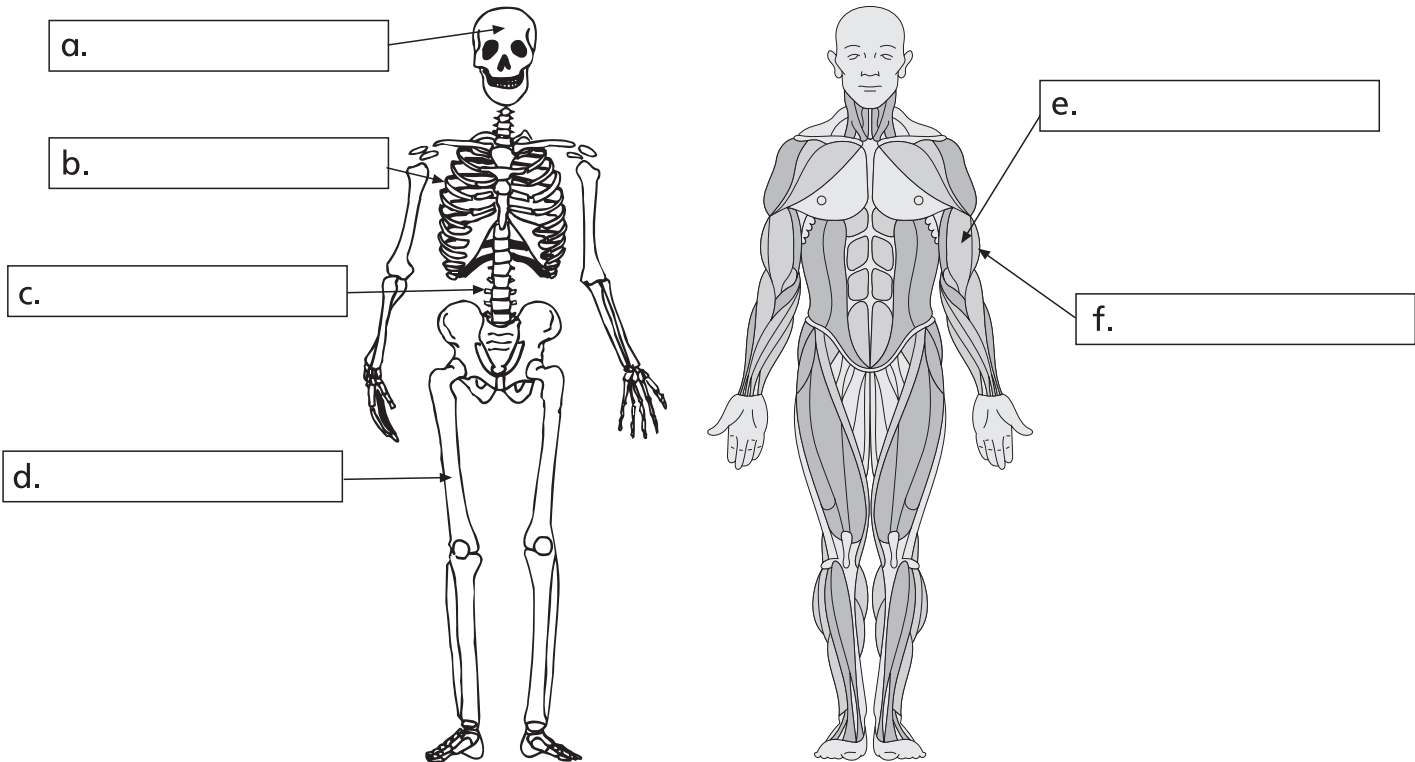
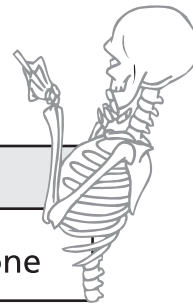


THE HUMAN BODY

Muscles and Bones

1 Write and match.

Muscles	Bones
triceps biceps	femur ribs skull backbone



2 Read and write the missing words.

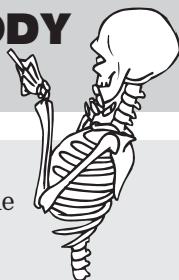
Muscles	Bones
We h_____ got about 600 m_____.	We _____ got about 200 bones.
M_____ move the b__dy.	B_____ have got calcium.
	The f_____ is a long bone.

3 Bones or muscles?

- We have got about 200 bones.
- We have got about 600 _____.
- _____ move the body.
- _____ have got calcium.
- The femur is a long _____.



THE HUMAN BODY



Aim

- To introduce the human muscle and bone system.

Materials

- Illustration showing the human muscle and bone system or an enlarged copy of the picture in Activity 1.
- Worksheet.

Duration

30 minutes.

Language focus

- Present simple.

Cross-curricular content

- Natural science.
- The human muscle and bone system.

Warm-up

- Check how many numbers the children know. Start writing numbers on the board up to a hundred. If necessary teach them *hundred*. Write 200, 300 ... up to 900 and ask the children to repeat. Don't worry if they can't say them perfectly.
- Present *bones* and *muscles* by asking the children to follow your instructions: *walk, jump, run, touch the door, touch the board*. Then touch your legs and arms and say in L1 or L2 *What do we need in our legs to run, jump and walk?* Write on the board *Muscles* and *Bones*. Show them your picture of the human muscle and bone system. Touch the desk and say *Bones are hard*. Touch your arm and say *Muscles are soft*.

Completing the Worksheet

Activity 1

- Write on the board under *Muscles* the names of the two muscles on the worksheet and touch your upper arm at the same time. Encourage the children to touch their upper arms and say *biceps, triceps*. *Are they hard* (tapping the desk) *or soft* (touching your arm)? *Soft. Biceps and triceps are muscles*.
- Touch your head and say *Muscle or bone?* *Bone*. Write *skull* on the board under the word

Bones and encourage the children to touch their heads and say *skull*. *Is it hard or soft?* *Hard*. Move your fingers along your ribs and tap on the desk. *Muscle or bones?* *Bones*. Write *ribs* and encourage the children to repeat after you and find their ribs. Continue the same procedure for *backbone* and *femur*.

- The children write the names of the muscles and bones in Activity 1.
- Check answers.

Answers: a-skull; b-ribs; c-backbone; d-femur; e-biceps; f-triceps.

Extension activity

Bring a child to the front of the class. Ask him/her to touch a bone or muscle. Say: *Touch your skull, touch your ribs*, etc. Bring another child to the front and ask the two children to touch their biceps. The first child to touch his/her biceps wins and plays the role of the teacher with the next two children. Continue until they are able to use the new words confidently.

Activity 2

- Elicit some information about our muscle and bone system from the children. Point to your body, write some numbers on the board and ask *How many bones? 100? 200? 800? How many muscles? 100? 200? 600?* Let the children guess. Ask the children to read the information in Activity 2 and tell you how many bones and muscles we have got. If the children can't say the numbers correctly in English, ask some of them to write the answers on the board. Explain that *about 200 bones* means 190, 200, or 210.
- Ask the children to read the sentences in Activity 2 again and complete the words. They can compare their answers in L1 or L2 in pairs.
- Check answers.
- Read the sentences together with the class. *Calcium* may be very similar to the equivalent word in their own language. You can use mime or pictures to help explain the meaning of the other sentences.
- Ask the children to underline the most important words in each sentence. Elicit their suggestions and write them up on the board,

eg, *600 / move / 200 / calcium / femur*. Using these key words on the board, ask the children to say what they remember. Encourage them to make complete sentences: *600 – We have got about 600 muscles; move – Muscles move the body*, etc.

Answers: have; muscles; Muscles; body; have; Bones; femur

Extension activity

The children continue the above activity in small groups. One child says a key word and the group makes a sentence, eg, Child 1: *Calcium*. Group: *Bones have got calcium*. Child 2: *Femur*. Group: *The femur is a long bone*.

Activity 3

- Say something about muscles or bones and encourage the children to say if it refers to bones or muscles, eg, Teacher: *We have got 200 ...* (pause) Class: *Bones!* Teacher: *The femur is a long ...* Class: *Bone!* Teacher: *They move the body*. Class: *Muscles*.
- The children do Activity 3.

Answers: a-bones; b-muscles; c-Muscles; d-Bones; e-bone