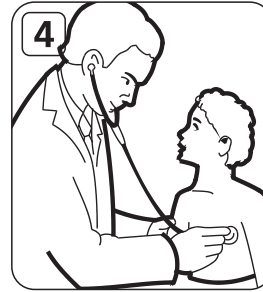
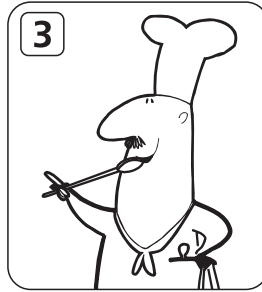
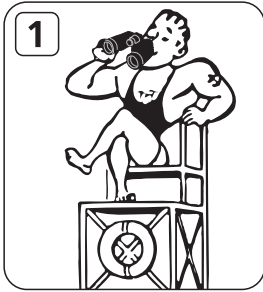


BIOLOGY

The Human Body. The five senses.

1 Match.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____



a I smell with my nose.

b I taste with my tongue.

c I see with my eyes.

d I touch with my hands.

e I hear with my ears.

2 Complete the text with the words in the box.

information eyes eat smell hands information nose ears things brain

The eyes, ears, nose, tongue and hands send information to the brain.

We have got two eyes. The black circle in the middle of the eye is the **pupil**. The coloured area around the pupil is the **iris**. The (1) _____ send information to the brain about the things we see.

We have got two (2) _____. The ear has got three main parts: the **outer ear**, the **middle ear** and the **inner ear**. The outer ear is the part of the ear we can see. The middle ear has got very small bones. The inner ear sends (3) _____ to the (4) _____ about the sounds we hear.

We have got one (5) _____. The nose has got two holes called **nostrils**. The air goes through the nostrils and the **nasal cavity**. The nose sends information to the brain about the (6) _____ we (7) _____.

We have got one tongue. The tongue has got very small **taste cells**. These taste cells send (8) _____ to the brain about the food we (9) _____.

We have got two (10) _____. The hands are covered with **skin**. The skin sends information to the brain about the things we touch.

The human body. The five senses.



Aim

- To study the five senses.

Language focus

Key vocabulary: *smell, hear, see, taste, touch, nose, ear, hand, tongue, eye, pupil, iris, outer ear, middle ear, inner ear, brain, nostril, nasal cavity, taste cells, skin.*

Key language: *I smell with my nose. The ear has got three main parts. The eyes send information to the brain.*

Materials

- Pictures or flashcards of the main vocabulary.
- Various classroom objects and a bag.
- Different flavoured sweets.
- A blindfold.
- Worksheet.

Warm-up

Demonstrate the five senses by doing the following:

- *Sense of touch:* put some classroom objects into a bag. Bring a pupil to the front and blindfold him/her. Ask the child to put his/her hands in the bag, feel an object and guess what it is by touching it. Invite some more pupils to come to the front.
- *Sense of sight:* go to one end of the room and show the class a picture or flashcard very briefly. Ask the pupils at the other end of the room to say what the picture is. Ask the pupils closest to you what it is. Move around the classroom and show them a few more pictures.
- *Sense of hearing:* bring a pupil to the front and blindfold him. Drop one of the classroom objects and encourage the pupil to guess what it is by listening to the noise the object makes. Invite some more pupils to come to the front.
- *Sense of taste:* blindfold some pupils and give each of them a sweet. Can they guess what flavour it is?
- *Sense of smell:* can they guess the flavour by smelling the sweet?

Completing the Worksheet

Activity 1

- Place some classroom objects in front of you. Close your eyes and touch one of the objects. Guess what the object is by feeling it. Say *touch* while you're touching the object. Ask the children to touch their desk, book, etc. Continue in the same way with *hear, taste, see* and *smell*.
- Draw two columns on the blackboard. In the first column write *see* and *taste*. Elicit the other three verbs: *touch, smell* and *hear*. In the second column write *hands* and *eyes*. Elicit *ears, tongue* and *nose* and add them to the second column. Say one of the words in the first column and encourage the pupils to match it to one of the words in the second column, eg, Teacher: *Smell*. Class: *Nose!* Teacher: *Touch*. Class: *Hands!* Continue with the other words. Write on the board *I _____ with my _____*. Encourage the children to make complete sentences, eg, *I smell with my nose*.
- Tennis game. Arrange the pupils in pairs. Demonstrate the activity in front of the class with a confident pupil. Child A says a sense verb from the first column and Child B makes a sentence using this verb and one of the words in the second column. Then they swap roles. Child 1: *See*. Child 2: *I see with my eyes!* Child 1: *Touch*. Child 2: *I touch with my hands!* etc.
- Go through the pictures in Activity 1 and elicit what the people are saying. The pupils then match the speech bubbles to the pictures.
- Explain that the five senses are very important for everybody. Without our five senses we wouldn't know what is happening around us. For certain professions, some senses are more important than others. Can the pupils think of any other examples (apart from the ones in Activity 1)? Explain that some people can't see (blind people) or hear (deaf people) and that this makes their lives more difficult. To illustrate this point, you can blindfold a pupil and ask him/her to walk to the door.

Answers: 1-c; 2-d; 3-b; 4-e; 5-a

Extension activity

- Say *I see with my ...* Encourage the pupils to say *eyes*. Invite a pupil to draw two eyes on the board. Continue with *I smell with my ... (nose)* and invite a pupil to draw a nose. Follow the same procedure with *I taste with my ... (tongue)*, *I touch with my ... (hands)* and *I hear with my ... (ears)*.
- Explain that these are the *five senses*. The *eyes, nose, tongue, hands* and *ears* send information to the brain about everything around us: what we *see, smell, taste, touch* and *hear*.
- Write the five senses on the board and ask the pupils to copy them in their notebooks: *The sense of sight. The sense of smell. The sense of touch. The sense of taste. The sense of hearing.* Ask the pupils to draw the parts of the body we use (eyes, nose, hands, tongue, ears) to illustrate each of the senses.

Activity 2

- Read the first two paragraphs of the text with the class and draw a picture of an eye on the board. Label the *pupil* and the *iris*. Say the

words a few times and encourage the children to repeat after you. Elicit the missing word in paragraph 2. Ask *Do you see with your ears?* *No, I see with my ... eyes!* Continue with the remaining paragraphs. Make sure the pupils do not write the answers on the worksheet at this stage. Use pictures, mime or examples where necessary to clarify meaning.

- Ask the pupils to complete the text using the words in the box.

Answers: 1-eyes; 2-ears; 3-information; 4-brain; 5-nose; 6-things; 7-smell; 8-information; 9-eat; 10-hands

