ...

nineteen 19

1.15 ALL ABOUT ME



All about me, all about you [point to me and you]
 What can you do? What can you do? [shrug shoulders]
 I've got hands so I can clap [clap]
 Clap, clap, clap! [clap]
 All about me, all about you [point to me and you]
 What can you do? What can you do? [shrug shoulders]
 I've got legs so I can run [run]
 Run, run, run! [run]
 All about me, all about you [point to me and you]
 What can you do? What can you do? [shrug shoulders]
 I've got feet so I can stamp [stamp]
 Stamp, stamp, stamp! [stamp]
 All about me! [hands in air]

Then play the song, pausing after each body part is mentioned so that the pupils can colour the part. Check their answers. Ask: *Did you colour the (arm)?*

Activity 5 1.16

Tell the pupils to stand up. Listen to the song again. This time encourage the pupils to sing along and do the actions. If time allows, ask the pupils to sit down again. Then play the song but do the wrong actions. Elicit the correct action by asking the pupils to demonstrate.

TARGETED QUESTIONS

- What can you see in the classroom? Pupils point to classroom objects and name them.
- Tell the pupils to close their eyes and listen for a minute or two. **What noises did you hear?**
- Bring objects to class and ask pupils to touch them. **What does it feel like?** (*Soft, smooth, rough, etc.*)
- Who would you like to play with? Ask pupils to identify a child or group of children in the picture that they would like to play with. **Why?** Accept

a variety of ideas and help pupils to express them in English when necessary.

- Provide time and support so that the pupils can express themselves.
- Review any new vocabulary.

WRAP IT UP

- Play music. While the music is playing, the pupils walk around the classroom. Stop the music and hold up a flashcard showing a body part. Say *Touch someone's (head)*. The pupils have to touch the body part of someone nearby. Repeat the activity with all the body parts flashcards.
- Draw a simple picture of the school playground on the board. Elicit the names of some of the objects (*trees, a bench, flowers, etc.*) Pupils come up to the board three or four at a time and draw themselves in the playground and say what they are doing.

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

20 STORY

SUMMARY

The story sets the scene for the unit and introduces some key vocabulary and concepts. In the story, Katie and Ben are doing different activities.

LANGUAGE

- Activities: skipping, playing ball, (playing with a) hula hoop, balancing a ball (on your head)
- He is / She is / They are
- I use my (hands to clap). I don't use my ... to ...

AUDIO SCRIPT

The children are playing with their friends at school.

Ben: Ready Katie? Jump! Jump! Well done!

Ben: Over here, Katie.

Katie: Ready Ben? Catch!

Katie: Look at me!

Ben: Wow! That's amazing!

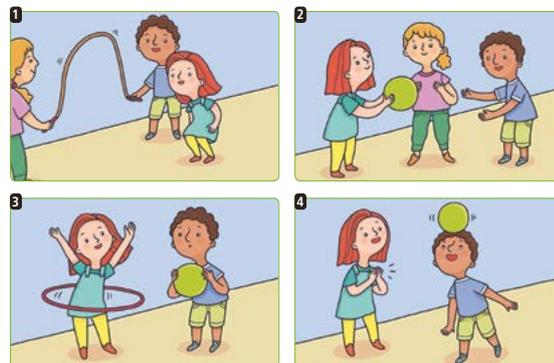
Ben: Hey Katie. Look at this!

Katie: Very good, Ben. That's great!

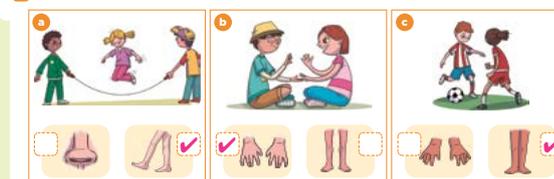
Story

Play time

1 Listen, look and act out.



1 Listen and tick (✓).



20 twenty

GETTING STARTED

Draw the pupils' attention to the story and explain to them that they are going to listen to a story about Katie and Ben playing together. Ask them to name the characters. Ask: *What's Katie doing? What's Ben doing?* to review actions.

STEP BY STEP

PAGE 20

Play time 1.17

- Say: *Let's listen and read.* Play the audio. Encourage the pupils to follow along by pointing to the person speaking in each case. Tell the pupils to act out the story in groups of three. Choose two or three groups to act out the story.

Activity 1 1.18

- Point to the pictures one by one. Ask: *What are they doing?* Then ask: *What parts of the body is (she) using?*
- Play the audio. Pupils tick the body parts as they listen, then check their answers with a partner. Play the audio again, pausing to elicit the answers. Ask the pupils to repeat the sentences all together and do the actions.

WRAP IT UP

Choose a volunteer to come to the front and mime an activity from the opening illustration on pages 18-19, for example, eating, skipping, running, etc. Ask the rest of the class to guess. Encourage other volunteers to mime.

FAST FINISHERS

Provide fast finishers with a sheet of A5 paper and a pencil. Tell them to draw their favourite activity and to circle the body parts they use when they are doing it.

AUDIO SCRIPT

- 1 We use our legs to jump. Jump! Jump! Jump!
[Jump up and down]
- 2 We use our hands to clap. Clap! Clap! Clap!
[Clap hands]
- 3 We use our legs and feet to run and kick.
Goal!!!!!! [mime kicking a ball, pump fists]

WORK TOGETHER 21

Work together

Test your sense of smell

Can you identify objects using only your sense of smell?

Materials:



1 Make your hypothesis.

Which objects can we identify using only our sense of smell?

2 Make a plan.

- Choose three objects.
- Can your partner identify them? Write in the template.

3 Develop conclusions.

With your partner, complete the sentence. Use the answers in the template to help you. Compare your sentence with your group.

4 Test your hypothesis.

Compare your conclusions in part 3 to your hypothesis in part 1.

- Are they the same or different?
How are they different?

Evaluate your cooperative learning.

twenty-one 21

SUMMARY

Pupils will use the *Cooperative investigation* technique applied to an enquiry-based activity to encourage their curiosity about the world around them. First, the pupils will discuss their ideas with a partner, then share them with the class, in order to form a class hypothesis. Next, they will agree on a plan and work in pairs to carry it out. With their partner, they will develop their conclusions and share them with the class. Finally, the pupils will test their hypothesis by comparing their conclusion to their original hypothesis.

LANGUAGE

- I / you / we can identify ... using our sense of smell
- I think ...
- I agree / I disagree

MATERIALS

A banana, a blindfold, cinnamon, coffee beans, garlic cloves, an onion, a pencil, a tomato; Unit 2 template.

GETTING STARTED

In this investigation, pupils will predict which objects they can identify using their sense of smell, then they will work in pairs to check their ideas.

STEP BY STEP

PAGE 21

- **Step 1** Check that pupils can name all the materials. Ask: *Which of these objects (not the scarf) can we identify using only our sense of smell?* Pupils discuss ideas with a partner, then share with the class. Form a class hypothesis.

Write on the board: *I think we can identify ... , but we can't identify ... using only our sense of smell.* Write the objects most pupils agree with in each case.

- **Step 2** Pupils work in pairs. Pupil A is the tester. Cover their eyes with the scarf. Pupil B chooses three objects and writes the names of the objects on the template. The tester smells the objects. Pupil B records the results by circling *Yes* or *No*.
- **Step 3** Write on the board: *We can identify ... , but we can't identify ... using only our sense of smell.*

In pairs, pupils complete the sentence. Refer them to their tables to help them. The pairs share their sentences with the class.

- **Step 4** Pupils should check their hypothesis in step 1 and compare it to their conclusion in step 3. Ask: *Was your hypothesis correct?* Pupils discuss the questions with their partner. Then the pairs share their conclusions with the class.

WRAP IT UP

Ask: *What's your favourite smell?* Pupils take turns to draw pictures on the board to complete a mind map of their favourite smells.

FAST FINISHERS

Tell fast finishers to make two lists in their notebook of things that smell good and things that smell bad.

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

22 THE THREE SECTIONS OF THE BODY

SUMMARY

The page introduces the three sections of the body: head, torso and limbs. Pupils learn to identify each of the three sections.

LANGUAGE

- My head / torso / limbs
- What are they doing / using?
- What is ...? / What colour is ...?

MATERIALS

Flashcards: body, head, torso.

1. 19 The three sections of the body

The three sections of the body

My body has three sections: my head, my torso and my limbs.
My arms and legs are limbs.

Point to Laura's torso.



1 Draw the lines. Colour.



2 Listen and point.



22 twenty-two

GETTING STARTED

Point to your head. Ask: *What is this?* Repeat the same action for the torso, arms and legs. Don't correct answers yet. Show the flashcards and drill the words: *head, body, torso.*

STEP BY STEP

PAGE 22

Listen and read the text. Pupils follow the text with their fingers as they listen. Point to the parts of your body as pupils listen. Ask *Where is Laura's torso?* Tell the pupils to point to her torso in their books.

Activity 1

Walk around and monitor. Check individual understanding by asking: *What is this?* and pointing to the sections of the pirate. Ask: *What colour is / are the pirate's (head / torso / limbs)?*

Activity 2 1. 20

- Mime each activity (tennis, trampoline and judo) and ask: *What am I doing?* Elicit different answers but don't confirm any yet.

- Play the first part. Pause the recording. Say: *Point to the correct picture.* Then ask: *What are they doing?* (*They are playing tennis.*) Mime the action again. Encourage pupils to copy you. Ask: *What are they using: head, torso or limbs?* (*Limbs*)
- Repeat for the other two actions, encouraging pupils to do the actions so that they can identify the sections of the body they use in each case.

WRAP IT UP

Sing an action song, such as *If you're happy and you know it* or *Heads, shoulders, knees and toes*. Ask: *What sections of the body did we use for the song?*

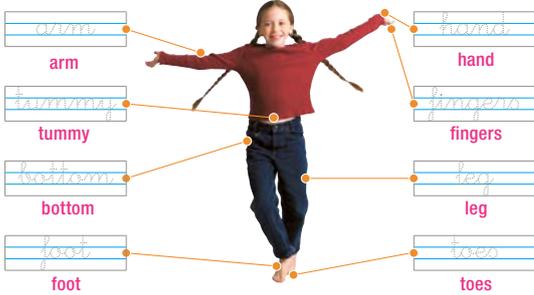
FAST FINISHERS

Prepare an outline of a body on a large sheet of card. Give fast finishers some post-its. Tell them to copy the names of the sections of the body from their books, one section on each post-it. Tell them to label the sections on the body outline. Then they can remove the post-its and test each other.

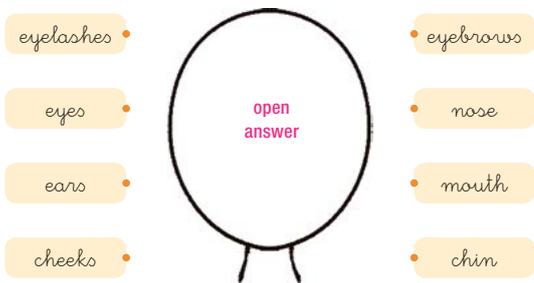
PARTS OF THE BODY 23

Parts of the body

1 Listen and trace.



2 Draw your face. Match the words.



twenty-three 23

SUMMARY

The page introduces the parts of the body in more detail. Pupils learn the names of the parts of the body and the parts of the face and work on reading the words.

LANGUAGE

- Parts of the body: arm, bottom, fingers, foot, hand, leg, toes, tummy
- Parts of the face: cheeks, chin, ears, eyebrows, eyelashes, eyes, mouth, nose
- This is my ...
- I have (two eyes), I have ...

MATERIALS

Flashcards: cheeks, chin, ears, eyebrows, eyelashes, eyes, mouth, nose.

GETTING STARTED

- Do a physical warm up. Tell pupils to stand up. Say: *We need to get ready for the lesson today. Are you awake? Are you ready to learn? Copy me!*
- Give various commands: *stretch your arms up, wiggle your fingers, bend your knees, wiggle your toes, move your bottom from side to side, etc.*
- Mime each action and give encouragement. Finish by taking a deep breath, then sitting down. Say: *Now you are ready to learn!*

STEP BY STEP

PAGE 23

Activity 1 1.21

- Elicit the parts of the body. Play the audio and ask pupils to trace the words with their fingers first.
- Pupils work individually to trace the words with their pencil.
- When they are finished, play the audio again. When they hear each word they point to the body part in the picture, then on their own bodies and repeat the word out loud. Pause the recording after each body part to allow time for this.

Activity 2

- Draw a big oval on the board. Ask: *What is this?* Elicit that it is a face. Ask: *Does it have eyes? (No) Shall we draw the eyes? (Yes) How many eyes? What colour are the eyes? Big eyes or small eyes?* Continue with the rest of the parts of the face.
- Write the words around the face on the board in the same order as they are in the book. Ask volunteers to draw lines from each word to the corresponding part of the face. Leave the labelled face on the board for reference.

WRAP IT UP

Play 'What's missing?' using flashcards stuck to the wall or to the board. Elicit the name of the body part that is turned around each time.

FAST FINISHERS

Provide fast finishers with a sheet of A5 paper and a pencil. Tell them to draw a picture of someone in the class. If there is time, they can show their pictures to the rest of the class. The class should guess who they have drawn.

24 WHAT DO JOINTS DO?

SUMMARY

The page introduces the joints and their function.

LANGUAGE

- I can (bend / move / wiggle) my ...
- The joints: ankle, elbow, hip, knee, neck, shoulder, wrist

MATERIALS

A puppet or a picture of Pinocchio.

1. 22 What do joints do?

1. 23 JOINTS

Move your neck [*move head side to side*]
 Shake your wrists [*shake wrists and hands*]
 Bend your elbows and your knees [*bend arms and legs*]
 Shrug your shoulders [*raise and lower shoulders*]
 Wiggle your hips [*hands on hips, move hips from side to side*]
 Move your joints with me! [*move all the above together*]



GETTING STARTED

Wave at the class. Greet individual pupils. Encourage them to wave at, greet and shake hands with their partner.

STEP BY STEP

PAGE 24

Point to Danny. Play the audio. Mime the actions. Play the audio again and tell the pupils to join in. Elicit *wrist* and *elbow* and explain they are joints. Elicit more joints. Check pupils understand that we can bend joints.

Activity 1

- Show a puppet, a clip from or picture of Pinocchio. Say: *This is a puppet. It can bend its arms and legs. Can you see its (knees)?* Ask volunteers to point to the puppet's knees.
- Tell pupils to look at the puppets in their book. Point to the first puppet and use mime to help pupils understand the questions. Ask: *Can you see its elbows? (Yes) Can it bend its arms? (Yes) Can you see its knees? (No) Can it bend its knees? (No).* Repeat with the other two puppets if necessary.

What do joints do?

Joints help your body to move.

👉 Move your wrists and wave at Danny. Move your hips and dance!



1 Which puppet can bend its arms and legs? Circle.



2 🎧 🗣️ Look and listen to the Joints chant. Do the actions.



24 twenty-four

- Elicit which puppet can bend its arms and legs (the second one). Tell pupils to circle the puppet that can bend its arms and legs.

Activity 2 1. 23

- Before playing the audio. Read the script and show the pupils the suggested actions, or ask the class to suggest their own. Pupils then listen and do the actions.
- Play the audio again and encourage pupils to join in with the chant as they do the actions.

WRAP IT UP

Pupils work in pairs to invent their own joints chant and actions. Then make groups of four. Each pair should teach their chant to the other pair in the group.

FAST FINISHERS

Provide fast finishers with a sheet of A5 paper and a pencil. Tell them to draw around their hand, then look carefully at their own hand and bend their fingers. Then they should circle the parts of their hands that have joints on the outline. Tell them to count the joints (14) and write the number next to the outline of their hand.

WHAT DO BONES AND MUSCLES DO? 25

What do bones and muscles do?

Our bones support us and protect our bodies. Our muscles help us to move.



Language tips

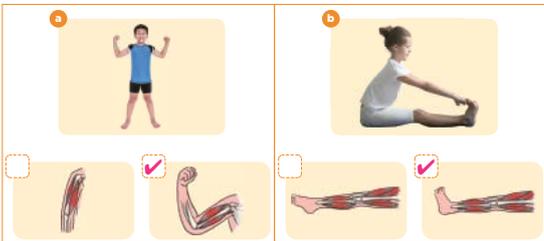
Laura's looking at a ...

What is Laura looking at?

1 Find the stickers.



2 Tick (✓) the correct picture.



twenty-five 25

SUMMARY

The page introduces the skeleton and muscles. Pupils learn how our skeleton protects and supports our bodies and how our muscles help us move.

LANGUAGE

- Laura's looking at a ...
- Our ... support us / protect us / help us to ...
- He is (bending his arms, touching his toes).
- She is using her muscles to ...

MATERIALS

Flashcards: bones, muscles, skeleton.

1. 24 What do bones and muscles do?

GETTING STARTED

Show pupils the flashcard of the skeleton. Elicit that it is a skeleton and that it is made of bones. Encourage pupils to feel their elbows and knuckles to see if they can feel their bones.

STEP BY STEP

PAGE 25

Play the audio. Elicit an action to go with each sentence. Play the audio again and ask pupils to say the sentences and do the actions as they listen. Ask: *What is Laura looking at?* Refer pupils to the Language tips box and read the sentence together. Elicit the answer. (A skeleton)

Activity 1

- Model the activity with one pupil. Model the language pupils will need to use to complete the activity. Ask: *What is this? Which sticker is it? This one? Okay.*
- Ask pupils to work in pairs to complete the activity. Monitor the pairs and correct by asking *Is this the right sticker? What do you think?*
- Pupils change partners to check their answers.

Activity 2

- Ask two volunteers to do the actions in the pictures.
- Use gestures to represent the possible answers, and ask: *Is his (arm like this) (model the first answer), or like this (model the second answer)?*
- Tell pupils to tick the correct answer in each case.

WRAP IT UP

Use the flashcards to play 'Thumbs up / Thumbs down'. Hold up the bone, muscle or joint flashcard. Say *This is a bone / muscle / joint.*

If the pupils think you are correct they raise their thumbs and say *Thumbs up*. If they think you are wrong, they lower their thumbs and say *Thumbs down*.

If time allows, extend this to revise other body parts studied in this unit.

FAST FINISHERS

Tell fast finishers to draw one activity they use their leg muscles to do, and one that they use their arm muscles to do.

26 THE FIVE SENSES

SUMMARY

The page introduces the five senses.

LANGUAGE

- The senses: see, hear, smell, taste, touch
- What does it (smell / taste / feel / look / sound) like?
- It (smells / tastes / feels / looks / sounds) ...
- What can we (smell / see / hear)?
- What sense is she using?

MATERIALS

Pictures of different objects (ice cream, a guitar, slime, etc.) or real objects, at least one for each sense.

Flashcards: ears, eyes, nose, skin, tongue.

1.25 The five senses

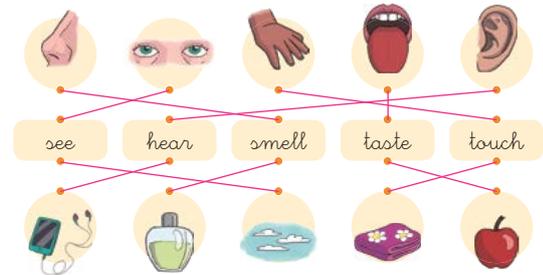
The five senses

We have five senses: we can see, hear, smell, taste and touch.

Which sense is Danny using?



1 Match.



2 Which sense are they using? Trace.



26 twenty-six

GETTING STARTED

Show the pictures / objects and ask: *What does it (smell / taste / feel, etc.) like?* Elicit vocabulary and give the pupils any words they don't know (slimy, cold, sweet, pretty, soft, etc.)

STEP BY STEP

PAGE 26

Play the audio. Point to your eyes, nose, etc. as each sense is mentioned. Play the audio again and encourage the pupils to say the sentences and point to the sense organs. Then say: *Look at Danny. What is he doing? Which sense is he using?* Elicit that he is listening to music and using his sense of hearing.

Activity 1

Stick the sense flashcards on the board. Elicit and write the names of the senses next to the corresponding flashcard. Leave the flashcards on the board.

- Match the first sense in the activity as an example. Tell pupils to complete the others individually. Pupils should then compare their answers in pairs.
- Check the answers together. Ask pupils to say the organ, the sense and the object. Ask: *Is that right?*

Activity 2

- Use the pictures or objects to mime smelling, touching and tasting. Ask: *What sense am I using?*
- Tell the pupils to look at the picture of the girl. Ask: *What is she doing? (looking at a flower) What sense is she using? (she is seeing).* Repeat with the other pictures. Then pupils can work individually to trace the words.

WRAP IT UP

Play 'Guess the sound'. Make sounds (a cat meowing, a car, an ambulance, a telephone ringing, etc). Pupils call out what they think it is. Then pupils can play in pairs.

- Play a short video which contains many sounds, but turn off the projector so pupils can't see the images. Ask them to guess what is on the video.

FAST FINISHERS

Ask fast finishers to draw a picture for each of the two senses not included in Activity 2: touch and hear.

Our choices

Stretch your muscles!

1 Listen and trace.



Bend to the left.

Bend to the left.



Bend to the right.

Bend to the right.



Bend your arms.

Bend your arms.



Touch your toes.

Touch your toes.

2 Make up an exercise routine. Choose your exercises. Put them in order. Teach your classmates.



SUMMARY

The page introduces simple instructions for moving the parts of the body the pupils have been studying. Pupils learn how to move parts of their bodies and to respond to simple imperative commands.

LANGUAGE

- Verbs of movement: bend, stretch, touch
- Parts of the body: hips, arms, knees

GETTING STARTED

Play 'Can you ...' Give pupils simple commands, such as *Can you touch your toes?*, *Can you bend your knees?* *Can you move your fingers?*, etc. Include impossible commands, such as: *Can you bend your ears?* *Can you move your nose?*

STEP BY STEP

Activity 1

- Tell the pupils they are going to do some exercises, because exercise is good for us and keeps us healthy. Elicit what exercises they think they might do? Say *What will we bend? What will we move?* etc.
- Look at the pictures and ask: *What are they (bending)?* Ask the pupils if they want to do the exercises.
- Play the audio. Mime the actions. Encourage the pupils to do the actions.
- Play the audio again. Encourage the pupils to repeat the commands with the audio and do the actions.
- Then pupils should work individually to trace the words.

Activity 2

- Demonstrate the activity. Ask a volunteer to choose one verb and one body part from the mind map. Elicit the command.
- Elicit the action. Then ask another volunteer to choose a second verb and action. Elicit the action again.
- Repeat until there are several commands. Then ask the volunteers to come to the front of the class. Each volunteer gives his command and the class should do the action.
- Finally, working in pairs, pupils produce their own sequence of four commands. Each pair should teach their routine to another pair.

WRAP IT UP

Choose one or two groups to perform their routines in front of the class.

FAST FINISHERS

Fast finishers can add more commands to their routines.

28 REVIEW

SUMMARY

Pupils review unit content and undertake a simple end-of-unit test.

LANGUAGE

- Chin, hip, leg, eyes, ears, nose, eyebrows, elbow, head, shoulder, torso, limbs
- See, hear, taste, touch, smell
- Skeleton, bones, muscles

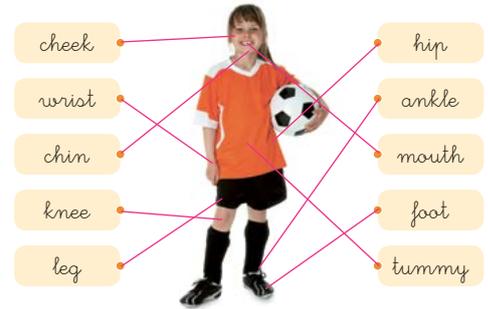
MATERIALS

Flashcards: chin, ears, elbow, eyebrows, eyes, head, hip, leg, limbs, nose, shoulder, torso; hear, see, smell, taste, touch, bones, muscles, skeleton.

Three hula hoops.

REVIEW

1 Match.



2 Complete the funny face.



28 twenty-eight

GETTING STARTED

Working in small groups, pupils draw round a classmate on a big sheet of paper. They use flashcards to label the different parts. This could also be done as a whole class activity on the board.

STEP BY STEP

PAGES 28-29

Activity 1

- Pupils match the words to the body part. Encourage pupils to work individually to see how much they know. When they have finished ask them to compare their work with a partner.

Activity 2

- Ask the class questions about the body, for example: *Tell me the name of a joint / a limb / a part of your face. What can you taste with?*
- Do a funny face dictation. Give out a sheet of A5 paper to each pupil. Say: *Draw a big face with big eyes. Draw a small nose. Draw big eyebrows. Draw long eyelashes. Draw a big mouth. Draw curly hair.*

- Ask pupils to give you instructions and draw a face on the board following their instructions.
- Hold up flashcards for parts of the face one at a time. Have the class read them and choose different volunteers to come up and label the face.
- Ask pupils to look at the funny face in their books. Read through each word together. Ask pupils questions about the parts of the face as you read through: *What colour are his eyes? Is his mouth big or small?*
- Tell pupils to work on their own and follow the instructions to complete the funny face.

Activity 3

- Play the *Joints* chant from page 24. Encourage pupils to join in the actions.
- Ask volunteers to stand up and move a joint of their bodies. Encourage the rest of the class to copy the movement. Ask other volunteers to stand up and move a different joint.
- Focus pupils' attention on Activity 3. Tell them to look at each picture while you read the words. The pupils should tick the parts of the body that are joints.

3 Tick (✓) the joints.



4 Write.

taste smell touch hear see



smell see touch taste hear

5 Write.

Our _____ protect our bodies.

Our _____ help us move.

What do you know now? Check!

Activity 4

- Stick the flashcards for the senses and the sense organs on the board. Ask a volunteer to match a sense flashcard to the sense organ flashcard, for example, sight – eyes. Say: *I see with my eyes.* Ask the volunteer to repeat the sentence. Repeat with each sense and sense organ, eliciting the sentence where possible.
- Encourage pupils to point to and read each word in the activity. The pupils should write the words under the correct picture.

Activity 5

- Show pupils the skeleton and muscles flashcards. Ask: *What does the skeleton do? What do the muscles do?*
- Pupils should then complete the activity individually.
- Support pupils that need help by writing the words *skeleton* and *muscles* on the board for them to copy.

WRAP IT UP

Play 'Flash!'. Take all the flashcards and wordcards for the unit. Divide the class in half and do the same with your board. Tell the class you are going to flash a flashcard or wordcard very quickly to one team. If the team guess what is on the card they get a point. You will then flash another card to the other team. Set a time limit.

FAST FINISHERS

Give fast finishes the body parts flashcards and three hula hoops. Tell them to classify the body parts into three sections (each hoop represents one section): head, limbs or torso.

360° EVALUATION

Download, print and distribute the end-of-unit test. Compare the test at the end of the unit with the ones the pupils did at the beginning and during the unit. Ask: *What did you learn?* Elicit vocabulary and concepts for the unit.