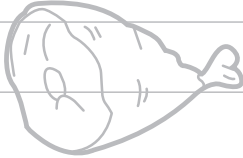

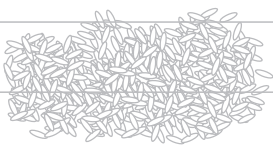





The digestive system.

1 Write.

Proteins help you grow	Vitamins keep you healthy	Carbohydrates give you energy
		
		

2 Complete the text with the words in the box.

The digestive system converts food into nutrients. Our body absorbs these nutrients. Proteins, vitamins and carbohydrates are nutrients. The digestive system also excretes waste.

large oesophagus teeth
stomach small

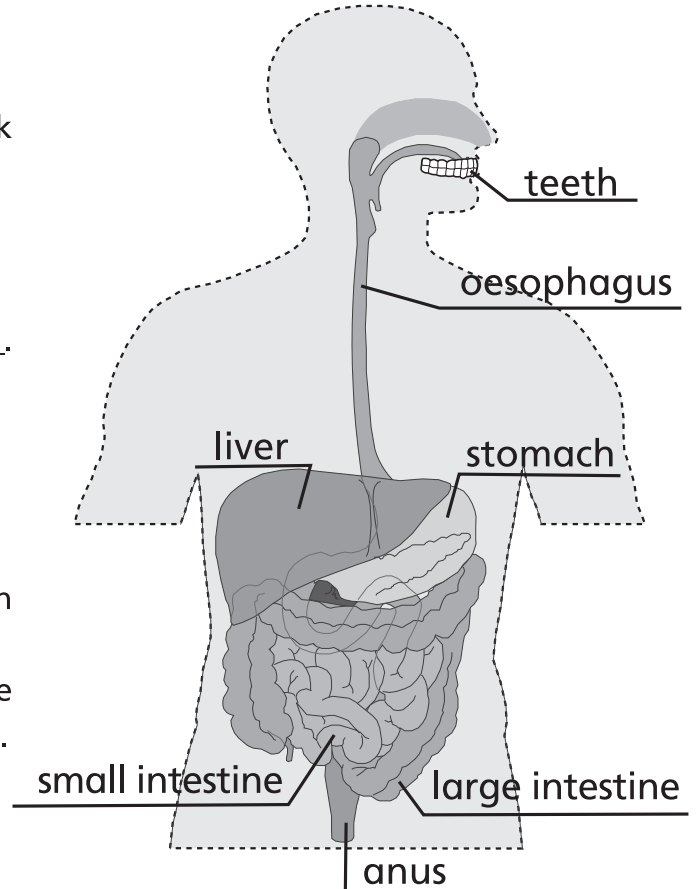
The digestive process starts in the mouth. The (1) _____ chew the food. The food mixes with saliva. Enzymes in the saliva help break down the food.

We swallow the food and it enters the (2) _____. This is a long tube that goes from the mouth to the (3) _____. The stomach breaks down the food and mixes it with a very strong acid.

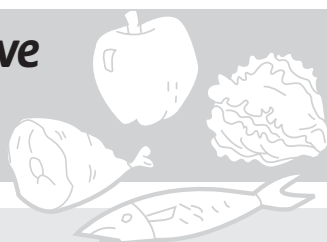
The food leaves the stomach and enters the (4) _____ intestine. Here bile and enzymes break down the food so that the body can absorb it. The liver produces the bile and the pancreas produces the enzymes. The small intestine is where most of the digestive process takes place.

The food leaves the small intestine and goes into the (5) _____ intestine.

Finally, solid waste leaves the body through the anus.



The digestive system.



Aim

- To study the human digestive system.

Language focus

Key vocabulary: *digestive system, grow, healthy, energy, diet, proteins, vitamins, carbohydrates, nutrients, waste, process, mouth, teeth, saliva, enzymes, break down, chew, swallow, oesophagus, stomach, acid, small intestine, large intestine, absorb, anus.*

Key language: *Vitamins keep you healthy. The digestive process starts in the mouth. The stomach breaks down the food.*

Materials

- Worksheet.
- Poster or picture of the human digestive system.

Warm-up

- Tell the pupils what you have eaten today, eg, *This morning I had some cereal with milk, some fruit and a cup of coffee. At 11 o'clock I had a small sandwich and some orange juice. And you? What did you eat this morning?* Encourage the pupils to tell the class what they had for breakfast and/or lunch.

Completing the Worksheet

Activity 1

- Invite some pupils to write the names of different foods on the board. Ask them to write food beginning with the letters of the alphabet, eg, **a**pple, **b**read, **c**ereal, **d**oughnut. Divide the board into three columns. Ask the pupils *What food helps you grow? What food keeps you healthy? What food gives you energy?* Write some food in the three columns, eg, *Carbohydrates give you energy: cereal, bread, pasta, rice, sugar. Vitamins keep you healthy: fruit and vegetables. Proteins help you grow: meat, fish and eggs.*
- Ask the pupils to read Activity 1 and write three examples in each box. Explain that it's important to eat food from the three groups.

Answers: Pupils' own answers.

Extension activity

Arrange the pupils in groups of six or eight. Ask them to do a survey to find out about the diet of the pupils in their group. Before they start, get them to write some questions to include in their survey, eg, *How often do you eat fruit? What do you have for breakfast? Do you eat chocolate or cakes every day? How often do you eat fast food?* Encourage the pupils to study the answers and decide whether or not the different members of their group have got a healthy diet. Write on the board *_____ has got/hasn't got a healthy diet because _____.* and encourage the pupils to make complete sentences. Elicit feedback from the class, eg, *Manuel hasn't got a healthy diet because he eats cakes every day and he doesn't eat fruit or vegetables.*

Activity 2

- Explain that *Food gives us energy to walk, run and study. Our body absorbs the nutrients in the food we eat. But how does the body absorb the nutrients? The food has to get much smaller. The digestive system processes (breaks down) the food so that the body can absorb the nutrients it needs. Not everything in the food is good for us. The body excretes the substances it doesn't need through the anus.*
- Show the class a poster or an enlarged picture of the digestive system (or ask the pupils to look at the illustration in Activity 2). Talk through the digestive process and what happens as the food goes through the digestive system. Use the picture and highlight the key words. Stress the fact that *the food gets smaller in the mouth and the stomach but most of the digestive process happens in the small intestine.*
- Read the text in Activity 2 with the class and elicit the missing words from the pupils. Encourage them to point to the picture as they read the text. Pupils write the words in the appropriate spaces.
- Write some true/false sentences on the board, eg, *The digestive system starts in the stomach. (F) The oesophagus is a long tube. (T) The oesophagus connects the mouth to the large*

intestine. (F) The stomach breaks down the food. (T) Ask the pupils to copy them in their notebooks and then discuss in pairs whether they are true or not. Elicit feedback from the class and correct the false sentences.

Answers: 1-teeth; 2-oesophagus; 3-stomach; 4-small; 5-large

Extension activity

Divide the class into groups. Write the main stages of the digestive process on separate pieces of paper or card. Give each group a set of cards and encourage them to put them in order. (You will need to write each of the following sentences on a separate piece of card: *The digestive process starts in the mouth. The teeth chew the food. The food mixes with saliva. Enzymes in the saliva help break down the food. We swallow the food and it enters the oesophagus. The stomach breaks down the food and mixes it with a very strong acid. The food leaves the stomach and enters the small intestine. In the small intestine bile and enzymes break down the food so that the body can absorb it. The food leaves the small intestine and goes into the large intestine. Solid waste leaves the body through the anus.*)