

<u>Name of the Teacher</u>	<u>Date</u>	<u>Level of the class</u>	<u>Length of lesson</u>
Mr Karoly Balazs Erdei	18/03/2021	Beginner	50 minutes
<u>Lesson Type:</u> Vocabulary			
<u>Lesson Topic:</u> Body parts			
<u>Lesson Objectives:</u> <u>By the end of the lesson, students will be better able to...</u> <ul style="list-style-type: none"> • recognise and produce 5 words connected to the body. (Arm, leg, head, hand, foot) – Cognitive Domain • label and describe the human body (Responding –Active Participation) – Affective Domain • balance and independently roll a giant dice with control – Psychomotor Domain 		<u>Lesson Outcomes:</u> <u>By the end of the lesson, students will have...</u> <ul style="list-style-type: none"> • described the appearance of two characters from the text book, using the new language. • located five body parts of their peers • all participated in a productive activity where they have to roll a giant dice 	
<u>Anticipated difficulties:</u> -Very young learners tend to play with everything: rulers, pencils, sheets of paper, their own fingers, etc. -Very young learners have short attention-span.		<u>Suggested solutions:</u> -I will ask students to put everything away from their desks, including their water bottles. -The class must be fast-paced, so that students don't get bored.	

Language analysis:

<u>Language Item</u>	<u>Meaning of the item</u>	<u>How you will present meaning</u>	<u>Grammatical form</u>	<u>Pronunciation</u>
1. arm	either of the two long parts that stick out from the top of the body and connect the shoulders to the hands	using the picture of an arm	countable noun	/ɑ:m/
2. leg	one of the long parts that connect the feet to the rest of the body	using the picture of a leg	countable noun	/leg/
3. head	the part of the body on top of the neck containing the eyes, nose, mouth and brain	using the picture of a head	countable noun	/hed/
4. hand	the part of the body at the end of the arm, including the fingers and thumb	using the picture of a hand	countable noun	/hænd/
5. foot	the lowest part of the leg, below the ankle, on which a person or an animal stands	using the picture of a foot	countable noun	/fʊt/

<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
Warmer	To engage the learners in the lesson, to activate the learner's prior knowledge of the topic.	10 minutes	T-S OCFB OCFB OCFB T	T welcomes the class. T sings warmer songs with students: <ul style="list-style-type: none"> - Up down turn around - Icky-sticky bubble gum - Skinny Marinky - It's raining, it's pouring - Five little hot dogs - The wheels on the bus T asks: "What day is it today?" T asks: "What is the date today?" T writes day and date on the WB.	Students will identify the lesson topic and use their previous knowledge to make links to the topic.
Presentation: Meaning	To present the target language in a clear context to convey its meaning.	5 minutes	T-S OCFB T-S OCFB	T shows flashcards one by one to the class and elicits the target language. If students can not guess correctly, T tells the correct word. T sticks flashcards on the board.	Begin to think about the meaning of the lexis.

Presentation: Form	To present how the target language is set out.		T	Every time a new flashcard is placed on the board, T writes next to it how it is set out.	Learn how the words are written.
Presentation: Pronunciation	To establish the correct pronunciation of the words.		T-S T-S OCFB	Every time a new flashcard is placed on the board and its form is presented, T models the pronunciation, then drills the target language chorally.	Be able to pronounce the target language correctly.
Practice	To practise only the new language.	5 minutes	T-S S T T-S OCFB	T asks the students to complete exercise 1 on page 34 (Look and match) individually. When ready, T writes the correct answer on the WB. T checks answers with the whole class. Checking the exercise enables students to check answers and practise saying the words.	Get to know the definition of the lexis and begin using it for the first time. (Students already know the word "body".)
Practice	To practise only the new language.	15 minutes	S	"Roll the dice" Ss roll the dice for themselves. They have to say the body part with the same number.	Have more chances to practise the new lexis orally.

			T S	T monitors the students carefully to ensure they use only the new language. Continuously do a peer check to enable the students to check answers and practise saying the words.	
Production	To get the students talking more freely, practising the new language using all of the English they already know.	10 minutes	T-S OCFB	“Make sentences about Bella or Sam” T asks the students to complete exercise 2 on page 35 (Make three more sentences about Bella or Sam) individually. T monitors closely the Ss. When ready, ask for examples.	Use the new language that they have learnt in a freer conversation.
Cooler	To recap learnt target language and to end the class on a positive note.	5 minutes	T-S S T-S OCFB	“Real body parts” T calls out a boy and a girl to stand in front of the class. T points at their body parts and asks the class: “What is this?” Ss have to tell the name of the body part.	Quickly review in their head the new language they have learnt. End the lesson on a positive note.

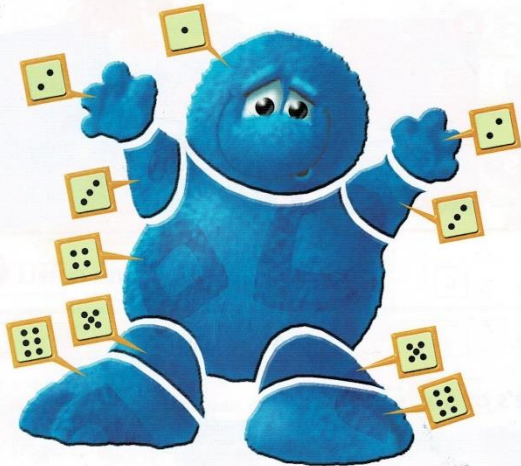
			OCFB	Closing: T sings closing song with Ss. - Up down turn around	
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Bibliography:

All definitions taken from www.oxfordlearnersdictionaries.com.

Textbook: Paul A. Davies: Jump Aboard 1 (MACMILLAN, 2004)

1 Look and match.



- arm 3
- body
- foot
- hand
- head
- leg

2 Play the game.



1 Listen and say *Bella* or *Sam*.



Bella



Sam

2 Make three more sentences about Bella or Sam.

His	head	is	brown.
	body		pink.
Her	arms	are	blue.
	legs		yellow.
	hands		red.
	feet		green.

His head is pink.



3 Colour. Then complete the sentences.



This is my puppet.
 His name is _____.
 His head is _____.
 His arms are _____.