

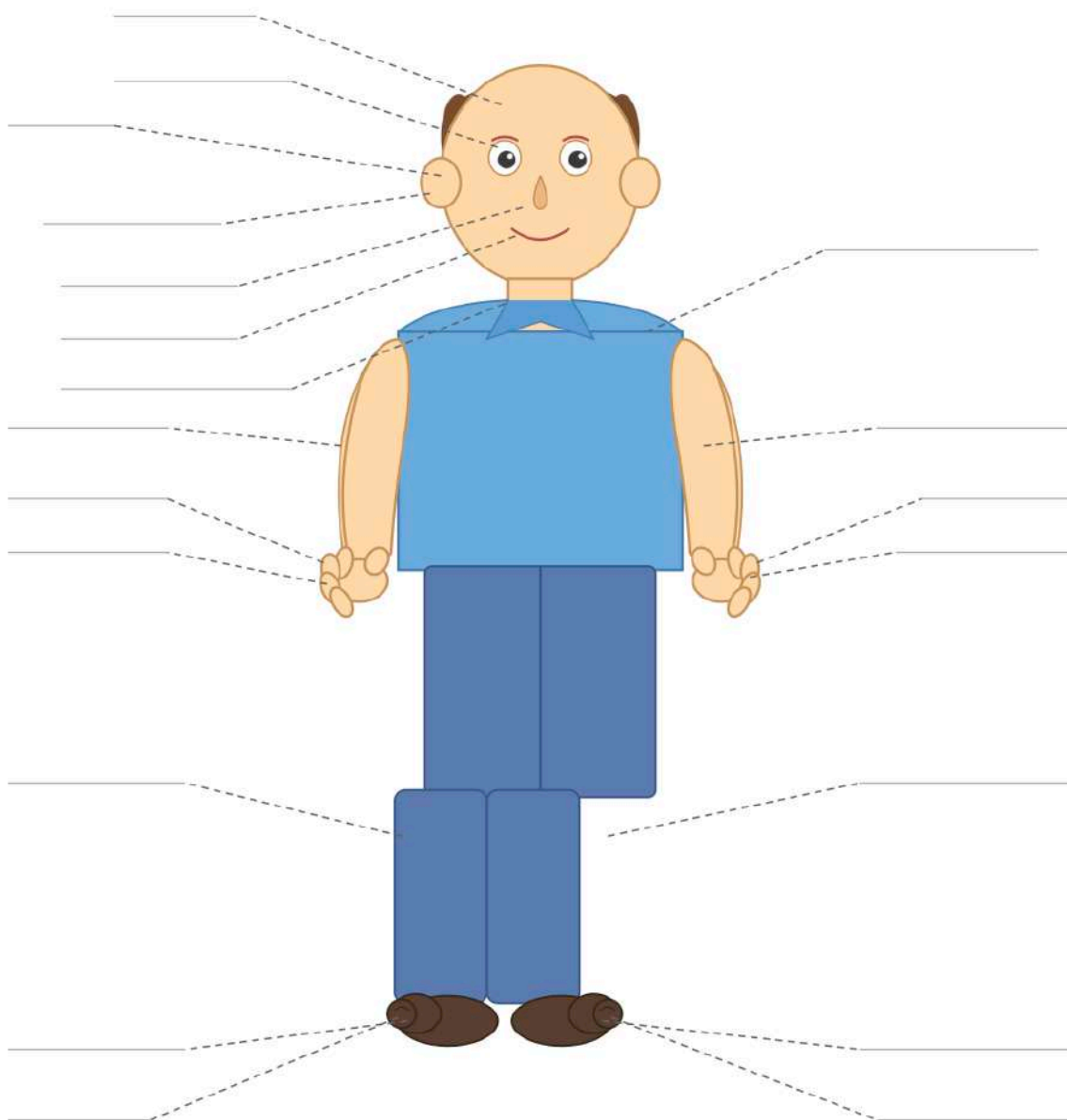


## BODY PARTS STARTER

### Vocabulary & Grammar Practice

Write the body parts on the correct line.


head, eyes, nose, mouth, ears, hair, hand, arm, leg, foot, finger, toe, neck, shoulder



## 1. What Do I Use It For? Matching

### Instructions for Students

Look at the body parts on the left. Draw a line to the action on the right that matches.

- Eyes  to eat / to talk / to sing
- Ears  to walk / to run / to jump
- Nose  to think
- Mouth  to hear / to listen
- Hands  to walk / to kick
- Legs  to touch / to hold / to write
- Feet  to see / to look
- Head  to smell



## 2. How Many Do You Have?

### Instructions for Students:

Look at the picture/word. Write or circle the number.

Then say the sentence aloud: "I have \_\_\_ [body part]."

1. How many heads do you have?
2. How many eyes do you have?
3. How many noses do you have?
4. How many ears do you have?
5. How many mouths do you have?
6. How many hands do you have?
7. How many arms do you have?
8. How many legs do you have?
9. How many feet do you have?
10. How many fingers do you have?

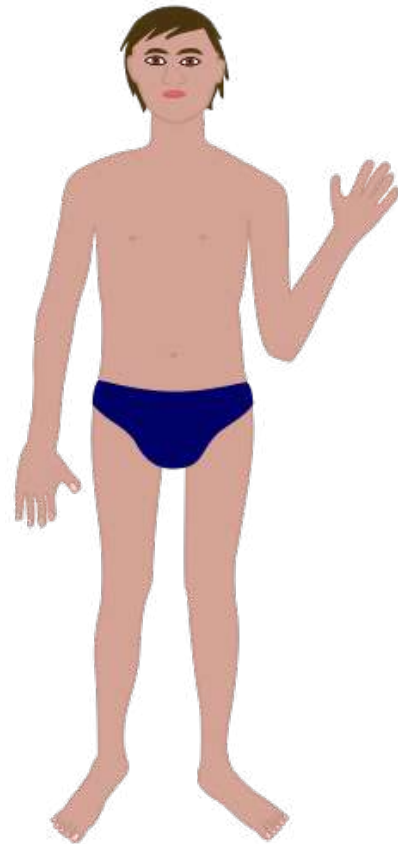


### 3. Fill the Missing Letters

#### Instructions for Students:

Look at the picture. Write the missing letters to complete the body part word.

1. h \_ \_ a d
2. e \_ \_ e s
3. n \_ \_ s e
4. m \_ \_ \_ t h
5. e \_ \_ r s
6. h \_ \_ n d
7. a \_ \_ m
8. l \_ \_ g
9. f \_ \_ \_ t
10. f \_ \_ n g \_ \_ r



### 4. Complete the Sentence

#### Instructions for Students:

Choose a word from the box and complete the sentence. Then read it aloud.

eyes   mouth   ears   hands   arms   legs   nose   feet   head   fingers
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1. I have one \_\_\_\_\_.
2. I have two \_\_\_\_\_.
3. This is my \_\_\_\_\_.
4. I have two \_\_\_\_\_.
5. This is my \_\_\_\_\_.
6. I have two \_\_\_\_\_.
7. I have two \_\_\_\_\_.
8. I have two \_\_\_\_\_.
9. I have two \_\_\_\_\_.
10. I have ten \_\_\_\_\_.

## Teacher's Key

### 1. What Do I Use It For? Matching

Variations / Extensions:

- Pair work: Student A says a body part, Student B acts it out and says "I use my [eyes] to see."
- Class game: Teacher says an action ("to eat!"), students point to the body part and shout it.

**Key** Eyes → to see

- Ears → to hear
- Nose → to smell
- Mouth → to eat / to talk
- Hands → to touch / to hold
- Legs → to walk / to run
- Feet → to walk / to kick
- Head → to think

Accept close answers like "to look" for eyes or "to speak" for mouth.

### 2. How Many Do You Have?

Then say the sentence aloud: "I have \_\_\_ [body part]."

1. How many heads do you have? I have **one** / two / three head.
2. How many eyes do you have? I have **two** eyes.
3. How many noses do you have? I have **one** nose.
4. How many ears do you have? I have **two** ears.
5. How many mouths do you have? I have **one** mouth.
6. How many hands do you have? I have **two** hands.
7. How many arms do you have? I have **two** arms.
8. How many legs do you have? I have **two** legs.
9. How many feet do you have? I have **two** feet.
10. How many fingers do you have? I have **ten** fingers.

### 3. Fill the Missing Letters

Look at the picture. Write the missing letters to complete the body part word.

1. h \_ a d head
2. e \_ e s eyes
3. n \_ s e nose
4. m \_ \_ t h mouth
5. e \_ r s ears
6. h \_ n d hand
7. a \_ m arm
8. l \_ g leg
9. f \_ \_ t foot
10. f \_ n g \_ r finger

Variations: Board race: Teams race to fill letters on whiteboard.

Notes: Common spellings only—no tricky plurals here. Praise effort on pronunciation after filling.

### 4. Complete the Sentence

1. I have one **head**.
2. I have two **eyes**.
3. This is my **nose**.
4. I have two **ears**.
5. This is my **mouth**.
6. I have two **hands**.
7. I have two **arms**.
8. I have two **legs**.
9. I have two **feet**.
10. I have ten **fingers**.

Variations: Make it personal: Draw yourself and label "This is my [arm]."

Chain drill: Student 1 says "I have two eyes," Student 2 repeats + adds "I have two ears."