

## Lesson Plan: Body parts

<b>Level</b>	Beginner (A1)
<b>Time</b>	45–60 minutes
<b>Skills</b>	Vocabulary, speaking, grammar
<b>Focus</b>	Naming body parts; possessive adjectives; silent letters; health expressions

### OBJECTIVES

By the end of the lesson, students will be able to:

- Name at least 20 body parts correctly in English
- Use possessive adjectives correctly with body parts: my knee, her arm
- Spell tricky body part words correctly — many have silent letters
- Use body part vocabulary in basic health and action contexts

### TARGET LANGUAGE & EXAMPLES

#### Head and face

- head, hair, forehead, eye(s), ear(s), nose, mouth, lips, teeth, tongue, chin, cheek, neck

#### Upper body

- shoulder(s), arm(s), elbow(s), wrist(s), hand(s), finger(s), thumb, chest, back, stomach

#### Lower body

- hip(s), leg(s), knee(s), ankle(s), foot/feet, toe(s), heel

#### Silent letters — a key spelling challenge

- knee — the 'k' is silent (sounds like 'nee')
- thumb — the 'b' is silent
- wrist — the 'w' combination is tricky
- shoulder — the 'l' is often not heard clearly

#### Health expressions

- I have a headache / stomachache / toothache / backache.
- My leg hurts. / She hurt her wrist. / He broke his arm.
- My back is killing me! (informal — means: my back hurts a lot)

#### Meaning & Nuance

Expression	Meaning	Register
I have a headache	my head hurts	neutral — very common
My head is killing me	my head hurts very much	informal / exaggerated
I've hurt my back	I injured my back recently	neutral
She broke her leg	serious injury — bone fracture	neutral

I sprained my ankle	stretched or torn ligament	neutral — specific and common
I twisted my knee	similar to sprained — informal	informal spoken English

## LESSON PROCEDURE

### 1. Warm-up: Simon Says (5–10 min)

**Task:** Classic Simon Says with body parts: 'Simon says touch your elbow!'

- Fast-paced, gets students moving and engaged.

→ *Pre-tests vocabulary without any pressure.*

### 2. Vocabulary presentation (10 min)

**Task:** Label a body outline on the board. Students come up and add labels.

- Work through: head → upper body → lower body.
- Silent letters drill: knee (silent k), thumb (silent b), wrist.
- Possessive adjectives: 'my knee', 'her shoulder', 'his arm'.

### 3. Spelling relay (5 min)

**Task:** Teams race to correctly spell body parts called out by the teacher.

→ *Reinforces tricky spellings: tongue, elbow, shoulder, stomach, thumb.*

### 4. Health roleplay: Doctor and patient (15 min)

**Task:** Doctor and patient: the patient describes where it hurts.

- Patient: 'My right knee really hurts. And I have a terrible headache.'
- Doctor: 'Can you bend your knee? Does this hurt?' / 'How long have you had this?'
- Swap roles. Use 5 different body parts each time.

### 5. Drawing dictation (5–10 min)

**Task:** Teacher gives instructions; students draw and label a person.

- 'Draw a person with short dark hair, big ears, and a small nose. She has a scar on her left cheek...'
- Students compare drawings — how close are they?

## TEACHER NOTES

- Silent letters (knee, thumb, wrist) are a major focus here — many learners attempt to pronounce them.
- Be culturally sensitive — some learners may come from backgrounds where certain body parts are not discussed casually.
- Simon Says works remarkably well even with adult learners — it creates a relaxed, kinesthetic learning environment.

## EXTENSION / HOMEWORK

Choose one or more:

1. Write 8 sentences using a body part and a health expression in each.
2. Label a blank body diagram from memory with at least 20 different parts.
3. Write a short story about an injury using at least 8 body part words.