

# 1

## WHAT PARTS HAS OUR BODY GOT?

### Learning objectives

By the end of this unit, your pupils will have achieved a greater understanding of the following concepts:

- the three main parts of the human body and the external parts of the human body
- what muscles, bones and joints are
- the main parts of the face
- the five senses and their corresponding organs

### Competencies

This unit covers the following competencies:

- Sci C1: Digital competency 
- Sci C2: Scientific thinking competency 
- Sci C3: Problem-solving competency 
- Sci C4: Competency in self-awareness and empathy 
- Sci C7: Competency in historical awareness 

### Key vocabulary

**Parts of the body:** ankle, bone, elbow, hip, joint, knee, muscle, neck, shoulder, wrist

**Main body sections:** head, limbs (arm, bottom, fingers, foot, leg, toes) torso (tummy)

**Parts of the face:** cheeks, chin, ears, eyebrows, eyelashes, eyes, mouth, nose, tongue

**Five senses:** hear, see, smell, taste, touch

### Cambridge English Qualifications practice

You will find **Pre A1 Starters** activity types in the following exercises:

Pupil's Book, Page 85, Activity 2 – Reading and Writing Part 3

Activity Book, Page 4, Activity 6 – Reading and Writing Part 3

Activity Book, Page 6, Activity 9 – Reading and Writing Part 1

Throughout this unit, you will find the following **Pre A1 Starters** vocabulary:

arm, body, ear, eye, face, foot / feet, hair, hand, head, leg, mouth, nose, person / people, see





## Digital Resources on Cambridge One

- Song: *Body parts*
- Chant: *Five senses*
- Video documentary: *Incredible bodies*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator
- Resource Bank:
  - Flashcards: 1–15
  - Worksheets for *Hands On* and revision
  - Concept map
  - Letter to parents
  - Practice Extra answer keys
  - Oracy talking points worksheet and cue cards
  - Programaciones
  - Downloadable class audios and videos

### Materials needed for *Hands on*

- skeleton worksheet (download from Resource Bank), a shoe box, split pins
- mini-book worksheet (download from Resource Bank), photos of pupils' faces

### Materials needed for *Experiment*

- lemon peel, mint leaves, an onion, an orange, liquid soap, vinegar

### Materials needed for other activities

- pieces of fruit (1 per pupil), items for Senses corner (books, rattles, scents, salt, fabrics, etc.), a large cardboard box

## Experiment

The Experiment provides your pupils with the opportunity to explore their sense of smell by mixing together different items. Pupils will use the scientific methods of prediction, experimentation and conclusion. In addition, they will get creative by mixing different products to create their own potions.

## Mindful time

Each unit has a Mindful time feature that encourages pupils to relate learning to their feelings and emotions, their relationships with classmates, and their well-being.

In this unit, pupils focus on their breathing and connection to the world around them. An audio track (*track 03*) is available to introduce the breathing activities.

**UNIT 1** PAGES 6–7

**Objective:**

Pupils will talk about parts of the body, the five senses, and identify feelings using a birthday party as a backdrop. They will connect previous knowledge with new concepts.

**Key vocabulary**

birthday party, body, dance, happy, sad



**Warm up**

- Ask pupils to think about their last birthday party and tell another pupil.
- Ask pupils to look at the scene and describe what they can see. Encourage them to use the structure *I can see ...*

**Main concepts**

- Ask *What do you think we are going to learn about in this unit?*
- Ask individual pupils to read out the questions on the page and elicit answers. Then, ask pupils to read out *Hello! I'm Little Franklin. I'm six today.* Ask them to raise their hands if they are six.
- Ask *Who is looking at the presents?* – *Little Aristotle (is looking at the presents).* Ask pupils if they would like a piece of the cake and what they think it tastes like.



**Mindful time**

Ask pupils to pay attention to how they breathe in and out, and how the air travels to their tummies. Ask pupils to sit or stand with a straight back, shoulders down and to breathe in through their noses and out through their mouths, deeply, into their tummies, three times. The audio (*track 03*) can be used to help create a feeling of calm.



## Learn more

- Sing the song *Body parts* with actions.
- Ask pupils to point to different objects in the scene: *Point to the ...* table, lamp, presents, sofa, pizza, balloons, window, cake, rug, etc.

### Song

The song focuses on different parts of the body and their movement.

### Documentary

The documentary focuses on internal and external parts of the body including bones, muscles and joints. It also covers the five senses.

The audio (track 03) can be used throughout the course to achieve moments of calm, in which pupils focus on their breathing and connect with the world around them.



UNIT 1 PAGE 8

**Objective:**

Pupils will learn the difference between bones, muscles and joints. They will be able to identify the principal joints in the body.

**Key vocabulary**

ankle, bones, elbow, hip, joints, knee, muscles, neck, shoulder, wrist



**Tip**

Play *Simon says*, asking pupils to move different joints. Then, pupils take turns to call.

**Warm up**

- Do the Mindful time activity.
- Ask pupils *How do you move your body? What's inside your body?*

**Main concepts**

- Ask pupils to read and say the names of the joints. Then, ask them to point to their own joints and say the names. They can observe the differences between bones, muscles and joints by feeling their own arms or legs. Demonstrate for pupils.
- Read the Fun Fact. Explain as necessary.

**Learn more**

Pique pupils' curiosity by asking which is the biggest bone in our body? (*femur*).

Our bones, muscles and joints.

**WHAT HELPS US MOVE?**

Point to your joints. Practise saying them.

**bones**

**joints**

wrist  
 shoulder  
 elbow  
 hip  
 knee  
 neck  
 ankle

**muscles**

**FUN FACT**  
 The smallest bone in the body is in the ear.

8

bones

**Hands on...**



1 Cut out the worksheet. Build a skeleton.



2 The skeleton needs joints. Work together.



**What have I learnt?**

B\_\_\_\_\_ are hard.  
 J\_\_\_\_\_ and m\_\_\_\_\_ help us move.  
 My a\_\_\_\_\_ and my k\_\_\_\_\_ are joints.

Try it out

**MY DICTIONARY**



ankle



bones



joints



knee



muscles

**UNIT 1 PAGE 9**

**Objective:**

Pupils will understand how bones and joints work together.

**Key vocabulary**

ankle, bones, joints, knee, muscles

C2 C3

**Warm up**

Show pupils the shoe box and ask *What's in the box?* Give pupils time to guess and answer, then provide clues, e.g. *They are hard.* Open the box and show pupils what's inside.

**Main concepts**

- Give out the worksheets. Say *Let's make a skeleton! How can we put it together?* If pupils suggest using glue, glue a pair of arm bones together and show them that they don't move. After taking pupils' suggestions, say *It needs joints.* Show an example.
- Ask pupils to cut out and make their own skeletons using the template on the worksheet.
- Ask pupils *What would happen if we didn't have joints?* Ask pupils to move their bodies without using their joints.

**Learn more**

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Bones are hard. Joints and muscles help us move.  
 My ankles and my knees are joints.

UNIT 1 PAGE 10

**Objective:**

Pupils will identify and locate parts of the body.

**Key vocabulary**

arm, bottom, fingers, foot, head, leg, limbs, toes, torso, tummy



**Warm up**

Point to different parts of your body and ask pupils to name any that they know. Then, point to and name all the parts. Pupils copy your actions and repeat the words.

**Main concepts**

- Ask pupils to read the lesson title and the words for parts of the body. Draw their attention to the different colours for the head, torso and limbs. Ask *What are limbs?* – Arms and legs. Point to the lesson title and ask *Can you answer the question now?*
- Read the Fun Fact. Clarify the meaning of *wide* using gestures and illustrations.

**Learn more**

- Ask pupils *Can you remember the names of the joints in your leg?* – Knee, ankle.
- Sing the song *Body parts*.

head, torso, limbs

**WHAT ARE THE MAIN PARTS OF OUR BODIES?**

Find out

Point to the limbs.



**FUN FACT**

Pau Gasol, from arm to arm, is wider than he is tall.



10

**For next lesson ...**  
 pictures of head, torso,  
 two arms, two legs

UNIT 1 PAGE 11

**Objective:**

Pupils will consolidate their understanding of the differences between bones, joints and muscles. They will recognise the three sections of the body and the limbs.

**Key vocabulary**

arms, bones, head, joints, legs, limbs, muscles, torso



**Warm up**

Display pictures of a head, two arms, a torso and two legs. Ask pupils to position them correctly to make a body. Then, they name each part.

**Main concepts**

- Say *Let's make a body mini-book*.
- Provide the worksheets. Pupils cut out and glue photos of themselves on the cover and write their names. They draw and colour the bones, muscles and joints.
- In pairs, pupils look at each other's mini-books and try to remember the names of any bones, muscles or joints.

**Learn more**

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

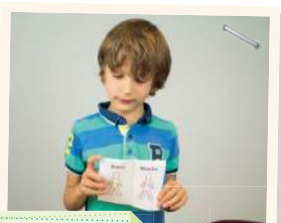
**Hands on...**

Let's make a body mini-book.

- 1 Use the worksheet. Write your name and stick your photo on the cover!



- 2 Colour your muscles, your bones and your joints. Use a different colour for each.



Fold the page to make your mini-book.

**What have I learnt?**

My body has got three main parts:  
 a h \_\_\_\_\_, t \_\_\_\_\_  
 and l \_\_\_\_\_.  
 A \_\_\_\_\_ and l \_\_\_\_\_  
 are examples of limbs.

Try it out

**MY DICTIONARY**



arms



head



legs



limbs



torso

My body has got three main parts: a head, torso and limbs. Arms and legs are examples of limbs.



## UNIT 1 PAGE 12

### Objective:

Pupils will identify parts of the face and head, including the sense organs.

### Key vocabulary

cheeks, chin, ears, eyebrows, eyelashes, eyes, mouth, nose, tongue



### Warm up

Draw a big circle on the board. Ask individual pupils to come up and draw the parts of the face that they can name in English. Add the names to the picture.

### Main concepts

- Read the lesson title as a class and elicit the answer. Ask pupils about eye colour, e.g. *What colour are your friend's eyes?*
- Say words 1–9 and ask pupils to repeat.
- Ask *Which words haven't got a line?* – *Nose, mouth.* Ask pupils to draw.
- Read the Fun Fact. Explain as necessary.

### Learn more

- Ask *Can you remember where the smallest bone is?* – *The ear.*
- Point out and read together the hidden feature instruction. Pupils find the nose.

as per page (eyes, eyelashes, eyebrows, ears, cheeks, tongue, mouth, nose, chin)

**WHAT PARTS HAS OUR FACE GOT?**

Draw the missing lines.

**FUN FACT**  
 Your ears and nose continue growing all your life!

Find an animal's nose hidden in the unit!

An elephant's trunk, above the Fun Fact on page 14.

UNIT 1 PAGE 13

**Objective:**

Pupils will listen to and understand a description.

**Key vocabulary**

ears, eyes, mouth, nose, tongue



**Warm up**

- Do the Mindful time activity to aid pupils' concentration.
- Play the *What's missing?* game. Draw a face on the board with no eyes. Ask pupils *What's missing?* Repeat with the other sense organs.

**Main concepts**

- Look at the instructions together and explain that pupils should draw and colour the monster's face according to what they hear. Play the audio twice, pausing as necessary.
- Put pupils in small groups. Give each group a sheet of paper and ask them to draw their own monster. One pupil from each group tells the class about their monster.

**Learn more**

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Try it out

Listen and draw your monster.

What have I learnt?

I have got two e \_\_\_\_\_ ,  
 two ey \_\_\_\_\_ , one  
 m \_\_\_\_\_ , one n \_\_\_\_\_  
 and one t \_\_\_\_\_ .

MY DICTIONARY

ears

eyes

mouth

nose

tongue

13

I have got two ears, two eyes, one mouth, one nose and one tongue.

© in this web service Cambridge University Press & Assessment

[www.cambridge.org](http://www.cambridge.org)

15