

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

نموذج اختبار قصير	1
حل أنشطة دروس الوحدة الثامنة Cakes Like I	2
حل أنشطة دروس الوحدة السابعة tigers are They	3
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حل أنشطة دروس الوحدة الخامسة body My	5



My body

Unit objectives

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

Language

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

Learning outcomes

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

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

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

2  Listen and number.

a  b 

c  d 

3  He's got one head.

4  She's got two arms.

Unit 5, Lesson 2, Part 1

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.

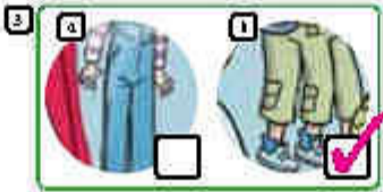
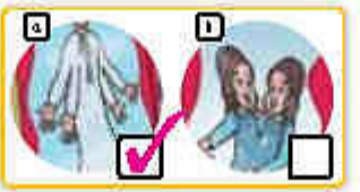
5.8

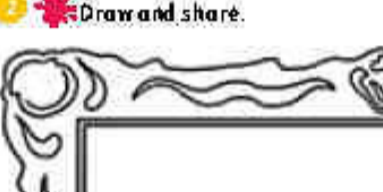

- 1 She's got two heads.
- 2 She's got one body.
- 3 He's got three legs.
- 4 He's got four arms.



Lesson 2, part 2 Language practice 5

1 Listen and tick (✓).


1  

2  

3  

4  

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.

2 Listen, point and say.

3 Listen and number.

4 Listen and sing.

Activity Book 1, Unit 5
Lesson 4, part 1
So And's and Sike, My Dad's
Unit 5, Lesson 4
classroom **13**

Practice





Activity Book

Lesson 4, part 2

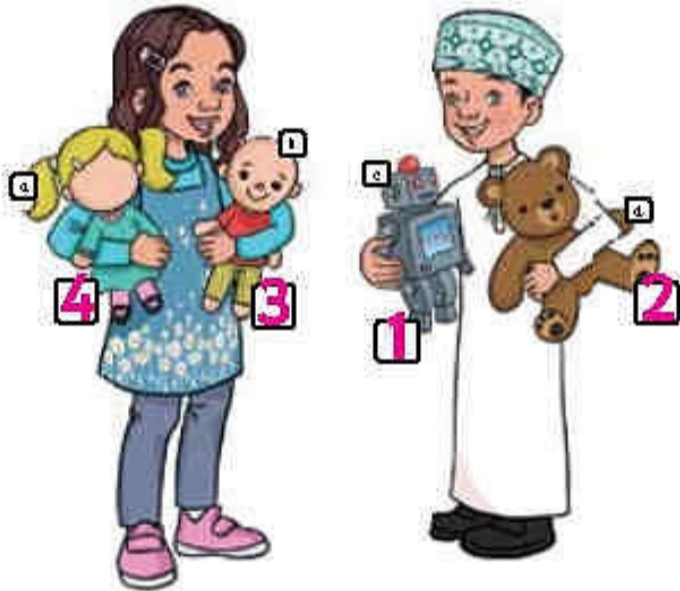
Language practice

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.



 fourteen

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.

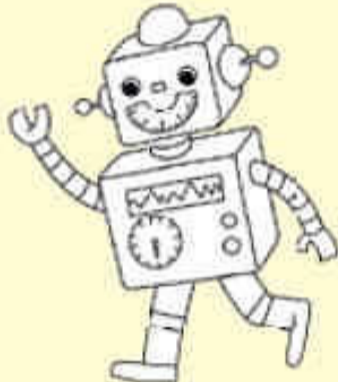
1

2

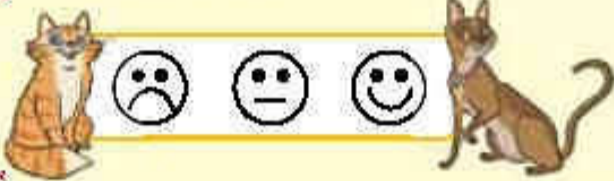
3


4

2 Listen and colour.



3 Look and colour for Unit 5.





Practice




Class Book

Get ready for...



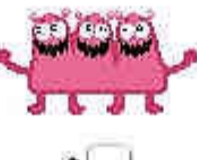
Pre A1 Starters Listening Part 3

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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