

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



## حل أنشطة دروس الوحدة الخامسة body My

[موقع المناهج](#) ← [المناهج العمانية](#) ← [الصف الأول](#) ← [لغة انجليزية](#) ← [الفصل الثاني](#) ← [الملف](#)

تاريخ نشر الملف على موقع المناهج: 21:59:28 2023-04-10

## التواصل الاجتماعي بحسب الصف الأول



## روابط مواد الصف الأول على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

## المزيد من الملفات بحسب الصف الأول والمادة لغة انجليزية في الفصل الثاني

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<a href="#">حل أنشطة دروس الوحدة الثامنة Cakes Like I</a>	2
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# My body

## Unit objectives

to name body parts; to talk about what body parts people have got

## Language

<b>Vocabulary</b>	<i>arms, body, face, feet, hair, hands, head, legs</i>
<b>Grammar</b>	<i>He's got ... / She's got ..., He hasn't got ... / She hasn't got ...</i>
<b>Functions</b>	naming body parts; saying what people have and haven't got

## Learning outcomes

<b>Listening</b>	<ul style="list-style-type: none"><li>• to listen to rhymes, chants and songs</li><li>• to listen and follow simple illustrated stories</li><li>• to respond to verbal and non-verbal instructions</li><li>• to identify core vocabulary</li><li>• to respond to questions based on aural texts</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• to recite rhymes, chants and songs chorally</li><li>• to name familiar objects</li><li>• to respond verbally to instructions and visual inputs</li><li>• to ask and answer simple questions on familiar topics</li></ul>
<b>Cognitive skills</b>	<ul style="list-style-type: none"><li>• to listen carefully, attend to and take account of what others say</li><li>• to stay engaged and focused on short tasks, to not get distracted</li><li>• to use own ideas for doing creative activities like colouring, drawing and building to represent vocabulary and familiar concepts</li><li>• to understand the steps needed to complete the activity</li><li>• to say if they feel happy with what they have done</li><li>• to guess words from illustrations in storybooks</li><li>• to say whether or not they like a story, song or game</li><li>• to take turns in shared activities</li><li>• to share space and objects</li><li>• to explore different materials and decide what to use</li><li>• to match objects, people, letters, pronunciations and words</li><li>• to draw pictures to represent vocabulary and familiar concepts</li><li>• to find uses for created objects or contents (e.g. in a play, story or game)</li><li>• to listen and respond physically to songs, rhymes and chants</li><li>• to respond appropriately to questions</li></ul>

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–7)

**Digital competence:** use Class Book eBook (L. 1–7)

**Social and civic competences:** learn to be creative (L. 2; L. 5); learn to stay safe (L. 3)

**Cultural awareness and expression:** express Omani identity (L. 1–7)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress using: previous knowledge; personalisation of language learnt (L. 1–7)

**Initiative and entrepreneurship:** use individual self-expression for the project (L. 5)

## Future Skills

<b>Critical thinking</b>	Logical thinking (L. 3); Finding information (L. 3); Planning (L. 5); Reflecting on learning (L. 6)
<b>Creativity</b>	Make a funny friend model (L. 5)
<b>Communication</b>	Describing which body parts people have (L. 2; L. 4; L. 6)
<b>Collaboration</b>	Project groupwork (L. 5); Acting out (L. 3)

## Sounds and Spelling Book

**Sounds:** /kw/; /e/; /dʒ/; /j/

**Tricky words:** I, you, are, is, he, she

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book pp. 15 and 58; Activity Book p. 12
- Picture dictionary: Class Book p. 50
- Unit 5 Quiz

## External tests

### Class Book

Pre A1 Starters Listening Part 3

### Activity Book

Pre A1 Starters Listening Part 4



Practice

Activity Book

Lesson 1, page 2

# 5 My body

1 Listen. Look and match.

2 Listen, find and stick. Write.

a	b	c	d
arms	legs	head	body
<u>arms</u>	<u>legs</u>	<u>head</u>	<u>body</u>

3 69 M

# Language practice

## Lesson 2, parts 1 and 2

### Objectives

- **Lesson objectives:** to practise language from Lesson 1
- **Target language:** *arms, body, head, legs; He's/She's got ...*

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).

### Materials

- Unit 5 flashcards (*arms, body, head, legs*)
- The Body poster
- drawing materials

### Assessment for Learning (formative assessment)

-  Setting aims and criteria: lesson objectives presentation
-  Peer learning: groupwork, pairwork

## Practice

### Class Book

Lesson 2, part 1 Language practice

1  Listen and tick (✓).

1  a  b  2  a  b 

3  a  b  4  a  b 

2  Listen and number.

a  3 b  4

c  1 d  2

3  Listen. Point and say.

He's got one head. She's got two arms.

Unit 5, lesson 2, part 1   eleven 

# Language practice

## 5.6

- 1 He's got three legs.
- 2 She's got one body.
- 3 She's got two heads.
- 4 He's got four arms.

## 5.7 Listen. Point and say. (5 minutes)

- Play the audio as a model of the language to be practised.
- Pupils listen again and repeat the sentences. Make sure they are clearly using the final /z/ sound to mark the plural form with *arms*.
- **Extension** Pupils work in pairs using the structure to describe the pictures in Activity 2, e.g. *She's got two heads*. As they work, monitor pupils to check they are clearly making the distinction between singular and plural forms of the words.

## 5.7

- Boy 1:** He's got one head.  
**Boy 2:** She's got two arms.

## Finishing the lesson (10 minutes)

- Play *Salim says*. Explain the rules. Pupils only do the action when you say *Salim says*. Say *Touch your head*. Pupils don't do it. Say *Salim says touch your head*. Pupils touch their head. Repeat with the other body parts (*arms, legs, body*). When pupils make a mistake, they sit down and are out of the game. Continue until only one pupil remains.
- Pupils play in small groups, taking turns to play the role of teacher.

## Lesson 2, part 2

### Starting the lesson (10 minutes)

- Sing and do the actions for the 'Hello' song with the class.
- Revise the vocabulary of the unit with the poster (refer to page 18 in the Introduction for ideas on how to work with posters) or flashcards (*arm, body, head, leg*). Play any of the following games: *Which card is this?*, *What's missing?*, *Which card have you got?*, *Where is this card?*, *Standing up*.

## Practice

### Activity Book

## 5.8 Listen and tick (✓). (5 minutes)

- Give pupils a minute to look at the pictures and prepare before they listen. Elicit the names of the parts of the body and the number of each.
- Play the audio. Pupils tick the correct boxes.

## 5.8

- 1 She's got two heads.
- 2 She's got one body.
- 3 He's got three legs.
- 4 He's got four arms.

Lesson 2, part 2 Language practice 5

1 Listen and tick (✓).

2 Draw and share.

## 2 Draw and share. (15 minutes)

- Focus pupils on the pictures in Activity 1. Elicit the parts of the body, e.g. *heads*, then ask pupils to count them. They then repeat the sentence *She's got two heads*. Continue with the other parts of the body.
- Pupils draw their own picture of a boy or a girl with an unusual number of heads, arms and legs on their body. While they are working, draw your own picture on the board.
- Describe your picture to model the language for the pupils, e.g. *He's/She's got five arms*. Pupils then work in pairs to show and describe their drawings using the target structure.

## Finishing the lesson (10 minutes)

- Collect pupils' drawings from their Activity Books. Select one at random to show to the class. Elicit a description from the class, e.g. *He's/She's got seven legs/a blue body*. Repeat with other drawings.



Practice

Class Book

Lesson 4, part 1 Language practice **5**

**1** Listen again. Then listen, look and match.

1 2 3 4

a b

**2** Listen, point and say.

1 face 2 hair 3 hands 4 feet

**3** Listen and number.

a b c d

3 2 1 4

**4** Listen and sing.

Activity Book 1, Unit 5 >>> So And and See, My Book Unit 5, Lesson 4 classroom **13**

# Practice

## Activity Book

Lesson 4, part 2

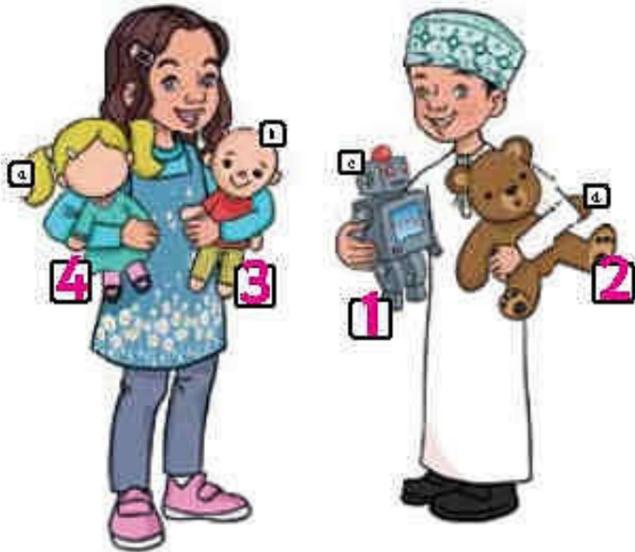
Language practice

5

1 Listen, find and stick. Write.

			
face	hair	hands	feet
<u>face</u>	<u>hair</u>	<u>hands</u>	<u>feet</u>

2 Listen and number.



Practice

Class Book

**Project** A funny friend LESSON 5

Watch, make and show.

Sing and play.

Practice

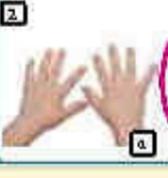
Class Book

Lesson 6 Review 

1  Listen and circle.

1  

a  b

2  

a  b

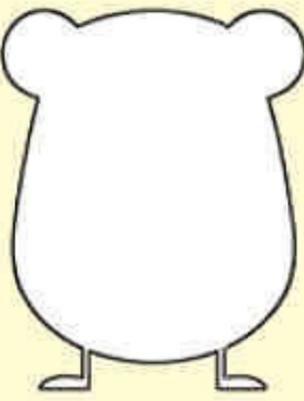
3  

a  b

4  

a  b

2  Draw.



3  Listen. Then say.

What is this?



This is my friend.  
She's got two arms.  
She hasn't got blue hair.



Activity Book, Unit 5  
Lesson 6 Green 15

# Review

## Activity Book

**Review** Lesson 6

1 Listen and circle.

1 2 3 4

2 Listen and colour.

3 Look and colour for Unit 5.

4

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Practice

Class Book

Get ready for...

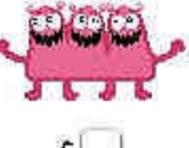
Pre A1 Starters Listening Part 3

1 Listen and tick (✓) the box.

1

		
A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

2

		
A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>

3

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

16 screen

Lesson 7, part 1

4

		
A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>

5

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

6

		
A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

Lesson 7, part 1

screen 17

Practice

Activity Book

Lesson 7, part 2 **5**

**Get ready for...**

Pre A1 Starters Listening Part 4

**1** Listen and colour.



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