

PARTS OF BODY

BULA

G1-U3-L2

REVIEW

Tell the words.

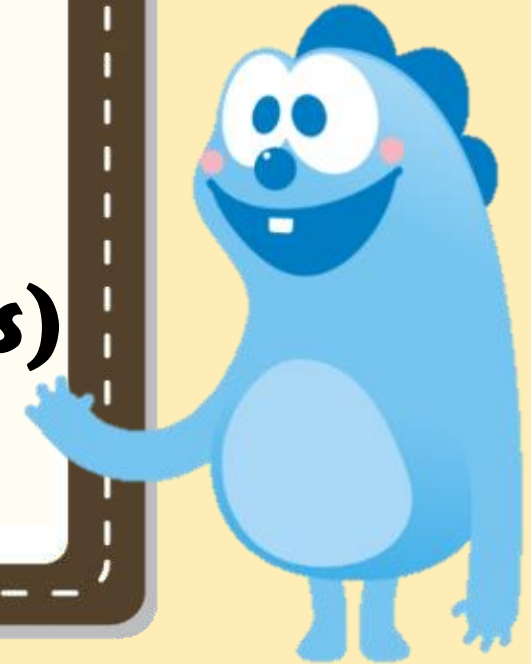
ear(s)

hand(s)

nose(s)

eye(s)

mouth(s)



Tips: 1. Ask the students to read these words and their plural forms. 2. Pay attention to the pronunciation of the students.(50 s)



WORD

finger



fingers



Tips: 1. Ask the students about the picture. 2. Read the words(original form and its plural form). 3. Let the students read the words three times.(50 S)



WORD

toe



toes



Tips: 1. Ask the students about the picture. 2. Read the words(original form and its plural form). 3. Let the students read the words three times.(50s)



WORD

leg



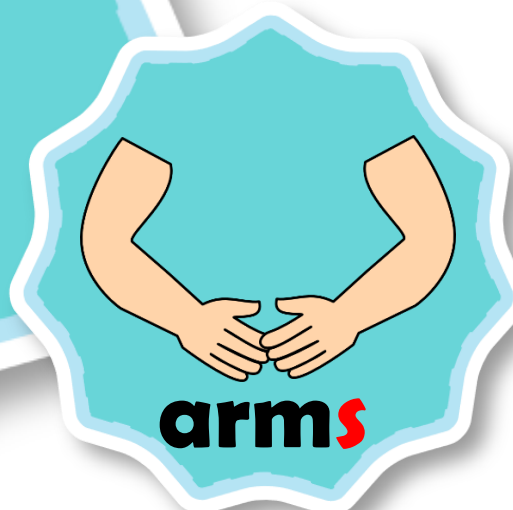
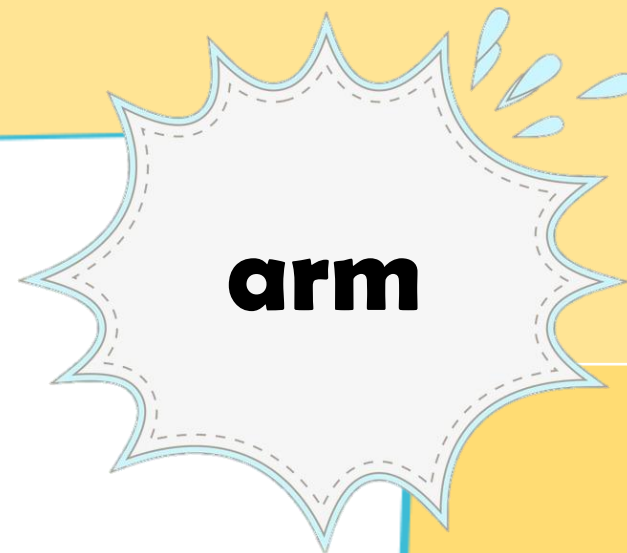
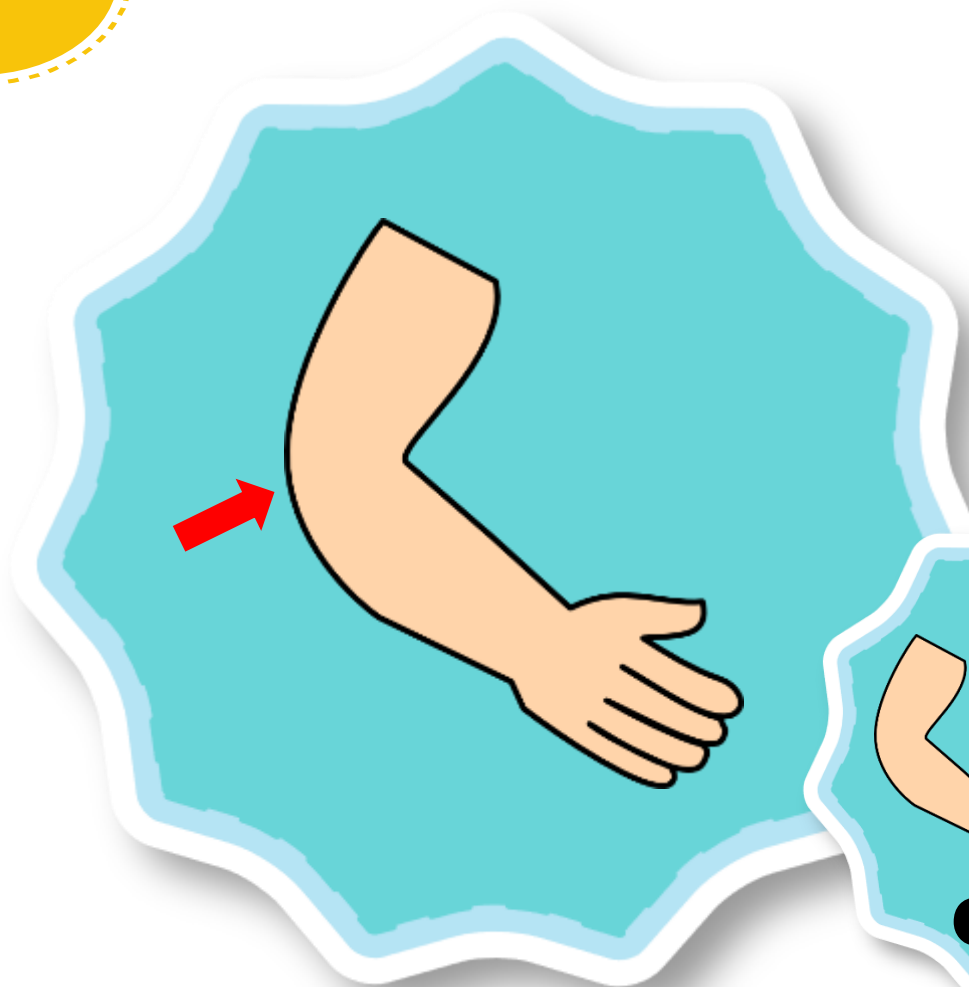
legs



Tips: 1. Ask the students about the picture. 2. Read the words(original form and its plural form). 3. Let the students read the words three times.(50s)



WORD



arms



Tips: 1. Ask the students about the picture. 2. Read the words(original form and its plural form). 3. Let the students read the words three times.(50s)



WORD

foot



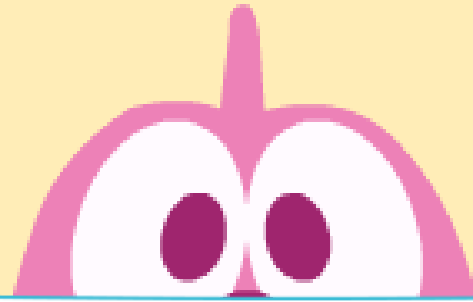
feet



Tips: 1. Ask the students about the picture. 2. Read the words(original form and its plural form). 3. Let the students read the words three times.(50s)



SENTENCE



Where is your leg/arm...?

It's here.

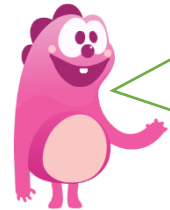
How many toes do you have?

I have 10 toes.



Tips: 1. Read these sentences and let the students follow. 2. Let the students read these sentences twice. 3. Correct the mistakes. (50s)

SENTENCE



**How many arms
does he have?**

He has two arms.



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

SENTENCE



**How many toes
does she have?**

She has ten toes.



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

PRACTICE

Point and say.

Where is
your leg?

It's here.



Tips: 1. Point to the picture and ask some questions. (You can see these questions when you click your mouth). 2. Ask the students to point and say. 3. Correct the mistakes. (1 min)

PRACTICE

Point and say.

Where is
your arm?

It's here.



Tips: 1. Point to the picture and ask some questions. (You can see these questions when you click your mouth). 2. Ask the students to point and say. 3. Correct the mistakes. (1 min)

PRACTICE

Point and say.

**Where is
your foot?**






It's here.



Tips: 1. Point to the picture and ask some questions. (You can see these questions when you click your mouth). 2. Ask the students to point and say. 3. Correct the mistakes. (1 min)

PRACTICE

Read and check.

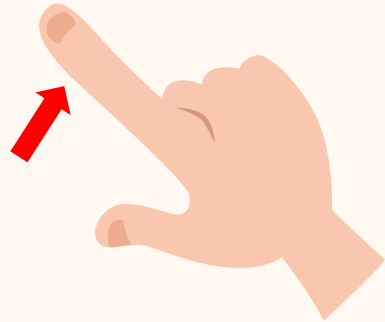
					
finger		✓			
foot	✓				
toe					✓
leg			✓		
arm				✓	



Tips: 1. Look the pictures and let the students find the words. 2. Let the students read the words twice. 3. Pay attention to the pronunciation of the students and correct the mistakes. (1 min)

PRACTICE

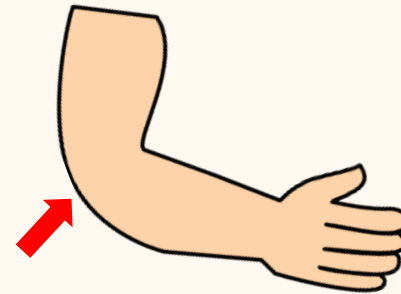
Fill in the blanks.



finger



to e



arm



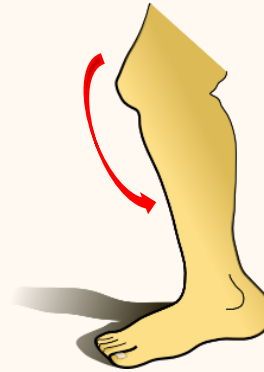
Tips: 1. Point to the picture and let the students tell the word. 2. Let the students fill in the blanks. 3. Correct the mistakes. (40 sec.)

PRACTICE

Fill in the blanks.



f _ o _ o t



l _ e _ g



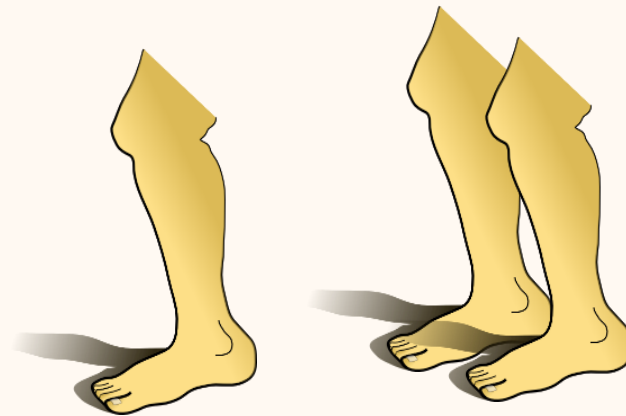
Tips: 1. Point to the picture and let the students tell the word. 2. Let the students fill in the blanks. 3. Correct the mistakes.(40 sec.)

PRACTICE

Fill in the blanks.



foot — (feet)



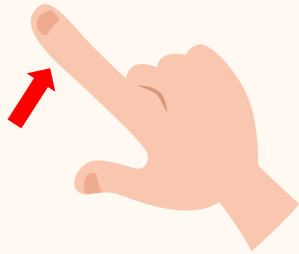
leg — (legs)



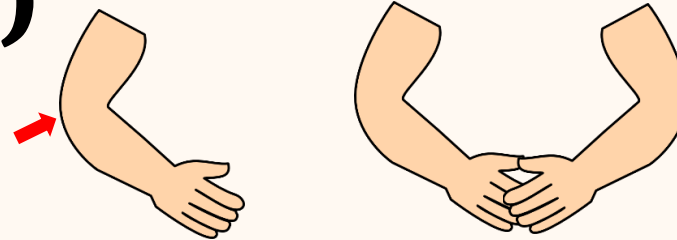
Tips: 1. Point to the picture and let the students to talk about their bodies. 2. Ask the students to fill in the numbers. 3. Correct the mistakes.(50s)

PRACTICE

Fill in the blanks.



finger — (fingers)



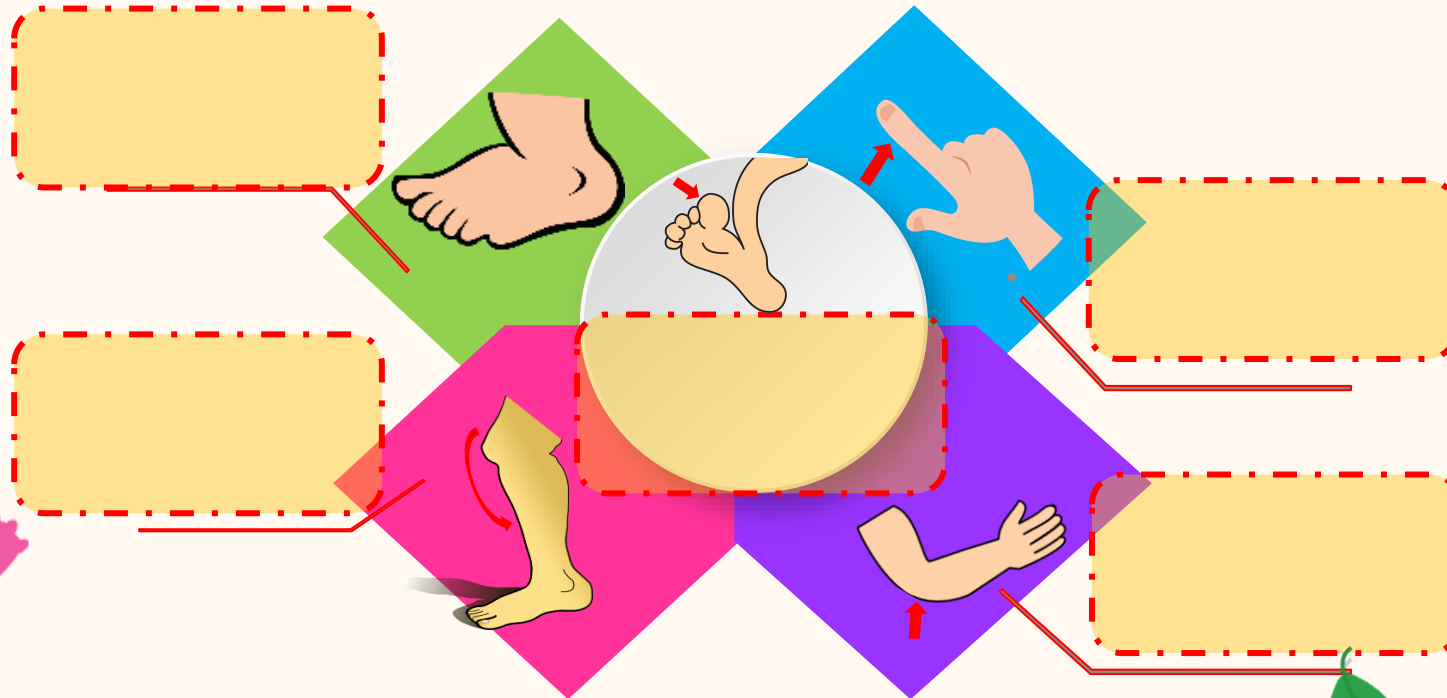
arm — (arms)



Tips: 1. Point to the picture and let the students to talk about their bodies. 2. Ask the students to fill in the numbers. 3. Correct the mistakes.(50s)

PRACTICE

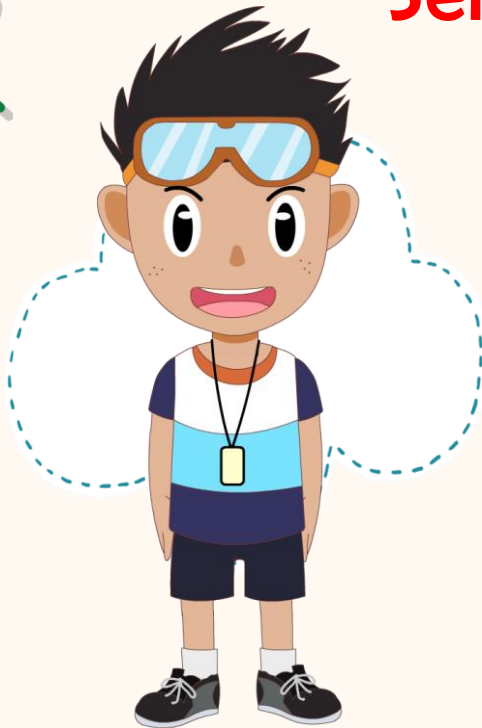
Fill in the blanks.



Tips: 1.Let the students look the pictures and fill in the blanks. 2.Let the students read the words twice. 3. Correct the mistakes.(50 sec)

PRACTICE

Sentence correction.



How many **arms** arm does he have?



Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Sentence correction.



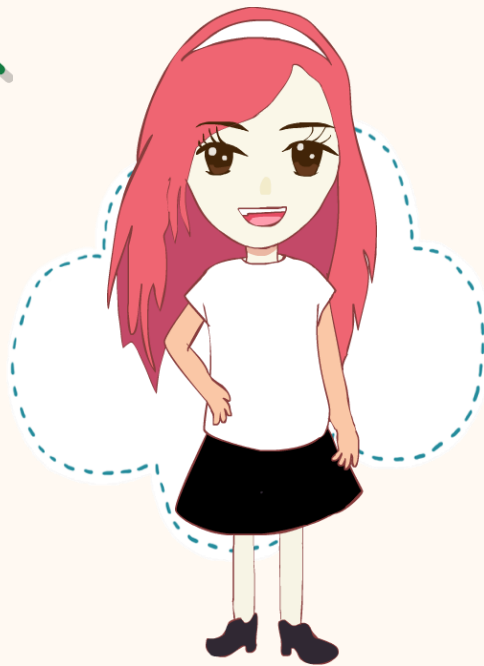
How many **feet** foot does she have?



Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Sentence correction.



She **has** have two arms.



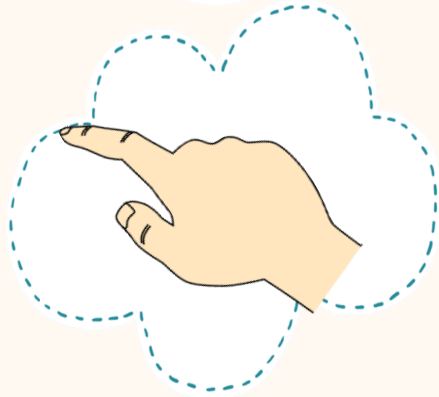
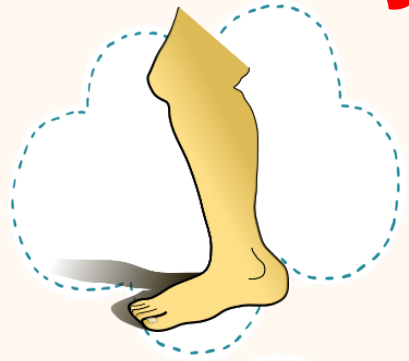
Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Sentence correction.

are

Where is your legs?



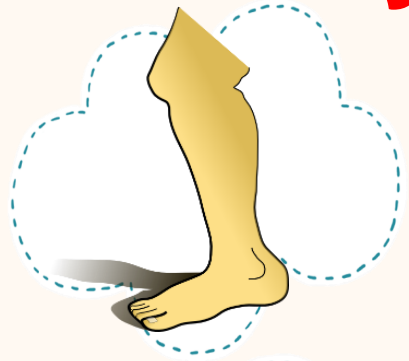
Where are your finger?



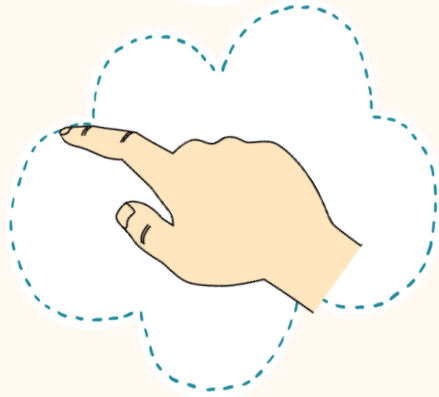
Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Sentence correction.



Where is your **leg** ~~legs~~?



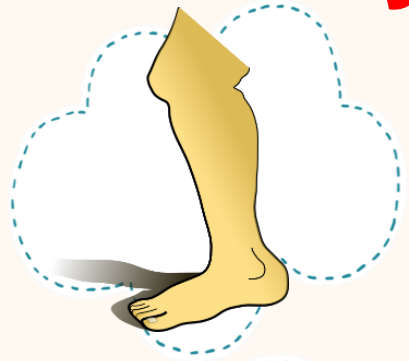
Where are your **finger**?



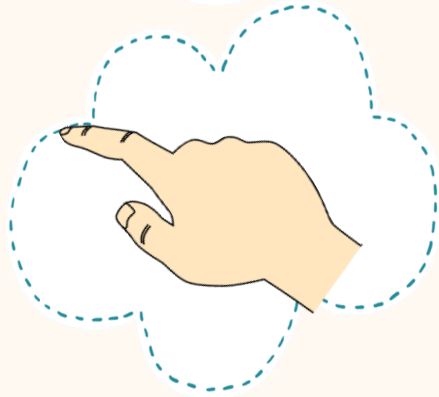
Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Sentence correction.



Where **is** your **legs**?



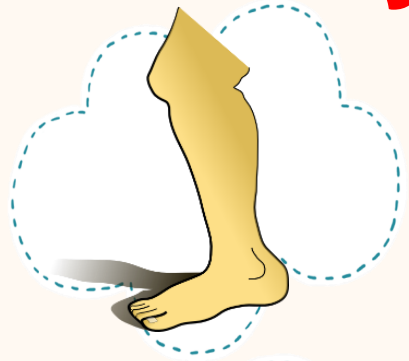
Where **are** your finger?
is



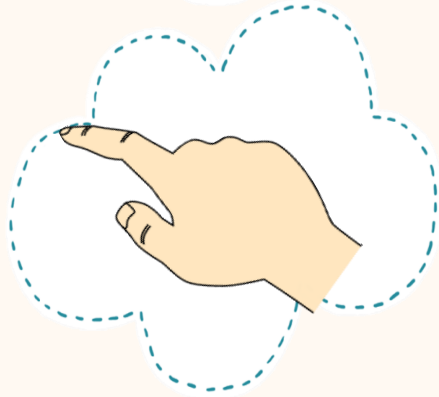
Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Sentence correction.



Where **is** your **legs**?



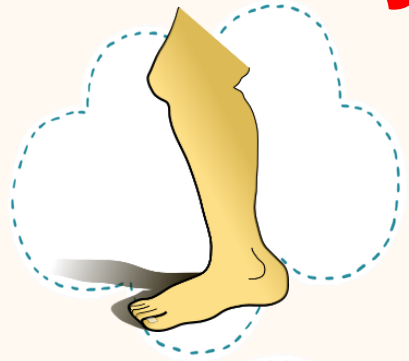
Where are your **finger**?
fingers



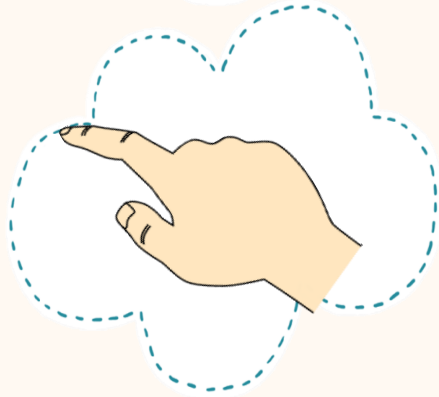
Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Sentence correction.



Where is your legs?



Where are your finger?



Tips: 1. Let the students read the sentence and correct the mistake. 2. Ask the students to read the correct sentence.(30 S)

PRACTICE

Click the
medicine that
the man needs.

leg
foot
toe
finger
arm



Tips: 1. Point to the picture and click the analgesic ointment to cure the ache of the man. 2. Ask the students to point and say these words. 3. Correct the mistakes. (2min)

PRACTICE

Complete the sentences.



How many legs
does she have?

She **has** two
legs.



Tips: 1. Let the students look at the picture and complete the sentences. 2. Correct the mistakes. 3. Let the students read loudly.(50 sec)

PRACTICE

Complete the sentences.



Where is your
arm?

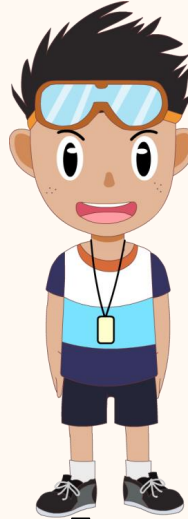
It's here .



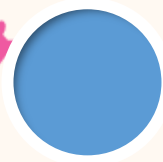
Tips: 1. Let the students look at the picture and complete the sentences. 2. Correct the mistakes. 3. Let the students read loudly.(50 sec)



Answer the question.



How many legs does he have?



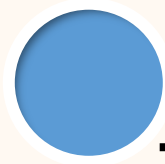
He has two legs.



Tips: 1. Ask the questions and let the students answer(change roles). 2. Let the students read the sentences twice. 3. Correct the mistakes.(50 S)

PRACTICE

Ask the question.



Where is your arm?

It's here.



Tips: 1. Ask the questions and let the students answer(change roles). 2. Let the students read the sentences twice. 3. Correct the mistakes.(50 S)



Read and make sentences.

many toes How he does have

How many toes does he have?

Where leg is your

Where is your leg?



Tips: 1. Read the words and let the students order them. 2. Let the students read the whole sentences twice. 3. Correct the mistakes. (50 sec)

CONCLUSION



Words

foot--feet

finger--fingers

leg--legs

toe--toes

arm--arms

CONCLUSION

Sentences

Where is your ...?

It's here.

How many ... does he/ she have?

He/ She has ...



SEE YOU!



B U L A

