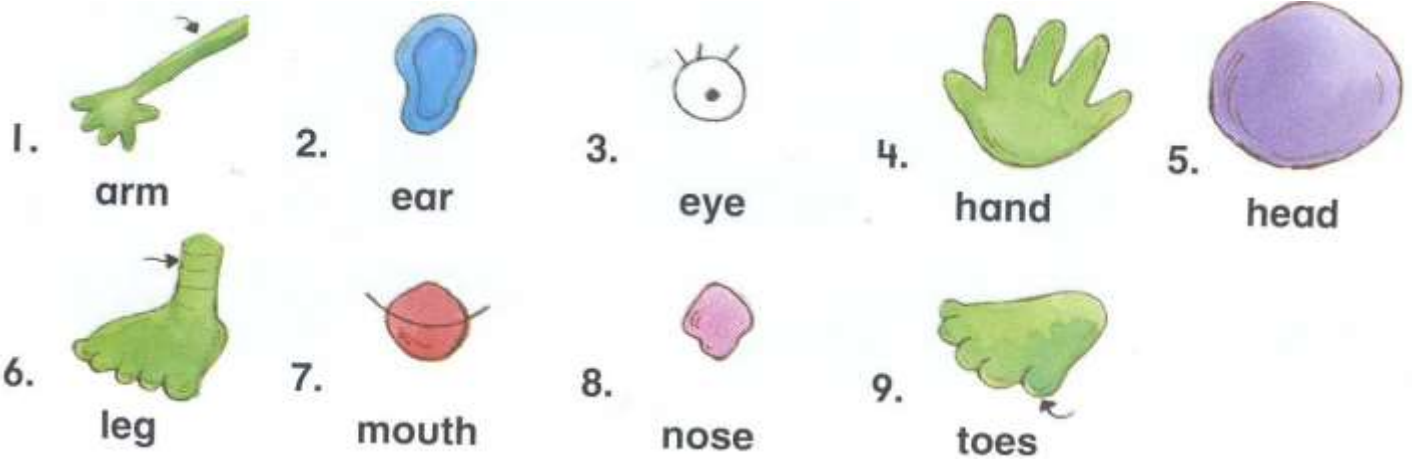


BACKBACK 1

Topic: Head to Toes

Play a Game! It's a match!

1. Listen and point



Play a Game!

2. Use the cut-outs. Match the creature cards.







BACKBACK 1

Teacher's Book Unit 3 Head to Toes

Objectives

- to identify body parts
- to identify and pronounce plural s /z/ as in **eyes**
- to talk about how many
- to use the present tense

Vocabulary

Nouns: arm, creature, ear, eye, hand, head, leg, mouth, nose, toes

Verb: have

Numbers: 1-10

creature ['kri:tʃə] створіння, жива істота

Materials

cut-outs

index cards (картки)

scissors

glue

Warm Up

Use kinaesthetic activities to review the vocabulary. Model the command for students as you say *Touch your (head)*. Ask students to follow your lead and touch their own heads as they say *head*. Repeat with the other words shown in the picture dictionary in exercise 1.

kinaesthetic [kɪnəs'θætɪk] кінестетичний. *Syn:* moving.

Activity 1

1. Point to the picture dictionary in activity 1. Read the name of each body part a few times and ask students to repeat as they point to each one.

Tapescript:

1. *arm; 2. ear; 3. eye; 4. hand; 5. head; 6. leg; 7. mouth; 8. nose; 9. toes.*

2. To check comprehension, say the name of each part of the body randomly and ask students to point to the correct picture.

randomly ['rændəmli] випадково

3. Put students in pairs and ask them to take turns pointing to one of the parts of the body and saying its name. Walk around and monitor students' language.

Activity 2

Play a Game!

1. Say a simple chant for each body part to review it:

Head, head. I've got one head.

Eyes, eyes. I've got two eyes.

Continue with the rest of the body.

2. Draw students' attention to the picture in activity 2. Read the title of the activity and the directions aloud. Explain that students will use cut-outs to play a game.

3. Ask students to cut out the picture cards and stick them onto index cards. As a class, describe the creature shown on each card so students can review the target vocabulary they will use in the game.

4. Make sure students understand that they will work in groups of three. They place their cards face down in the centre. The first student picks a card and describes it. The other two students pick and describe their cards in turn. The group identifies any matches. Read the students' speech bubbles in activity 2 aloud and ask students to repeat after you. Explain that these serves as an example for the language they will use in the game.

5. As students play the game, walk around the room and monitor their language. Assess students' use of the target language and their ability to identify each body part and say how many:

My creature has got (three legs).

Observe students' performance and note any errors to address after the game is finished.