

THE HUMAN BODY

The digestive system

1 Write the words and numbers.

body head feet hands arms legs eyes ears mouth nose

- | | |
|----------------------|--------------|
| a. <u>body</u> (1) | f. _____ () |
| b. _____ () | g. _____ () |
| c. _____ () | h. _____ () |
| d. _____ () | i. _____ () |
| e. _____ () | j. _____ () |

2 Read and write.



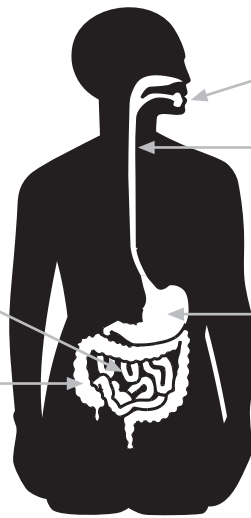
oesophagus

stomach

small intestine

large intestine

mouth



1. _____

2. _____

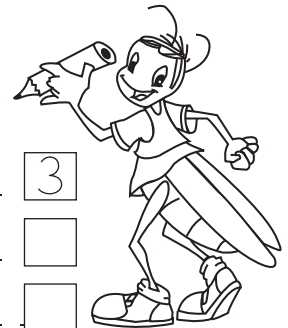
4. _____

3. _____

5. _____

3 Write and number.

- | | | |
|--|------------------------------------|----------------------------|
| a. The food is in the stomach. | <u>The food is in the stomach.</u> | <input type="checkbox"/> 3 |
| b. The food is in the large intestine. | _____ | <input type="checkbox"/> |
| c. The food is in the oesophagus. | _____ | <input type="checkbox"/> |
| d. The food is in the mouth. | _____ | <input type="checkbox"/> |
| e. The food is in the small intestine. | _____ | <input type="checkbox"/> |



THE HUMAN BODY



Aim

- To study the human digestive system.

Materials

- Post-it™ notes.
- 6-8 pictures/flashcards of food.
- An enlarged diagram of the digestive system similar to the one in Activity 2.
- Worksheet.

Duration

30 minutes.

Language focus

- Present simple.
- Parts of the body.

Cross-curricular content

- Natural science.
- The human digestive system.

Warm-up

- *What's missing?* Put the pictures/flashcards of food up on the board and go through the words with the class. Bring two children to the front of the class and ask them to close their eyes or turn around so that they can't see the board. Turn over or hide one of the food pictures and encourage the class to ask them *What's missing?* The two children open their eyes and say what's missing on the board. Continue with other pairs of children.

Completing the Worksheet

Activity 1

- Write the parts of the body from Activity 1 on Post-its™. Bring two children to the front of the class. Label one of the children with one of the Post-its™, eg, stick the word arm on his/her arm. Encourage the other child to stick another Post-it™ in the appropriate place. Invite some more children to continue with the rest of the Post-its™. Go through the parts of the body with the class and get them to repeat the words.
- Ask the children *How many hands have you got? One or two? Two! How many feet have you got? Two! How many heads have you got? One! etc.*
- Ask the children to write the words and numbers in Activity 1.

Answers: body (1); head (1); feet (2); hands (2); arms (2); legs (2); eyes (2); ears (2); mouth (1); nose (1)

Extra activity

The children write the names of different parts of the body on Post-its™ and then label each other (in pairs).

Fast finishers

The children draw the parts of the body from Activity 1.

Activity 2

- Show the children the food pictures and ask one child *Do you like (apples)? Yes, I do / No, I don't.* Encourage the child to ask another child the same question. Let them continue 3 or 4 times and then change the picture. The children continue this chain drill with different kinds of food.
- Put an enlarged diagram of the digestive system on the board or copy the one in Activity 2 (the children should be familiar with the digestive system and the words in their own L1 may be very similar to the English words).
- Draw an apple on the board. Ask the children *What do you eat with? Do you eat with your eyes? No! I eat with my mouth. So, this (point to the mouth) is the ... mouth!* Write *mouth* next to the mouth on your diagram of the digestive system (or write 1. *mouth* if your diagram is numbered like the one in Activity 2). Continue with the oesophagus, etc. *What's number two? Oesophagus. What's number three? etc.*
- Go through the words and get the children to repeat them.
- Ask the children to write the words in Activity 2.

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

Activity 3

- Point to the diagram on the board and explain how the apple goes through the digestive system (either in L1 or L2) until the children understand the process and are familiar with the new vocabulary.

- Reinforce their understanding by asking the children *Stomach?* and eliciting *Three!* Continue with other parts of the digestive system and then encourage the children to continue in small groups.
- Read the first two sentences in Activity 3 and encourage the children to read the rest.
- Ask the children to do Activity 3. They write the sentences and number them following the numbering in Activity 2.

Answers: a The food is in the stomach – 3; b The food is in the large intestine – 5; c The food is in the oesophagus – 2; d The food is in the mouth – 1; e The food is in the small intestine – 4

Extra activity/Fast finishers

The children draw and label a simple version of the digestive system in their notebooks.