












# Body Parts

Ref: EN\_PTL\_3



## Introduction

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 <b>Description</b>	<p>In this English lesson for beginner learners, students explore basic vocabulary related to parts of the human body. New words are introduced through visual aids and interactive pair activities, encouraging students to connect English vocabulary with their mother tongue. Through games, speaking tasks, and drawing exercises, students practice pronunciation, spelling, and sentence formation while strengthening their ability to communicate in both languages. The lesson promotes collaboration, creativity, and confidence in using English for everyday topics.</p>		
 <b>Age</b>	10-12 years	 <b>Language Area</b>	Vocabulary & PTL – Body Parts
 <b>Proficiency Level</b>	B1-B2	 <b>Authors</b>	Athina Nachopoulou
 <b>Subject</b>	Language	 <b>Duration</b>	1.5 teaching hours (~70 minutes)
 <b>Links with Language Curriculum</b>	<ul style="list-style-type: none"> <li>• <b>Vocabulary Development:</b> Students expand their vocabulary related to body parts in the target language, as well as in their mother tongue and any other languages they know.</li> <li>• <b>Phonological Awareness:</b> Students practice pronunciation and sound-word correspondence through repetition and oral activities.</li> </ul>		
 <b>Rationale</b>	<ul style="list-style-type: none"> <li>• This communicative protocol makes it easy for students to acquire vocabulary in an engaging and enjoyable way.</li> <li>• Inclusion of learners' L1s by means of pedagogical translanguaging (PTL) techniques</li> </ul> <p>Familiarize students with PTL through the comparison between the L1 and the L2</p>		

# Introduction



## Aims

It is expected that students will:

- Develop their language skills (receptive and productive) through the inclusion of the L1
- Review and expand vocabulary related to body parts.
- Be engaged with multilingualism, multimodality and PTL



## Equipment and Material Needed

- Flashcards
- Sticky notes
- Dictionaries or tablets for online translation
- A4 Paper
- Markers

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Preparation - Vocabulary Selection

- Specify the words you will teach.



### 02 | Starting Point (5')

- Begin with a brief discussion in English and ask students which parts of their body they use the most every day. This encourages students to start thinking about body parts. The students' answers can be in either English or their first language.



### 03 | Aim Setting (1')

- Present the aim to the students, which is to learn the names of different body parts.



### 04 | Introduction of New Vocabulary (10')

- Show each picture separately.
- Each time you ask the students to guess which body part is depicted in each picture. For each flashcard, ask the students if they know the name of that body part in their mother tongue (L1). Write the English word on the board next to its translation in the students' L1.
- Read the word aloud to hear the pronunciation.
- Ask them to repeat after you.
- Continue this process until all the selected images are displayed.



## 05 | Material processing - Game

Divide the students into pairs.

### Activity A – Matching Game (10')

1. Distribute a set of flashcards to each pair of students.
2. Give them an additional set of sticky notes and ask them to write the name of each body part in their L1 on the sticky notes.
3. Students will match the English flashcards with the corresponding sticky notes in their mother tongue.
4. After they finish, they will compare their answers with another pair to check if they matched them correctly.

### Activity B – “My daily routine” (Speaking Exercise) (15')

5. Ask students to think about their daily routine and write down five sentences in English that involve different body parts (e.g., 'I brush my teeth with my hand').
6. Students then translate these sentences into their mother tongue, using dictionaries/tablets if needed.
7. In pairs, students share their sentences in English first and then in their mother tongue. This allows them to practice speaking in both languages and see the differences and similarities.

### Activity C – Name the flashcard (9')

8. Hold up each flashcard and ask students to shout out the name of the body part in English.
9. After saying the English name, ask, "Who can tell me this word in L1?" to reinforce vocabulary in both languages.

### Activity D – Body Parts Drawing and Labeling (20')

10. Ask students to draw a picture of a human body, label at least five body parts in both English and their mother tongue, and present it to the class.



## 06 | Wrap-up and Reflection (5')

- Ask students to share one new body part vocabulary word they learned today and how to say it in both English and their mother tongue.

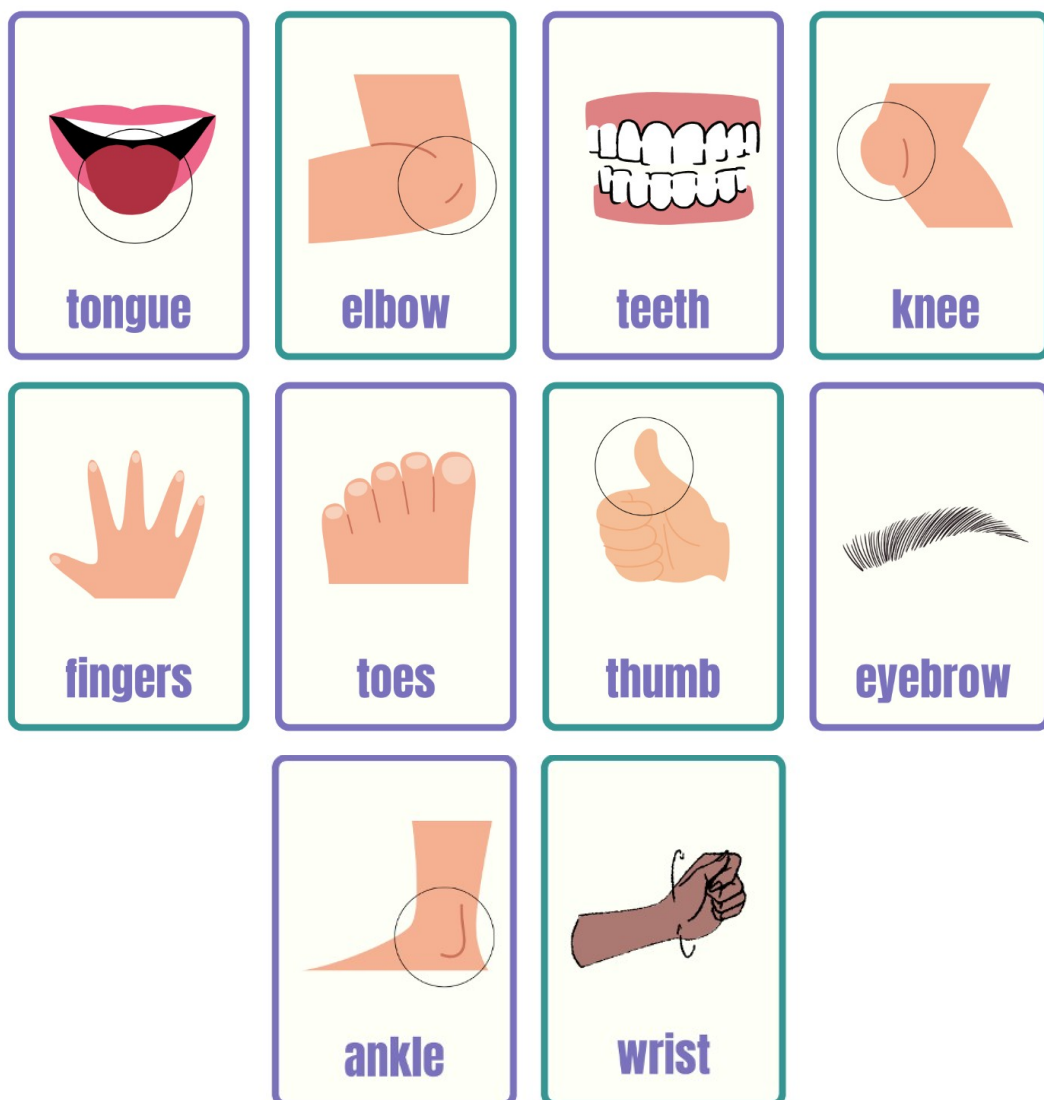
## Useful Tips

01

If the learners have low literacy in their L1 they can be asked to provide the words in their L1 orally and not in their written form. There may be different levels of L1 literacy in the groups that will be formed and, thus, the learners will help each other in case they are not aware of the L1 translations. Moreover, if the teacher thinks that the activities cannot be performed in the learners' L1s, they can be asked to work on the multilingual activities in a foreign language the students learn at school, like for example French, German etc.

## 01 | Two sets of flashcards

a)



## 01 | Two sets of flashcards

b)



# Answers



## Notes

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