

## UNIT 3: MY BODY

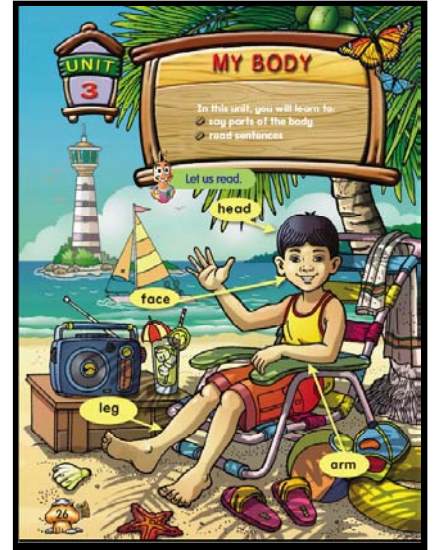
### **Page 26: My Body**

#### **Objectives:**

To identify parts of the body.  
To develop reflective thinking skills - learning across the curriculum.

#### **Suggested procedure:**

1. Pupils repeat words after the teacher.
2. Pupils say the words and point to appropriate parts of their body.
3. At the end of the lesson teacher can assign page 34 of the Activity Book.



### **Page 27: Parts of My Head**

#### **Objectives:**

To identify parts of the body.  
To practise sentence pattern, "This is my ...."  
To develop thinking skills - learning across the curriculum.

#### **Suggested procedure:**

1. Pupils repeat words after the teacher.
2. Pupils practise sentence pattern, "This is my...." and point to appropriate parts of their body.
3. At the end of the lesson teacher can assign page 35 and 36 of the Activity Book.
4. Teacher can use activity in MyCD.



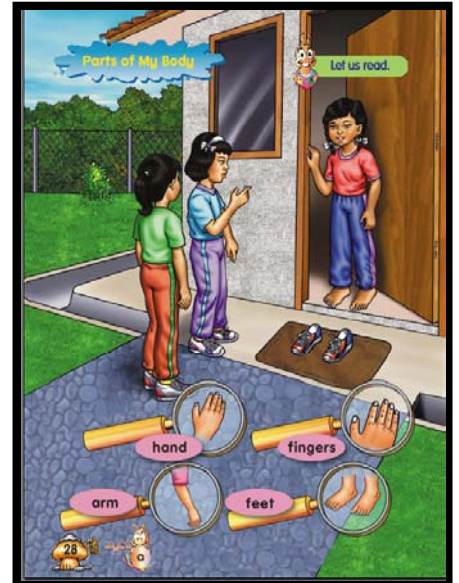
## Page 28: Parts of My Body

### **Objective:**

To identify parts of the body.

Suggested procedure:

1. Pupils repeat words after the teacher.
2. At the end of the lesson teacher can assign page 27 and 38 of the Activity Book.
3. Teacher can use activity in MyCD.



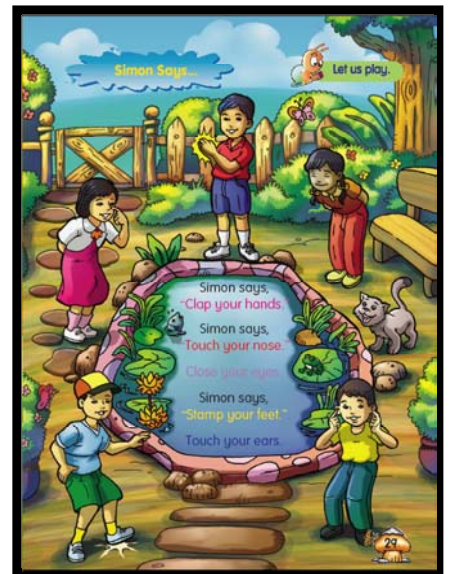
## Page 29: Simon Says ...

### **Objectives:**

To listen to and follow simple instructions.

Suggested procedure:

1. Teacher explains how to play the game: Pupils are to perform the action only when Simon says.
2. Teacher calls four pupils to the front of the class to demonstrate.
3. Teacher plays game with the pupils.



## Page 30: Parts of My Body

### **Objective:**

To develop thinking skills - learning across the curriculum.

Suggested procedure:

1. Talk about the picture. Ask pupils what the characters in the picture are doing.
2. Teacher reads sentences, one at a time.
3. Pupils listen and repeat.
4. At the end of the lesson teacher can assign page 39 and 40 of the Activity Book.



## Page 31: Elly Elephant

### **Objectives:**

To listen to intonation and rhythm in rhymes

To practise vowel /e/ in initial position.

To practise consonant /n/ and /t/ in initial position.

To read aloud simple rhymes with correct expression and appropriate gestures.

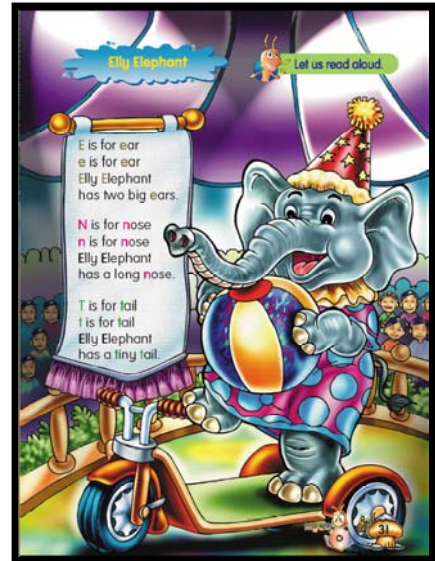
Material:

MyCD

Rhyme written on a manila card.

### **Suggested procedure:**

1. Teacher puts up manila cardboard on the board.
2. Teacher points to one word at a time and gets pupils to say the word. (Teacher can help out with words pupils have not seen or have trouble with e.g. Elly)
3. Repeat for all three stanzas.
4. Play the rhyme on My CD.
5. Pupils read rhyme with intonation and gestures.
6. At the end of the lesson teacher can assign page 41 of the Activity Book.
7. Teacher can use activity in MyCD.



\*\*For more advanced classes, teacher may also want to ask pupils to think of other words that begin with the /e/, /n/ and /t/ sounds.

## Page 32: I Can ...

### **Objectives:**

- To practise sentence pattern, "I can ...."
- To inculcate family values - doing things together
- To develop appreciation for nature and a clean environment.

### **Suggested procedure:**

1. Teacher reads sentences. Pupils repeat.
2. Teacher can ask pupils to talk about other things that they can touch, see and smell.
3. Teacher should accept one-word answers.
4. Encourage pupils to provide answers using the sentence pattern, "I can ....."
5. At the end of the lesson teacher can assign page 42 of the Activity Book.



## Page 33: I Must

### **Objectives:**

- To practise sentence pattern, "I must ...."
- To inculcate personal hygiene.
- To listen to intonation sentence rhythm in rhymes
- To practise vowel /k/ in initial position.
- To read aloud simple rhymes with correct expression and appropriate gestures.

### **Suggested procedure:**

#### Part I:

1. Talk about the pictures. Ask pupils what the boy in the pictures is doing.
2. Ask pupils if they wash their hands, brush their teeth and comb their hair.
3. Ask when and why.
4. Teacher reads the first sentence. Let pupils try to read the other sentences on their own.

#### Part II.

1. Teacher reads the rhyme. Pupils repeat with correct intonation.
2. Ask pupils to look at the picture and identify which cat is Cutie/kitten.



## Page 34: Do You Remember ...?

### **Objectives:**

To review items learned in the unit.  
To develop thinking skills.

### **Suggested procedure:**

1. Pair work: Have pupils trace the picture to the appropriate word.
2. Pupils identify the missing letters in the words.
3. Teacher can also ask pupils to summarize/talk about the missing letter '-E'
4. At the end of the lesson teacher can assign page 44 of the Activity Book.

