



PARTS OF THE BODY

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Parts of the body, commands for moving the body

Lesson Topic: Asking for clarification

Language/Culture Point: Polite requests vs. making demands

Objective: Students will be able to identify body parts and be able to give/respond to body movement commands.

Materials: 1) Student pages, 2) Picture of human body, 3) Body parts flash cards (one set per student), 4) Pictures of a doctor’s office, 5) Toy or real cell phones

Preparation: Lesson one requires you to create a story about going to the doctor for a physical because of an accident. Your presentation should include as many commands for moving parts of the body as possible. If pictures are unavailable for the story, rely solely on Chalk Talk.

The extension activity for lesson one requires the instructor to call a few local clinics/healthcare providers that students would be likely to visit, such as urgent care facilities, free clinics, etc. The instructor will need to find out the types of questions students would need to be able to answer/ask if they were to call themselves.

The alternative extension activity requires you to create body part memory cards. This can be done in advance or while the students make the body part flash cards in step one. If you have a large class, you may want to make more than one set so that students can play in two groups.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture of human body, body parts flash cards	- Brainstorming

TEACHING ACTIVITY

1. Draw an outline of a human body on the board.
2. Using yourself as a model, point to different body parts and ask, “What’s this?”
3. Label any body parts that students can identify.



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- 4. Lead students in labeling the outline of a human body in their book.
- 5. Hand out Body part flash cards to students. Students will keep these flash cards to use in this and other lessons in this unit.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture of a doctor's office, body parts flash cards	- Chalk talk, using pictures

TEACHING ACTIVITY

- 1. Using a combination of Chalk Talk, pictures, and demonstration, tell a story about going to the doctor for a physical because of an accident you had. Your presentation should include following as many commands to move parts of your body as possible as well as commands doctors/nurses would give to check if you're okay. An example could be:
You fell off your bike, and you're not sure if anything is broken or if you have a concussion. The nurse asks if anything hurts, pokes your ribs, and checks mobility in your wrist to see if you injured it while breaking your fall.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture of human body, body parts flash cards	- Using pictures, TPR

TEACHING ACTIVITY

- 1. Go back through the story again, but stop periodically before each command and ask, "What did the doctor/nurse ask me to do here?" Students can respond verbally or through actions.
- 2. Keep a running vocabulary list on the board and have students make notes in their book.



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL THE TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Flash cards	- Flash cards

TEACHING ACTIVITY

1. Direct students to the page in the student pages with verbs listed for different things to do with the body.

For example:

- Raise
- Lower
- Touch
- Bend
- Turn
- Stretch
- Flex
- Extend
- Hold
- Look up/down
- Move

Be sure that the verbs in the student pages match the verbs used in your presentation (steps 2 and 3).

2. Review the verbs with the class.
3. Draw a card from the Body part flash cards used at the beginning of the lesson. Model how to match a verb in the student pages with a body part to make a command. For example:

<u>Verb (Worksheet)</u>	<u>Body Part (Flash Card)</u>	<u>Command</u>
Move	Leg	Move your leg.
Turn	Wrist	Turn your wrist.
Bend	Knee	Bend your knee.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Body part flash cards	- Flash cards, TPR



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TEACHING ACTIVITY

1. Model with a student an exchange between a doctor/nurse and a patient. As the “doctor,” draw another card and practice giving the “patient” commands as if during a physical exam. The student should move his/her body according to the command.
2. Switch roles so the student can be the doctor.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Flash cards	- Flash cards, TPR

TEACHING ACTIVITY

1. Have students get in pairs and practice giving commands (doctor/nurse) and responding appropriately (patient).
2. Give students time to practice both roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

TEACHING ACTIVITY

1. Highlight the difference between a polite request, such as one you might receive from a friend, and a more serious command, such as one you might receive from a police officer. For example: “Can you raise your hand?” vs. “Raise your hand.” “Please touch your nose.” vs. “Touch your nose.”
2. Highlight that the verb itself doesn’t change, only the manner in which you say it.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- TPR, Simon says

TEACHING ACTIVITY

1. Play Simon Says with the class by having everyone stand up and giving commands to the class.
2. Give a small prize (e.g. pencil, notebook, piece of candy) to the last person standing.

EXTENSION ACTIVITY:

Time Frame	Materials	Teaching Strategies
Varies (approximately 15 minutes of class time will be left)	- Toy cell phone	- Brainstorming, role play, graphic organizers

TEACHING ACTIVITY

1. Prior to class, call a few local clinics/healthcare providers that students would be likely to visit, such as urgent care facilities, free clinics, etc. Find out the types of questions students would need to be able to answer/ask if they were to call themselves.
2. Say, “Imagine you are sick and have to go see the doctor. What do you want to know before you go?” Elicit a list of questions, such as: Can I make an appointment? Do I need insurance? What are your hours? What’s the typical wait? How much will it cost? How can I pay? Is there anything I need to bring? Add any additional questions that you learned about when you called the clinics.
3. Model how to role play a patient calling a clinic, with you as the clinic and the student as the patient. A sample dialogue could be:
Teacher: Community Clinic, can I help you?
Student: I need to see a doctor. Are you accepting new patients?
T: Yes, we are.
S: Can I make an appointment?
T: No, we’re a walk-in clinic.
S: Okay, when are you open?
T: 8am-4pm.
S: How long can I expect to wait?



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T: Usually about an hour.
S: Do I need to bring anything?
T: ID and an insurance card, if you have it.
S: Do you accept Medicaid?
T: Yes, we do.
S: Okay, thank you.
T: Goodbye.

4. Repeat the dialogue a second time, and ask students to remember the answers to the questions you ask. After the role play, debrief as a class and go over the answers to the questions.
5. Have the students get in pairs to practice the role play, making sure each student gets a turn as both a patient and a receptionist.
6. Additionally, take time to prepare students to answer requests for personal information over the phone, such as giving their name, contact information, date of birth, primary care provider, and insurance information.

*Keep in mind that this information does not need to be mastered in this lesson. Students will practice calling to make a doctor’s appointment in a later lesson. This is simply an extension activity and a way to introduce the concept.

ALTERNATE EXTENSION ACTIVITY:

TEACHING ACTIVITY

1. Prepare in advance to play a game of body part memory. You can also do this while the students make their flash cards in step one).
2. Add an extra challenge when students find a match by having them give a command that goes with the body part.