

You should be able to answer these questions:

1. What parts does the skeleton have? What do the parts consist of?
2. What are the main types of bones? Where can we find them?
3. Can you explain what ossification is?
4. What bones does the skull consist of?
5. How are upper extremities attached to the body?
6. What does the lower limb consist of?
7. What types of muscles do people have?
8. What function does smooth muscles have?
9. Can you explain what goose pimples are?

Ex.1. Complete the following verbs:

COMPOSE, CONSIST, COMPRISE, PROTECT, MAKE, CONTAIN, SERVE, DIVIDE

Skeletal system **consists** of about 206 bones. The bones **serve** as a shield and **protect** the vital internal organs from injury. They are **composed** of minerals, organic matter and water. In the bones, there is red and yellow bone marrow, the yellow marrow **contains** fat cells. The spinal column is **made** up of vertebrae and spinal discs and it is **divided** into several parts, e.g. cervical and thoracic. The upper limb **comprises** humerus, ulna and radius.

Song

http://www.youtube.com/watch?v=uzxmKAWiN_U

Cranium the **skull**, eight bony plates will merge
Jawbone I have heard **mandible** is the word
The scapula and **clavicle**, shoulder – collarbone
Backbone is **vertebrae**
Then there is the **pelvis**, it is made up of three
Ilium and pubis, ischium helps legs swing
And together they help you run and play and
move **around** in night and day

Refrain:

Like a **framework** maybe it protects it
and gives body **shape**
Here are the parts of **skeletons**
Short, long, **flat**, irregular
They are hard, protect your **heart** and they're
inside you
Here are the parts of **skeletons**
From feet to face it is a system
Joints moving, la la la
They are inside you
Here are the parts, here are the parts

Hello my name is ...

Humerus, arm

Ulna and radius

Where? In the **forearm**

Thigh bone is femur, **patella**, knee

Coccyx, it was once a **tail**

Tibia and fibula make up the **shin bone**

Tarsals are in the ankle, **metatarsals** are the foot
bones

The **phalanges**, they are your toes

Yeah, just like your finger bones, like

Refrain

Here are the parts – **axial** skeleton

Made up of backbone, skull, **ribs** for the lungs

On imaginary line or around

Middle of us, here it is, the line's down.

Here are the parts of **appendicular**

Made up of bones on both sides of the line

They help you dance like your legs and your
arms

Namely your **shoulders** and pelvis, I'm done

Refrain

wrist, breast bone, chest/rib cage, upper jaw, neck, shoulder blade, backbone/vertebral column, knee, elbow (bone),

windpipe, collar bone, shin bone, finger, ankle bone, skull, lower jaw, thigh bone, gullet

thoracic, cranial, sacral, clavicular, fibular, femoral, costal

cubital, articular, coccygeal, patellar, bony, genicular, postural

Picture description:

make sure you know these words: slip, spill, twist=sprain, apron, pull a joint out of place, paving stone, avoid, trip over (=stumble over)

D You look as if you are in quite a lot of pain.

P Yes, I think I've hurt my hip badly. It's giving me a lot of pain.

D I think we need to get you some painkillers. So ... can you tell me a bit more?

P Oh, I slipped on the kitchen floor. I must have spilled some water and I was coming into the living room with a cup of tea and I just went down on my bottom and twisted my leg.

D Oh, dear. That sounds bad.

P It was. I couldn't move. Fortunately, I had my mobile in my apron pocket and I phoned my neighbour who had the key to come in. She called an ambulance.

D Falls like this happen so easily. You may just have pulled a joint out of place rather than breaking anything.

2

D What's brought you here today?

P My wrist is really hurting. I think I've broken it.

D OK. How did it happen?

P Well, I was coming out of a shop and I was trying to avoid someone and I didn't notice the paving stone was

raised and I just tripped and of course I put out my hands to protect myself and break my fall. My wrist took the full force of my fall.

D It certainly looks quite bad, yes. I think we need to do an X-ray.

3

D = Doctor, F = Patient's father

D What's happened here?

F She fell down from a tree at school and they called me and I came here from work as the ambulance was bringing her here.

D Oh, I see.

F She's crying a lot and I think she's fractured something in her leg.

D She may not have broken anything, but let's have a look at her.

Talking about the present

1. So you ___ have taken ___ some painkillers, but they ___ don't work ____, and your arm ___ is ___ still ___ hurting ___ you just here.
2. My toe ___ is throbbing ___ with pain. I don't know what I ___ 've done _____. It ___ looks ___ as if it's broken.
3. He ___ has had ___ several falls recently and he ___ has ___ several fractures, but he ___ isn't crying ___ a lot.

Present simple

go, wash, want, sit, like, lie, travel, play, try, see

Present continuous

Present perfect

1. We use this tense to talk about something that has happened recently and also to refer to a time span from any time in the past up to present (i.e. for description of an event in the past without a definite time).
2. We use this tense to describe an action or situation that is happening now, at the moment of speaking; for unfinished, continuing actions which are not happening at the moment of speaking; for changing situations. We don't usually use it with certain verbs expressing thoughts and opinions, feelings, senses, and possession and existence.
3. We use this tense to describe a state or fact, to talk about habit or repeated action, to refer to timetable actions and sometimes to talk about plots of movies and books.

Present Perfect

We use the Present Perfect to talk about something that has happened recently. We sometimes use *just* to emphasize a very recent event.

*The patient **has** (just) **discharged** himself.*

*You **haven't broken** your arm.*

= have / has (+ not) + past participle

We also use the Present Perfect to refer to a time span from any time in the past up to the present.

*He's **broken** his arm several times.*

= during his life

*She's **fallen** over twice this month.*

Present Continuous

We use the Present Continuous to describe an action or situation that is happening now. We don't generally use the Present Continuous with verbs of perception such as *think, know, sound* or *look* + adjective.

*My head's **throbbing**.*

*I'm **getting** pains in my shoulder.*

*His arm **isn't aching** as much as it was before.*

= am / is / are / (+ not) + -ing form

Present Simple

We use the Present Simple to describe a state. We can use the verb *be* or a verb of perception, or verbs such as *need* or *have got*.

*The wound **is** very sore.*

*It **looks** serious.*

*That **doesn't sound** good.*

*He **needs** stronger painkillers.*

We can also use the Present Simple to talk about a habit or repeated action. This is sometimes combined with an adverb of frequency such as *often* or *regularly*.

*She **falls** over very easily.*

*He **doesn't take** his medication every day.*

*Do you **get** pains in your back?*

With some verbs, we can use either the Present Continuous or Present Simple with no real change in meaning, e.g. *hurt, show, or work*.

*It **hurts** just here.*

= *It's **hurting** just here.*

*The X-ray **shows** a hairline fracture.*

= *The X-ray's **showing** a hairline fracture.*

*The tablets **don't work**.*

= *The tablets **aren't working**.*

Complete the two texts with the present simple or present continuous form of the verb in brackets. If both forms are possible, write both.

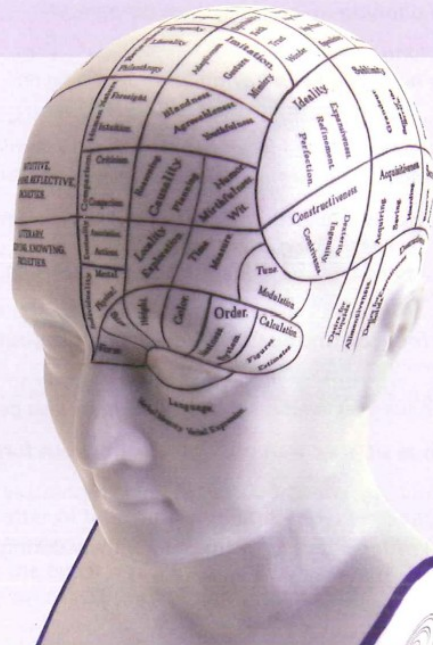
Doctors express concern over heavy school bags

Every year thousands of children **a** (go) go to the doctor because of back pain, and in fact, this kind of problem **b** (rapidly become) is becoming one of the most common childhood complaints. And what exactly **c** (cause) is causing this outbreak of back strain and muscle fatigue? It **d** (seem) seems that even quite young children **e** (take) are taking more and more to school – not just books, but also clothes and games players – and their backpacks **f** (simply weigh) weigh too much. 'Some kids **g** (carry) are carrying more than 25% of their bodyweight in a bag that has a nice cartoon character on the bag, but which **h** (actually give) is actually giving them serious backache,' reported Dr Elaine Sachs, a GP in North London. 'Most parents **i** (simply not realize) don't realize what **j** (happen) is happening to their children.'

2 Underline the correct form.

The nature of intelligence

For many years scientists **a** tried / have been trying to **define** the nature of human intelligence. However, they **b** were / have been unable to agree on whether there is one kind of intelligence, or several kinds. In the early 20th century, **psychologist** Charles Spearman **c** came up / has come up with the concept of 'g' or 'general intelligence'. He **d** gave / had given subjects a variety of different tests and **e** found / has found that the people who **f** performed / have performed well in the tests **g** used / have used one part of the brain, which he **h** called / has called 'g', for all the tests. More recently, research **i** found / has found that this idea may well be true, as one part of the brain (the lateral prefrontal cortex) shows increased blood flow during testing. However, some scientists believe that intelligence is a matter of how much people **j** learned / have learned rather than some ability they are born with. They believe that environment also matters.



GLOSSARY

a go **b** is rapidly becoming **c** causes **d** seems
e are taking **f** simply weigh **g** carry **h** actually gives
 (g and h could be: *are carrying / is actually giving*, to emphasise that this is a current trend)
i simply don't realize **j** is happening

a have been trying **b** have been **c** came up
d gave **e** found **f** performed **g** used **h** called
i has found **j** have learned