

1 My body

Unit overview

Unit goals

Students will be able to:

- Talk about parts of the body
- Review numbers and colors
- Recognize and produce the letter sounds of *a*, *b* and *c*

Unit language

New vocabulary	head, tummy, hands, feet, arms, fingers, legs, toes
New structures	My (head). Your (fingers)!
Recycled vocabulary	red, green, blue, yellow, 0–15
Recycled structures	I'm (Max). Hello. Goodbye!
Phonics	Aa ant, cap Bb bed, bus Cc can, cat

Unit materials

Activity Sheets

- Activity Sheet 1 (Hide and find game) p. 32 Activity Sheet 2 (Disney story) p. 33
 Activity Sheet 3 (ABC phonics bookmarks) p. 34 Activity Sheet 4 (Body board game) p. 35

Teacher Cards

Parts of the body: (24) head, (25) tummy, (26) hands, (27) feet, (28) arms, (29) fingers, (30) legs, (31) toes

Photocopiable Student Cards pp. 210 & 211

Parts of the body: (24) head, (25) tummy, (26) hands, (27) feet, (28) arms, (29) fingers, (30) legs, (31) toes

Phonics Picture and Word Cards

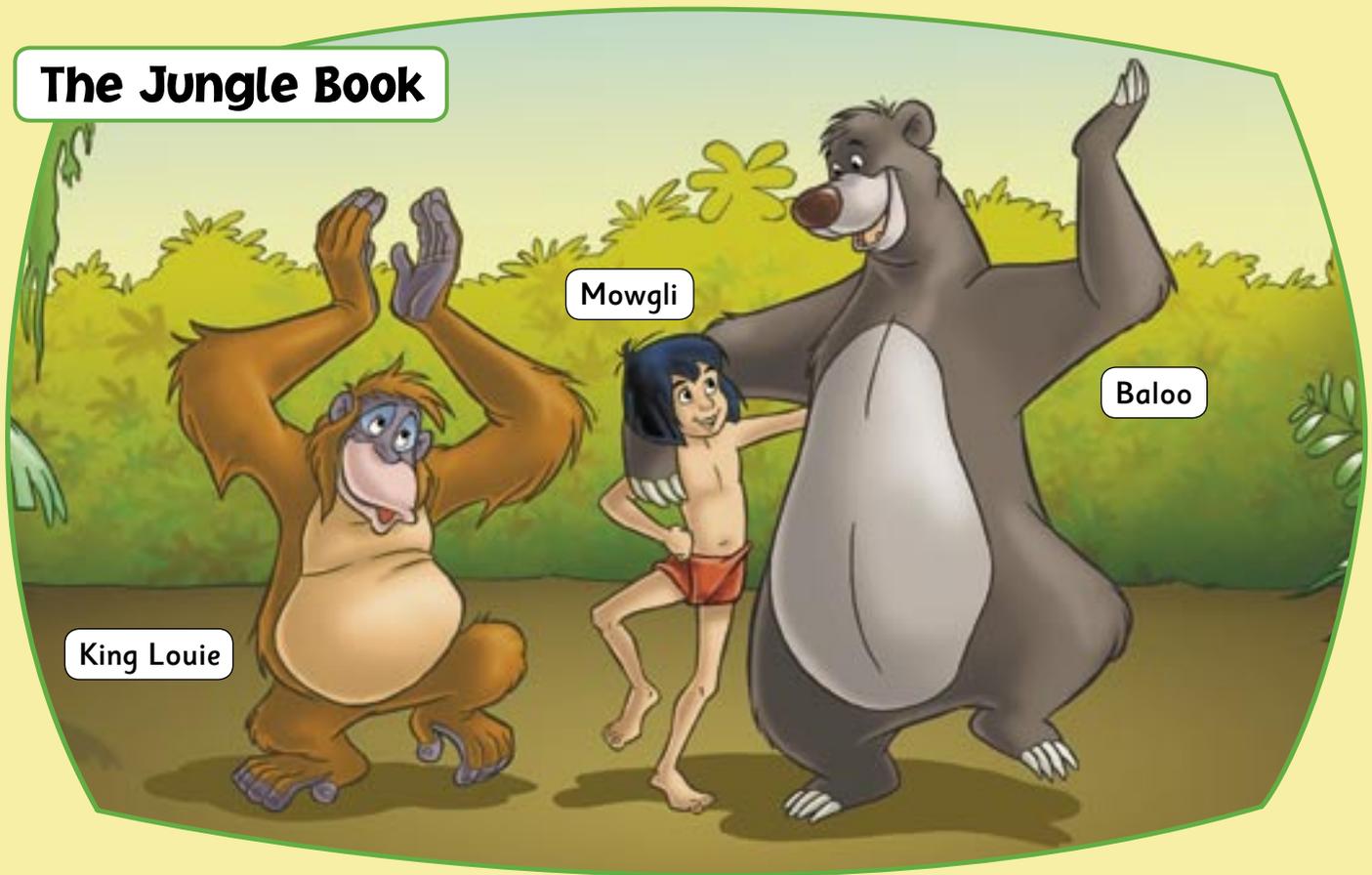
Aa: (1) ant, (2) cap Bb: (3) bed, (4) bus Cc: (5) can, (6) cat

Photocopiable Phonics Cards p. 200

Aa: (1) ant, (2) cap Bb: (3) bed, (4) bus Cc: (5) can, (6) cat

Unit 1 Test p. 188

The Jungle Book



Storyline

The Jungle Book takes place in the wilds of India, and tells the story of Mowgli, a young boy raised by wolves. Mowgli has led a carefree life, but now under the threat of a fierce tiger, he has to be taken back to the “man village.”

Along the way, Mowgli meets the fun-loving Baloo, a bear who enjoys singing and dancing. They form a tight bond and become good friends. Later, they come across the kingdom of the monkeys where King Louie tries to capture Mowgli. On his journey, Mowgli meets many animals including a snake, a band of marching elephants and a man-eating tiger.

After many adventures, the animals finally lead Mowgli to the man village where he can start a new life with other human beings.

Student Book p. 6



CD Script King Louie, Mowgli, Baloo

1

Lesson

1

Disney scene: In this scene from *The Jungle Book*, Baloo the bear tries to rescue Mowgli from King Louie's hideout in the middle of the jungle. To avoid being caught, Baloo has disguised himself as a monkey by putting coconut shells on his nose. He is dancing happily with King Louie and Mowgli.

In the scene: dancing, flowers, trees, leaves, bananas, coconuts, (broken) pillar, jungle, ruins

Lesson summary

Learn parts of the body vocabulary

New language

head, tummy, hands, feet

Recycled language

0-15

I'm (Max).

Hello.

Goodbye!



Warm-up

- Sing the *Hello song* (CD track A9). Greet individual Ss and say, *Hello, I'm (Mary)*. Encourage them to respond, *Hello, (Mary)*.
- Touch your head, hands, feet and tummy. Say, *Watch me. My head. My hands. My feet. My tummy*. Have Ss clap along to create a steady beat. Then wiggle your body and move to the rhythm of the beat, saying, *I'm dancing*.

Student Book pp. 12 & 13

1 Listen.

- Hold up the book and focus Ss' attention on the Disney scene. Try to elicit key words, e.g., *boy, bear, monkey and dancing*.
- Point to the characters from *The Jungle Book*. Ask if Ss know them. Say, *This is Baloo (the bear). This is King Louie (the monkey). This is Mowgli (the boy)*.
- Say, *Open your books to page 12*. Cup your hand behind your ear and say, *Listen*. Play the CD and have Ss listen to the scene introduction.

CD Script *This is the jungle. Look at the bear, he's dancing. He's Baloo. The monkey is King Louie and the boy is Mowgli. They're dancing, too!*

- Ask questions to check understanding, e.g., *What's the boy's name?* (Mowgli) and *What are they doing?* (dancing)

2 Listen and say. Then listen and do.

- Focus Ss' attention on the parts of the body at the bottom of the page. Play CD track A18 and have Ss point to each part of the body.

CD Script *a. head b. tummy c. hands d. feet*

- Holding up your book, play CD track A18 again. Point to the parts of the body and have Ss repeat.
- Focus Ss' attention on you. Play CD track A19 and do the actions.

CD Script	<i>Tummy. Touch your tummy.</i>	<i>Hands. Clap your hands.</i>
	<i>Head. Touch your head.</i>	<i>Feet. Stamp your feet.</i>

- Play CD track A19 again. Have Ss do the actions with you.

3 Listen, find and number.

- Focus Ss' attention on the Disney scene. Play the CD and have Ss find each part of the body and write the correct number in the box.

CD Script	<i>Number 1. hands</i>	[2x]	<i>Number 2. head</i>	[2x]
	<i>Number 3. feet</i>	[2x]	<i>Number 4. tummy</i>	[2x]

- Check that Ss have numbered the parts of the body correctly.

Activities

Follow me

- Clear an open area and have Ss stand in a circle. Put your hands on your head and say, *Touch your head*. Repeat with *tummy*, *hands* and *feet*. Then call out instructions (CD track A19) for Ss to follow without demonstrating the actions.
- Increase the challenge by adding in numbers. Ss listen and do the actions as you say, *One, touch your head*. *Two, touch your tummy*, etc. Repeat until Ss are confident. Then say the numbers at random and see if Ss can remember and do the correct actions.

Race and pick a card

[Photocopiable Student Cards 24–27 (two sets)]

- Divide Ss into two groups. Have each group line up behind a starting line about five meters away from the board.
- Place the two sets of cards separately in front of the board. To start the game, call out a vocabulary item, e.g., *head*. The first Ss in the lines race to the board, pick the correct card, name it and hand it back to you. They then go quickly back to the end of their line and wait for their next turn. Continue until all Ss have had a turn.

Phonics

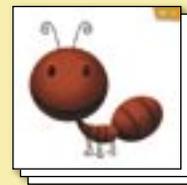
[Phonics Picture Cards 1–6, Photocopiable Phonics Cards 1–6 (pictures only, one card per student)]

- Introduce the sounds by playing the phonics chant (CD track A29 from Lesson 6) and holding up the Phonics Picture Cards.
- Hand out the Photocopiable Phonics Cards and play the CD again. Have Ss hold up the cards as they hear the words.

Wrap-up

- Play the *Goodbye song* (CD track A15) and have Ss sing along. Encourage Ss to wave goodbye to each other.

Materials



Phonics Picture Cards 1–6

Photocopiable Student Cards 24–27

Photocopiable Phonics Cards 1–6
(pictures only)

1



Lesson 2

Lesson summary

- Learn to talk about parts of the body
- Do the **Body chant**

New language

My (head).

Recycled language

red, green, blue, yellow
 head, tummy, hands, feet
 Hello, (Max).

Warm-up

[Donald Duck puppet (optional)]

- Use the Donald Duck puppet to welcome the Ss and say, *Hello, (Max)!* Encourage them to greet you and each other.
- Play Donald says like the familiar game Simon says. Use the puppet to call out instructions, e.g., *Donald says, Touch your head.* Ss listen and do the actions. If you give an instruction without saying *Donald says,* Ss should stay still.

Student Book pp. 12 & 13

4 A21 Listen and say.

- Point to your head and say, *Head. My head.*
- Say, *Open your books to page 13.* Focus Ss' attention on the characters' statements. Play the CD and have Ss repeat.

CD Script *My head. My hands.*

- Put Ss into pairs. Play the CD again and have Ss practice until they become confident.
- Focus Ss' attention on the Disney scene. Have them point to other parts of the body and practice the statements.

5 A22-23 Chant. (See Student Book p. 72)

- Review the vocabulary from Lesson 1.
- Cup your hand behind your ear and say, *Listen to the chant.* Have Ss look at you. Play CD track A22 and do the actions.

CD Script *My hands* [hold out both hands]
My hands
My head
My head [touch your head with both hands]

My tummy
My tummy [rub your tummy]
My feet
My feet [stamp your feet]

- Play CD track A22 again. Have Ss join in with you, first with the actions, then with the actions and words.
- Play CD track A23 (karaoke version) and do the chant as a class.

Activities

Draw a monster

[drawing paper (one piece per student), colored pencils]

- Hand out a piece of drawing paper to each student. Ask Ss to imagine and draw a monster figure with the four parts of the body just learned in the lesson. Make sure each student has access to red, yellow, green and blue colors.
- Read out a part of the body and color, e.g., *My tummy is blue. My head is red.* Continue until all target vocabulary are mentioned. When the dictation is finished, check that all Ss used the colors correctly.

★ TIP: A follow-up practice can be done by calling out only the color, e.g., *Blue.* and have Ss reply, *My tummy!*

Bingo

[blank paper (one piece per group)]

- Divide Ss into groups of four. Hand out a piece of paper to each group. Say, *We're playing Bingo.*
- Draw a 3x3 grid on the board. Then draw simple pictures of *head, hands, tummy* and *feet* in each square at random. Have Ss do the same on their paper and remind them that they can use the parts of the body more than once.
- To start the game, call out a few sets of words, e.g., *Head, tummy, tummy; Hands, head, feet.* Have Ss check off a horizontal, vertical or diagonal line on their grid in the same order as the words are mentioned. When any student checks off a line, he/she calls out, *Bingo!*

Phonics

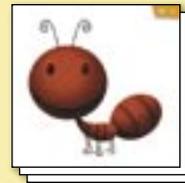
[Phonics Picture Cards 1–6, Photocopiable Phonics Cards 1–6 (pictures only), one card per student]

- Hold up each Phonics Picture Card and review the sounds and the words. Hand out the Photocopiable Phonics Cards.
- Have Ss find other Ss with the same card by walking around the room and saying the sound and the word.

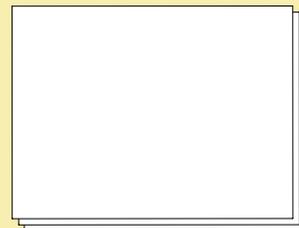
Wrap-up

- Play the *Body chant* again. Have Ss do the actions and say the words in pairs or as a class.

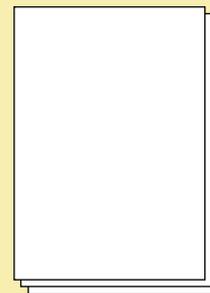
Materials



Phonics Picture Cards 1–6



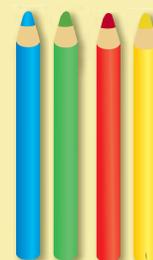
drawing paper



blank paper



Donald Duck puppet (optional)



colored pencils

Photocopiable Phonics Cards 1–6 (pictures only)

1

Lesson

3

Lesson summary

- Learn more parts of the body vocabulary
- Practice talking about parts of the body

New language

arms, fingers, legs, toes
 Your (fingers)!
 My (fingers).

Recycled language

0–15
 head, tummy, hands, feet



Warm-up

- Play the *Body chant* from Lesson 2 (CD track A22). Invite four Ss to come up to the front and do the actions while the whole class chants. Encourage Ss to clap along to the rhythm.

Student Book p. 14

6 **A24-25** Listen and say. Then listen and number.

[Teacher Cards 28–31]

- Place the cards on the board in the same order as in the book. Point to each card and try to elicit the names of the parts of the body.

- Say, *Open your books to page 14.* Focus Ss' attention on the pictures on the left. Play CD track A24, and have Ss point to each picture and repeat.

CD Script a. arms b. fingers c. legs d. toes

- Scramble the cards on the board. Play CD track A24 again, pausing after each word for Ss to point to the correct card and say the word.
- Focus Ss' attention on the picture of the boy. Play CD track A25 and have Ss find each part of the body and write the correct number in the box.

CD Script Number 1. fingers [2x] Number 2. toes [2x]
 Number 3. legs [2x] Number 4. arms [2x]

- Check that Ss have numbered the parts of the body correctly.

7 **A26** Listen and say. Then practice.

- Focus Ss' attention on the children and their conversation. Play the CD and have Ss repeat.

CD Script Your fingers! Yes, my fingers!

- Play the CD again and have Ss practice until they become confident.
- Put Ss into pairs. S1 moves, shakes or wiggles a part of the body, e.g., fingers. S2 tries to name it, *Your (fingers)!* S1 responds, *No.* or *Yes, my (fingers)!* Ss take turns doing the actions and calling out the parts of the body.
- After a few minutes, have Ss find another partner and practice again. Walk around the class and monitor.

Activities

Do as I say

- Have Ss stand up in an open area. Give them commands such as *Touch your legs*, while doing the correct action.
- After practicing with several commands, do an incorrect action, e.g., touch your head instead of your legs, when you say, *Touch your legs*.
- Ss are to do what you say, not what you do.
- You may invite some Ss to give commands and have fun practicing the language.

Hide and find game

[Activity Sheet 1 (one cut-up copy for two pairs)]

- Divide Ss into groups of four (in two pairs). The first pair has 30 seconds to try to memorize the position of the parts of the body on the sheet. This pair then turns their backs, while the second pair places the four number cards over four of the items on the sheet.
- The first pair then turns around and tries to remember which four items are hidden under the number cards. They call out the items in order, e.g., *One, tummy. Two, hands. Three, head. Four, legs*.
- When they finish, the pairs change roles and play again.

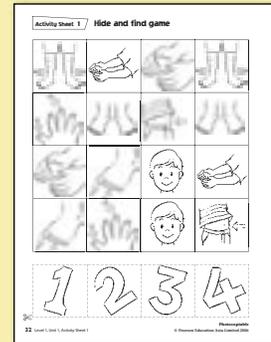
Phonics

- Write a large *a*, *b* and *c* on the board. Point to each letter and say the letter sound. Have Ss repeat.
- Write the word *ant* on the board. Sound out the word. Say, /a/, /nt/, *ant*, pointing to the corresponding letter or letter clusters as you say them. Have Ss repeat in the same way. Continue with the other words.

Wrap-up

[Teacher Cards 24–31]

- Invite a group of eight Ss to the front. Have each student pick one card. Then call out one by one the parts of the body. The eight Ss should line up in the correct order. Repeat with another group of Ss.



Activity Sheet 1



Teacher Cards 24–31

1



Lesson 4

Disney story: In this story from *The Jungle Book*, Mowgli and Baloo are walking together in the jungle. They are pleased to spot some coconuts in a tree. To their surprise, they discover that one of the coconuts is in fact a monkey. He throws them a coconut, which hits Baloo on the head, much to the amusement of Mowgli.

In the story: jungle, coconut (tree), monkey, point, count, throw, hit, laugh

Lesson summary

Understand a story about counting

Recycled language

0-15

My (head).

Warm-up

- Draw two simple human figures on the board with the eight target parts of the body clearly seen. Ask Ss, *How many hands can you see?* Encourage Ss to count with you, *One, two, three, four. Four hands!* Repeat with *head, tummy, fingers, legs, feet, arms and toes.*

Student Book p. 15

8 A27 Listen to the story.

- Hold up the book and focus Ss' attention on the Disney story. Try to elicit key words, e.g., *coconut* and *monkey*.
- Ask Ss to tell you what they think happens in the story.
- Say, *Open your books to page 15.* Then say, *It's story time. Listen.* Play the CD and encourage Ss to follow along in their books.

CD Script

- | | |
|-------------------------------------|---------------------------------------|
| ① <i>Look, coconuts!</i> | [point to something far away] |
| ② <i>1, 2, 3, 4 ... 5 coconuts.</i> | [count up to five on your fingers] |
| ③ <i>No, 4 coconuts!</i> | [shake your head] |
| ④ <i>Here!</i> | [mime throwing a coconut] |
| ⑤ <i>Ow! My head!</i> | [look hurt and put hand on your head] |
| ⑥ <i>3 coconuts now!</i> | [look amused, point upward and count] |

- Have Ss look at you. Play the CD again and do the actions along with the story. Encourage Ss to join in with the actions.

Activities

Story sequencing

[Activity Sheet 2 (one enlarged cut-up copy)]

- Say, *Close your eyes and listen carefully.* Play the story (CD track A27) and put the story frames on the left side of the board in random order.

- Say, *Open your eyes*. Then ask, *Which comes first?* Have a student come to the front and move the first frame to the right side of the board. Encourage Ss to say the lines. Continue with the other frames and complete the story.

Let's act!

[Activity Sheet 2 (one enlarged copy), a ball]

- Put the Activity Sheet on the board. Read the story and review the actions.
- Assign one student for each of the three speaking characters. Have them come to the front and arrange them as in the story.
- Read the story again, then say, *Let's act!* Have the Ss act out the story.
- Choose other Ss and have them act again.

★ TIP: Use a ball as a prop (instead of a coconut) for frames 3, 4 and 5.

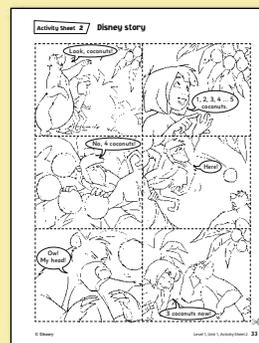
Phonics

[Activity Sheet 3 (one cut-up copy per student), glue]

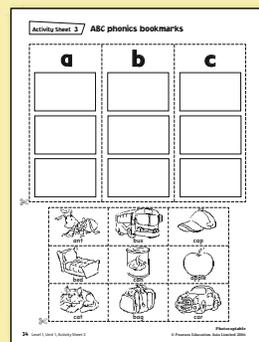
- Hand out the Activity Sheets. Point to the letters *a*, *b* and *c* on the bookmarks and have Ss say the sound. In random order, say the sound and word on the pictures, e.g., /a/, /a/, *ant*. Have Ss paste the picture on the bookmark that matches the target sound.
- Check that Ss have pasted the correct pictures on the corresponding bookmarks.

Wrap-up

- Have individual Ss stand in an open area. Call out an instruction, e.g., *Six legs!* and Ss get into groups (of three) so that they have a total of six legs. The first group to come to you has to count correctly, *One, two, three, four, five, six. Six legs!*
- Continue calling out various combinations of numbers and parts of the body up to 10.
- ★ TIP: This game can be used as a way of saying goodbye to Ss. Those Ss who successfully form groups and count correctly can leave the room.



Activity Sheet 2



Activity Sheet 3



a ball



glue

1

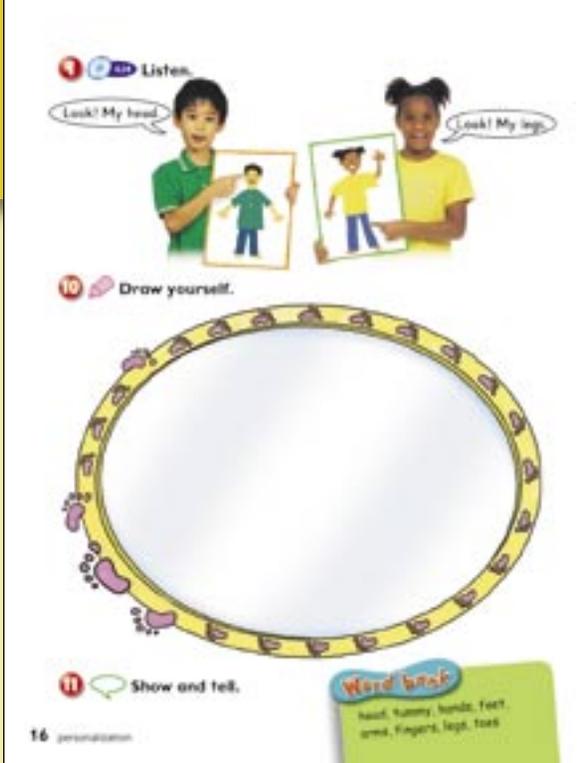
Lesson 5

Lesson summary

Personalize new language to talk about parts of the body

Recycled language

red, blue, green, yellow
head, hands, feet, tummy,
arms, legs, toes, fingers
Look! My (head).



Warm-up

[blank paper (one piece per pair)]

- Put Ss into pairs. Hand out a piece of paper to each pair.
- S1 draws a head with a neck onto the paper. He/She then folds the paper over so that the head is hidden, and only the neck is showing.
- S2 then draws a body with the arms onto the neck, and folds the paper over so that the body is hidden.
- S1 then draws a pair of legs and folds the paper over. S2 then completes the picture by drawing a pair of funny feet. Ss then open the paper up and look at the people they have drawn.

★ **TIP:** Tell Ss to keep their drawings for the Wrap-up.

Student Book p. 16

9 Listen.

- Say, *Open your books to page 16.* Focus Ss' attention on the picture at the top of the page. Ask, *What can you see?* Elicit, e.g., *boy, girl* and *picture/drawing.*
- Play the CD and have Ss point to the parts of the body in the children's drawings.

CD Script *Look! My head. Look! My legs.*

10 Draw yourself.

- Draw a simple picture of yourself on the board. Point to it and say, *Look! My head, my tummy, my hands and my body!*
- Then say, *Now it's your turn.* Use the Word bank to review vocabulary. Set a time limit for Ss to draw a picture of themselves in their books. Walk around the class and monitor.

11 Show and tell.

- Put Ss into pairs and have them talk about the parts of the body in the picture of themselves, e.g., *Look! My head.* After a few minutes, ask Ss to find another partner and repeat the activity. Walk around the class and monitor.
- Ask a few Ss to show the whole class their picture and talk about their parts of the body.

Activities

Body board game

[Activity Sheet 4 (one copy per group), coins]

- Put Ss into pairs or small groups of three to four. Hand out the Activity Sheet and a coin to each pair or group. Ask Ss to use their own erasers as counters.
- Ss take turns to flip a coin and move along the game board. They can move one space for heads and two spaces for tails. When they land on a space, they look at the picture and say the correct word. If they can remember the word, they get a point. If not, they have to move back a space.
- Have a student in each pair or group keep track of the points. The game ends when any one student reaches the finish.

Body art

[drawing paper (one piece per student), magazines, scissors, glue]

- Hand out a piece of drawing paper to each student. Ask them to draw a monster or robot figure and to choose a color for it (red, yellow, green or blue).
 - Have Ss cut out pictures from magazines in the color they need and glue them onto their monster or robot figure to create a mosaic effect.
 - Invite Ss to show their work to each other. To increase the fun, Ss may point to a part of the body on their drawing and say in a monster voice, e.g., *Look! My yellow head.*
- ★ **TIP:** If Ss have difficulty saying the colors in the sentence, they may just say, *Look! My (head).* Follow up by asking, *What color is it?* and elicit, e.g., *Yellow.*

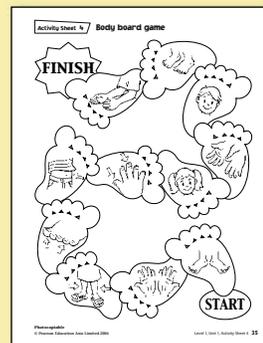
Phonics

- Write a large *a*, *b* and *c* on the board. Point to each letter in random order and have Ss say the sound.
- On the board show Ss how to write the letters, demonstrating the letter stroke order. Have different Ss copy the letters on the board until all Ss have had a turn.
- Have Ss practice writing the letters in the air and saying the sounds. Put Ss into pairs. Have S1 write one of the letters on S2's back. Have S2 guess what the letter is by saying the letter sound.

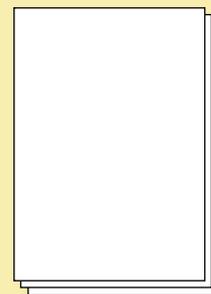
Wrap-up

- Put Ss into the same pairs as in the Warm-up. Each pair takes turns putting their drawings on the board.
- Have S1 say, *Look! My head.* S2 points to the corresponding part of the body in their drawings.
- Have the rest of the class judge if the answer is correct.

Materials



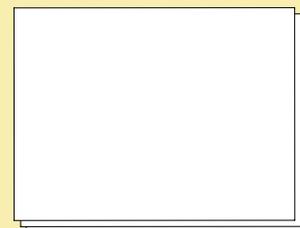
Activity Sheet 4



blank paper



coins



drawing paper



magazines



scissors



glue

1

Lesson 6

Lesson summary

- Learn the letter sounds of **a, b and c**
- Sing the **Body song**

Phonics

- Aa ant, cap
- Bb bed, bus
- Cc can, cat

Recycled language

Your (head).

Unit 1

12 Listen and chant.

Aa ant, cap
Bb bed, bus
Cc can, cat

13 Listen, read and circle.

1 ant 2 cat 3 bus 4 cat
can bed cap ant

Unit wrap-up

14 Listen and check ✓. Then sing. (See p. 72)

Touch your Clap your Stamp your

Reward sticker

photos: iStock 17

Warm-up

- Invite a confident student to the front. Whisper an action to him/her, e.g., *Touch your hands*. The student says, *Look! My hands*, as he/she carries out the action.
- Have the rest of the class join in with the words and actions. Repeat with other actions.

Student Book p. 17

12 Listen and chant.

- Say, *Open your books to page 17*. Focus Ss' attention on the letters at the top of the page. Have Ss point to each letter and say the sound.

- Focus Ss' attention on the six words. Cup your hand behind your ear and say, *Listen to the chant*. Play the CD.

CD Script	a, a, ant [2x]	a, a, cap [2x]
	b, b, bed [2x]	b, b, bus [2x]
	c, c, can [2x]	c, c, cat [2x]

- Play the CD again and have Ss join in with the chant. Encourage Ss to clap along.

13 Listen, read and circle.

- Have Ss look at number 1. Point to the word *ant*. Have Ss say the word. Continue with *can* and the other words in numbers 2–4.
- Play the CD. Have Ss listen and circle the words they hear.

CD Script	1. can [2x]	2. cat [2x]	3. bus [2x]	4. ant [2x]
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- Play the CD again and have Ss check that they have circled the correct words.

Unit wrap-up

14 Listen and check ✓. Then sing. (See Student Book p. 72)

- Focus Ss' attention on the Unit wrap-up section of the page. Ask, *What can you see?* and elicit, e.g., *tummy, head, hands, legs and feet*.
- Play CD track A31 and have Ss point to the parts of the body as they hear them.

CD Script

1, 2, 3, 4, 5	[count to five with your fingers]
Touch your head along with me	
1, 2, 3, 4, 5	[count to five with your fingers]
Touch your head along with me	[touch your head]
1, 2, 3, 4, 5	[count to five with your fingers]
Clap your hands along with me	
1, 2, 3, 4, 5	[count to five with your fingers]
Clap your hands along with me	[clap your hands]
1, 2, 3, 4, 5	[count to five with your fingers]
Stamp your feet along with me	
1, 2, 3, 4, 5	[count to five with your fingers]
Stamp your feet along with me	[stamp your feet]

- Play CD track A31 again and have Ss check the parts of the body that they hear in the song.
- Make sure that Ss have checked the correct parts of the body. (head, hands, feet)
- Have Ss look at you. Play CD track A31 and do the actions. Then play the CD again and have Ss join in with you, first with the actions, then with the actions and words.
- Play CD track A32 (karaoke version) and sing the song as a class.

Activity**Learn together**

- Write *Yes* on the left of the board and *No* on the right.
- Do a very quick verbal quiz. Ask, *Can you say (hello/goodbye)? Can you touch your (head)? Can you count to (fifteen)? Can you say the colors?* Have Ss go to either side of the board to indicate their answer, *Yes* or *No*, after each question.
- Ask a few Ss on the *Yes* side to demonstrate the answers. Then invite the Ss on the *No* side to repeat.

Reward sticker

- Use the Donald Duck puppet to tell Ss, *Great!* Explain that they have finished Unit 1.
- Congratulate Ss on their good work in this unit. Hand out the Reward stickers, making sure Ss do not stick them anywhere yet. Ask, *Who's this?* and elicit *Mowgli*. Have Ss stick the sticker in the space at the bottom of the page. Finally, have the class yell, *Great!*

Assessment**[Unit 1 Test (one copy per student)]**

- Now that Ss have completed this unit, they can take the Unit Test, starting with the listening activity (Teacher's Book Test CD track 4). Refer to the Test Notes on p. 184.



Donald Duck puppet



Unit 1 Reward sticker: Mowgli

Unit 1 Test