



DO YOU KNOW?

Lesson Plan

Level 1

OUR BODIES

CEFR Pre-A1 Level

YLE Starters

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

LESSON OBJECTIVES

Vocabulary

- Bodies: brain, lungs, heart, stomach, bone, muscle, ears, skin, eyes, nose, mouth, nerve cells
- General: blood, energy, message, oxygen, water
- Verbs: breathe, grow, exercise, move, smell, taste, touch, sleep, help, learn, eat
- Adjectives: strong, good, happy

Grammar

- Present simple
- Present continuous

Skills

- Reading: for specific information, vocabulary development
- Writing: basic sentences, questions, describing the body
- Listening: for specific information
- Speaking: describing pictures, asking and answering questions about our bodies

Resources

- Do You Know? Our Bodies book
- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

Before reading

- Introduce the subject. Ask pupils what they know about their bodies: *Where is your brain? Where is your heart?* etc.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Ask: *Which pictures show the senses smell, touch, taste?* Ask pupils, without looking at their books, to guess the meanings. Award points for correct guesses.
- Check/pre-teach the names of the body parts and organs.
- Check/pre-teach the verbs by miming grow, sleep, etc.
- Check/pre-teach the adjectives by miming strong, happy, etc.
- Hand out the reading activities sheet. Ask pupils to do activities 1a and 1b. First check answers in pairs, then correct answers as a class.



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During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 9. Pause to ask the 'Think' question to check understanding. Ask: *What can you hear? What can you smell?*
- Ask pupils to work in pairs to do activity 2 on the reading worksheet, correcting as a class.
- Continue to read or play the audio recording to page 11. Pause to ask the 'Look' question to check understanding. Ask: *What colours can you see around you now?*
- Continue to read or play the audio recording to page 17. Pause to ask the 'Think' question to break up text and check understanding.
- Continue to read or play the audio recording to page 21. Pause to ask the 'Look' question to check understanding. Ask: *What's your favorite sport?*
- Continue to read or play the audio recording to page 27. Pause to ask the 'Think' question to break up text and check understanding.
- Ask pupils to work in small groups to do activities 3 and 4 on the reading worksheet, correcting as a class.
- Continue to read or play the audio recording to the end of the book. Ask questions to check understanding. For example: *Why is water good for us? Why is exercise good?*
- Organize the class into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers. Show correct pronunciation during feedback.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Ask pupils to do activity 5 on the reading worksheet individually. Set a time limit to challenge and engage pupils.
- Play a game where you ask all pupils to stand up and point to the correct part of their body as you call it out, for example: *nose, toes, heart, brain*. Increase the speed to make it more fun.
- Organize pupils into pairs or small groups and ask them to complete one of the 'Find out!' tasks on pages 15, 25 and 29. They could create a fact file or quiz on the information they learn. Set as homework if time is short.
- As homework, ask pupils to draw and label an organ from the body. Encourage them to do some research and to add in detail.
- Organize the class into pairs and ask them to complete one of the 'Project' tasks on pages 7 and 13. Pupils could present the information they find out to the rest of the class.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.
- For all speaking activities, you can show with a pupil or ask two stronger pupils to show the class.

Extension

Fast finishers can write a presentation on one organ of the body. It should include:

- where the organ is
- what the organ does
- how it works
- how you can look after it.