

**SAN02\_MÒDUL 10. ANATOMOFISIOLOGIA I PATOLOGIA BÀSIQUES**  
**UF3 NF1 Activity 1. Terminology about the nervous system**

<b>Kind of activity:</b> Labelling the brain and bingo with definitions	<b>Topic:</b> Anatomy of the nervous system
<b>Grouping:</b> Class group/ In pairs /individually	<b>Resources:</b> 1. Student documents: the nervous system 2. Student grammar support: simple present 3. Teacher documents – answer key: the nervous system 4. Teacher grammar support – answer key: simple present 5. New terminology template 6. Bibliography – COM
<b>Timing:</b> 1 hour and 30 minutes.	<b>Outcomes:</b> The students will be able to identify the parts of the brain and the nervous system in English and relate them to their definition.

**The aims of this lesson plan are to:**

- Recognize and define the basic vocabulary focus on anatomy of nervous system
- Learn some common expressions in the English language to interpret simple technical documentation.

**Directions:**

1. To assess previous knowledge, the teacher gives the students the picture of the brain with the empty arrows. She provides a list of the words that should match the arrows. The students try to work in pairs to intuitively match the words with the arrows with their previous knowledge of brain anatomy in Catalan or Spanish. After that, the teacher provides an explanation of each of the words and they all collaboratively fill in the new terminology template, enhancing the students' participation.
2. Once the terminology template is complete, the students review again the previous activity where they matched parts of the brain with words and decide whether they want to change them or not.
3. Finally, they correct the activity as a class.
4. Now, it is important to give students linguistic support to avoid linguistic obstacles to content area learning. For this purpose, a set of activities on the topic of "when to use the Simple Present" have been displayed in this lesson plan.

The teacher explains when to use Simple Present Tense / Question words. Then, he distributes a document within two grammar activities. The students do the exercises.

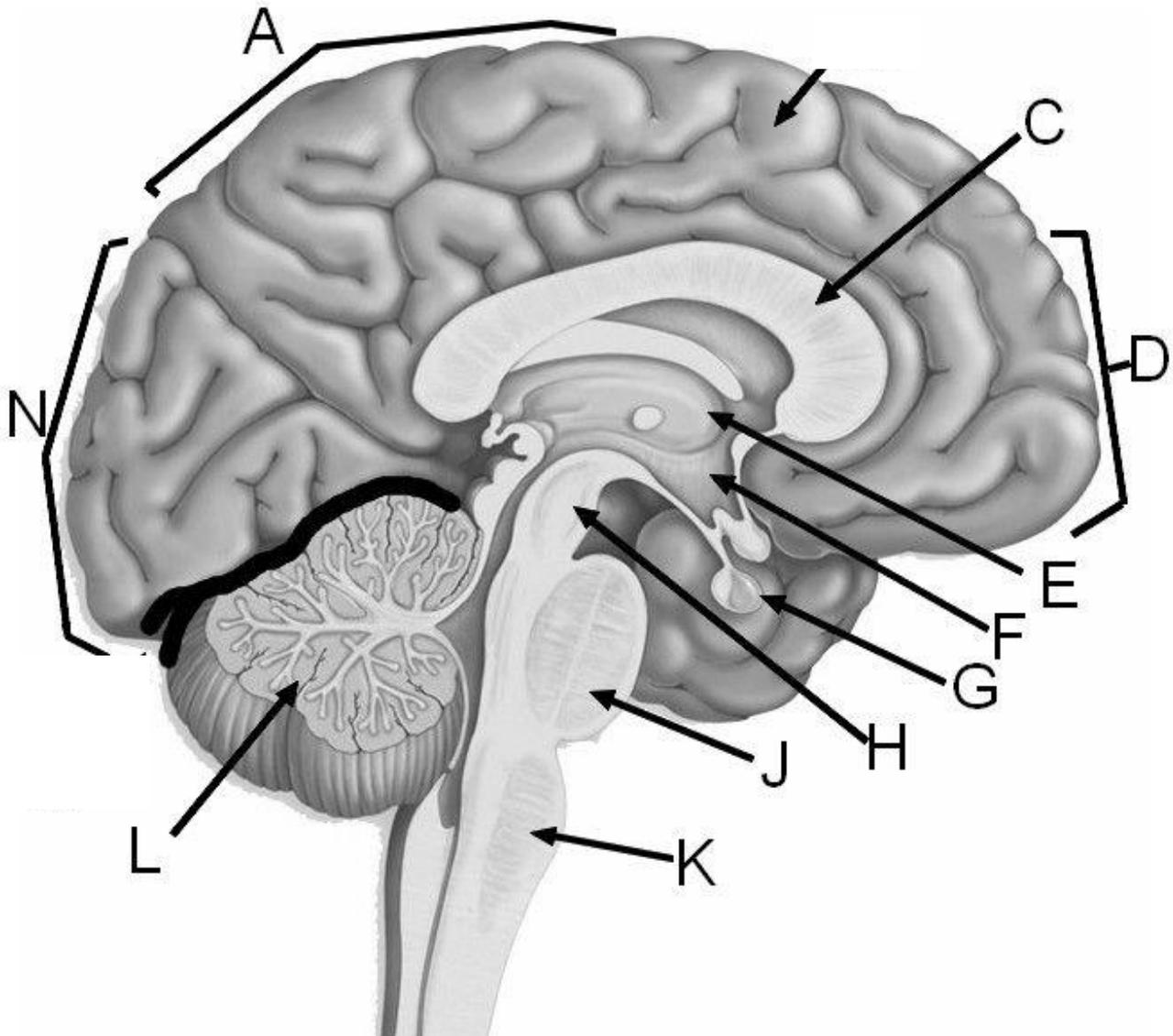
Give the students 10'. Correct in plenary.

5. Following this, the students enter the Internet to try to complete the next worksheet, where they should match words with definitions. They can search the medical dictionaries included in the COM section. Tell the students to fill the terminology template whenever they learn new vocabulary.
6. Once they have matched the words with their definitions, they check their answers with the class.
7. After that, they play bingo. They choose 6 of the 10 words included in the list and create a bingo card with the words. The teacher reads the definition, and when they have the word that relates to the definition, they can cross out the word from the card. The student that crosses out the 6 words first, can shout Bingo! And wins the game. This can be done in various levels of difficulty, where the lowest would be when the teacher says the word that has been defined, and the highest where the students don't have the definitions and the words and the teacher only reads the definition and doesn't acknowledge any correct or wrong answers.

**1. STUDENT DOCUMENTS: THE NERVOUS SYSTEM**

**A. Label the brain**

Words to be used: Cerebellum, occipital lobe, corpus callosum, frontal lobe, hypothalamus, pituitary gland, parietal lobe, medulla oblongata, pons, thalamus, midbrain.



[Fig. 1](#)

**B. Nervous system vocabulary activity**

Match the words with the definitions:

1. Most important cell in the nervous system composed of dendrites, axons and myelin
2. Gap between the axons of a neuron and the dendrites of another neuron
3. Chemical that transfers information from one neuron to another one
4. A combination of neurons outside of the brain and the spinal cord
5. Membranes that cover the brain and the spinal cord and protect the brain from injuries

- A. NEUROTRANSMITTER
- B. NEURON
- C. SYNAPSE
- D. MENINGES
- E. NERVE

Match the words with the definitions:

6. Part of the nervous system that is composed of the brain and the spinal cord
7. Part of the peripheral nervous system that is responsible for the involuntary actions
8. Part of the brain that is responsible for reasoning, memory, speech, thoughts...
9. Part of the nervous system that is composed of the nerves and the ganglion
10. Part of the central nervous system that communicates the brain with the nerves

- A. SPINAL CORD
- B. CENTRAL NERVOUS SYSTEM
- C. PERIPHERAL NERVOUS SYSTEM
- D. CEREBRUM
- E. AUTONOMIC NERVOUS SYSTEM

**C. Bingo template**

Write 6 of the previous words in this table. When the teacher reads the definition, cross out the word that matches with it. Be the first to shout Bingo!


## 2. STUDENT GRAMMAR SUPPORT: SIMPLE PRESENT

### Simple present tense explained in more detail

#### *What will I be learning from the English lesson simple present tense explained?*

During this lesson you will start learning what simple present tense is and how you can use it. The first part of the lesson explains what present tense is and gives you some examples. Then you will learn the different ways that you can use simple present tense using the verb to be, and time expressions.

There are already a few lessons on simple present tense on the website, we hope you enjoy this lesson as well.

#### *What is simple present tense?*

Simple Present tense is when the **action** is mentioned in a sentence and there is nothing being said that tells you if it has been completed. It is also used to talk about an **action** that occurs on a regular basis.

#### **Example: - The words highlighted are the action words**

1. I often **watch** TV in the afternoon.
2. We **go** to college every day.
3. He sometimes **goes out** on **Mondays**.

#### **Why is the above examples simple present tense?**

1. The action (**watch**) gets repeated.
2. The action (**go**) gets repeated.
3. The action (**goes out**) gets repeated.

#### **In all the examples above there is no mention of the action been completed?**

#### **Using the verb to be, do and have**

When using simple present tenses you will use these a lot try and remember then if you can.

#### **To be**

I / you / we /they / he / she/ it is

#### **To do**

I / you /we /they / he/she/ it

#### **To have**

I / you /we / they / he/she/ it

#### **Using time expressions**

When using present simple tense you will often use time expressions such as usually, always, **often**, **sometimes**, seldom, on **Mondays**, rarely, never, every hour, etc.

#### **Talking about people or just things in general conversation**

1. People make choices because they can't always have everything they want in life.
2. Policemen work in stations.
3. Cricket is a very popular sport in India.

Talking about travel plans and timetables

Verbs = go, leave, arrive, start, come, return.

1. We arrive in Manchester at 1 p.m.
2. The bus leaves in twenty two minutes.
3. The school starts next Monday.

There are 2 exercises: to complete the first one you must choose the correct verb form to complete the sentence. In the last exercise you must ask the questions to the answers that are listed.

**Choose the correct verb form in the following sentences:**

1. She \_\_\_\_\_ from home today. (works / is working)
2. Leave me alone- I \_\_\_\_\_ to work. (try / am trying)
3. I \_\_\_\_\_ what she's saying. (don't understand / am not understanding)
4. 'What's the weather like?' 'It \_\_\_\_\_.' (rains / is raining).
5. What \_\_\_\_\_ he do? (do / does).
6. She usually \_\_\_\_\_ to work by car. (come / comes / is coming)
7. He \_\_\_\_\_ believe in God. (isn't believing / don't believe / doesn't believe)
8. It \_\_\_\_\_ me twenty minutes to get to work most days. (take / takes / is taking)
9. His company closed so he \_\_\_\_\_ for work. (look / looks / is looking)
10. \_\_\_\_\_ your meal? (do you enjoy / are you enjoying)

**Make the questions for each answer listed below:**

1. \_\_\_\_\_ ? 'There are three.'
2. \_\_\_\_\_ ? 'He lives in Lisbon.'
3. \_\_\_\_\_ ? 'No, she doesn't.'
4. \_\_\_\_\_ ? 'They're on the table in the living-room.'
5. \_\_\_\_\_ ? 'It costs \$30.'
6. \_\_\_\_\_ ? 'It's mine.'
7. \_\_\_\_\_ ? 'No, I don't.'
8. \_\_\_\_\_ ? 'No, I'm not.'
9. \_\_\_\_\_ ? 'Never.'
10. \_\_\_\_\_ ? 'Because I'm tired.'
11. \_\_\_\_\_ ? 'John does.'
12. \_\_\_\_\_ ? 'It the second road on the left.'
13. \_\_\_\_\_ ? 'Yes, she does.'
14. \_\_\_\_\_ ? 'No, he isn't.'
15. \_\_\_\_\_ ? 'Once a week.'

### 3. TEACHER DOCUMENT - ANSWER KEY: THE NERVOUS SYSTEM

#### Answers for the brain labelling:

A = parietal lobe | C = corpus callosum | D = frontal lobe  
E = thalamus | F = hypothalamus | G = pituitary gland | H = midbrain  
J = pons | K = medulla oblongata | L = cerebellum | N = occipital lobe

#### Answers for the words and definitions activity:

1. **Most important cell in the nervous system composed of dendrites, axons and myelin:**  
NEURON
2. **Gap between the axons of a neuron and the dendrites of another neuron:** SYNAPSE
3. **Chemical that transfers information from one neuron to another one:**  
NEUROTRANSMITTER
4. **A combination of neurons outside of the brain and the spinal cord:** NERVE
5. **Membranes that cover the brain and the spinal cord and protect the brain from injuries:**  
MENINGES

#### Match the words with the definitions:

1. **Part of the nervous system that is composed of the brain and the spinal cord:** CENTRAL NERVOUS SYSTEM
2. **Part of the peripheral nervous system that is responsible for the involuntary actions:**  
AUTONOMIC NERVOUS SYSTEM
3. **Part of the brain that is responsible for reasoning, memory, speech, thoughts...**  
CEREBRUM
4. **Part of the nervous system that is composed of the nerves and the ganglion:** PERIPHERAL NERVOUS SYSTEM
5. **Part of the central nervous system that communicates the brain with the nerves:** SPINAL CORD

**4. TEACHER GRAMMAR SUPPORT - ANSWER KEY: SIMPLE PRESENT**

**Answers to the English Grammar Activities**

**Choose the correct verb form in the following sentences:**

1. She \_\_\_\_\_ from home today. (works / **is working**)
2. Leave me alone- I \_\_\_\_\_ to work. (try / **am trying**)
3. I \_\_\_\_\_ what she's saying. (**don't understand** / am not understanding)
4. 'What's the weather like?' 'It \_\_\_\_\_.' (rains / **is raining**).
5. What \_\_\_\_\_ he do? (do / **does**).
6. She usually \_\_\_\_\_ to work by car. (come / **comes** / is coming)
7. He \_\_\_\_\_ believe in God. (isn't believing / don't believe / **doesn't believe**)
8. It \_\_\_\_\_ me twenty minutes to get to work most days. (take / **takes** / is taking)
9. His company closed so he \_\_\_\_\_ for work. (look / looks / **is looking**)
10. \_\_\_\_\_ your meal? (do you enjoy / **are you enjoying**)

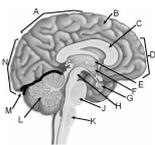
**Make the questions for each answer listed below:**

1. '\_\_\_\_\_ How many are there \_\_\_\_\_ ?' 'There are three.'
2. '\_\_\_\_\_ Where does he live \_\_\_\_\_ ?' 'He lives in Lisbon.'
3. '\_\_\_\_\_ Does she like coffee \_\_\_\_\_ ?' 'No, she doesn't.'
4. '\_\_\_\_\_ Where are my keys \_\_\_\_\_ ?' 'They're on the table in the living-room.'
5. '\_\_\_\_\_ How much is this book \_\_\_\_\_ ?' 'It costs \$30.'
6. '\_\_\_\_\_ Whose is this bag \_\_\_\_\_ ?' 'It's mine.'
7. '\_\_\_\_\_ Do you like apples \_\_\_\_\_ ?' 'No, I don't.'
8. '\_\_\_\_\_ Are you religious \_\_\_\_\_ ?' 'No, I'm not.'
9. '\_\_\_\_\_ Have you ever travelled to the USA \_\_\_\_\_ ?' 'Never.'
10. '\_\_\_\_\_ Why are you staying at home \_\_\_\_\_ ?' 'Because I'm tired.'
11. '\_\_\_\_\_ Who plays the guitar? \_\_\_\_\_ ?' 'John does.'
12. '\_\_\_\_\_ Where is the town hall \_\_\_\_\_ ?' 'It's the second road on the left.'
13. '\_\_\_\_\_ Does she enjoy horse riding \_\_\_\_\_ ?' 'Yes, she does.'
14. '\_\_\_\_\_ Is he a teacher \_\_\_\_\_ ?' 'No, he isn't.'
15. '\_\_\_\_\_ How often do you go to the gym \_\_\_\_\_ ?' 'Once a week.'



**6. BIBLIOGRAPHY. REGISTRE DE DOCUMENTACIÓ COMPLEMENTÀRIA (COM)**

Supplementary documentation considered: catalogues, articles, instructions, photographs, audios, and videos, pages of reference websites, documents, graphics, and links to similar documents.

Imatge	Dades
	<p><b>Nom:</b> Oxford dictionary online</p> <p><b>Autoria:</b></p> <p><b>Llicència:</b></p> <p><b>URL:</b> <a href="http://www.oxforddictionaries.com/">http://www.oxforddictionaries.com/</a></p>
	<p><b>Nom:</b> Cambridge dictionary online</p> <p><b>Autoria:</b></p> <p><b>Llicència:</b></p> <p><b>URL:</b> <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a></p>
	<p><b>Nom:</b> Label the brain – Biology corner</p> <p><b>Autoria:</b> www.biologycorner.com</p> <p><b>Llicència:</b> Creative Commons Attribution - NonCommercial 3.0 Unported License.</p> <p><b>URL:</b> <a href="https://www.biologycorner.com/anatomy/nervous/brain_label.html">https://www.biologycorner.com/anatomy/nervous/brain_label.html</a></p> <p><b>URL:</b></p>
	<p><b>Nom:</b> Merriam- Webster Medical Dictionary</p> <p><b>Autoria:</b></p> <p><b>Llicència:</b></p> <p><b>URL:</b> <a href="https://www.merriam-webster.com/medical">https://www.merriam-webster.com/medical</a></p> <p><b>URL:</b></p>
	<p><b>Nom:</b> Easy Pace Learning is a website that is free to allow anyone to start learning English.</p> <p><b>Autoria:</b></p> <p><b>Llicència:</b></p> <p><b>URL:</b> <a href="https://www.easypacelearning.com/all-lessons/all-sorts/about-us">https://www.easypacelearning.com/all-lessons/all-sorts/about-us</a></p>