

Biology

LESSON OBJECTIVE	In this lesson, students focus on what bones, joints and muscles do in our body and how they work together.
LANGUAGE REFERENCE	Unit 7: <i>strong; sports</i> Unit 8: <i>hard-working, indoor, outdoor</i>

WARMER

Elicit the sports that students do, both at school and in their free time. Ask why they do these sports (possible reasons: for fun, to keep fit, to tone their muscles, to get strong).

- 1 Ask students to look at the photo and discuss their answers to the questions.

Suggested answers

The photo shows an athlete, sprinting. He's in a competition. You can see his bones, joints (e.g. knee, elbow, hip) and muscles (arms and legs).

- 2 Students quickly read the text and answer the question.

Answer

Bones support our body, protect our organs and make red blood cells.

Joints join bones together.

Muscles help us to move.

Before reading the article again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- 3 Students quickly read the text then read the sentences and decide if they are true or false.

Answers

- 1 F
- 2 F (Bone is living tissue.)
- 3 F (Bone marrow is in our bones.)
- 4 T
- 5 T
- 6 F (They can move.)

- 4 Focus the students' attention on the sentences and ask them to scan the text to find what each sentence refers to; bones, joints or muscles. With stronger or more confident students, ask them to work in pairs and do the activity without looking back at the text, trying to remember. They can then check their answers in the text before checking as a class.

Answers

- 1 M
- 2 B
- 3 J
- 4 B
- 5 M
- 6 B
- 7 J
- 8 M

- 5 In pairs, students discuss the questions. With a less confident class, you could brainstorm ideas together first and write them on the board. Elicit answers from the class.

?? DID YOU KNOW?

Direct the students' attention to the *Did you know?* box. Read the interesting fact about how our bones change as we grow up. Ask students which bones they think join together as we grow up (the bones in the skull).

PROJECT

- 1 In groups of three, students choose a part of the body from the list that they would like to find out more about.
- 2 Each student in the group chooses one of the questions to research and uses books or the Internet to gather as much information as possible. Encourage students to show photos or draw illustrations where possible.
- 3 The group decides how to present their information to the rest of the class. Allow some time for class preparation and set deadlines for the presentations.