

Anatomy and Physiology

FOR ENGLISH LANGUAGE LEARNERS

Chapter 10: The Respiratory System

Throughout the chapter, refer back to the building blocks of the body by asking students questions such as *What's a molecule? What's a cell? What's an organ? What's a tissue?*

Anatomy of the Respiratory System

Write down the names of all the structures which comprise the respiratory system on individual cards starting with the nasal and oral cavity and ending with the alveoli. Mix the cards and hand one deck to each student or to small groups of students. Have the student(s) put the cards in order.

Using the same cards, hand each student one card. Have them stand up and ask 4-8 different people the following questions:

Where is the ____ located?

What is the function of the ____?

What is interesting about the _____?

Breathing

Draw the following graphic organizer on the board to illustrate the concept of inspiration:

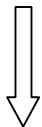
1. The brain sends nerve impulses to the diaphragm and intercostal muscles.



2. The thoracic cavity expands.



3. The lungs expand.



4. The pressure in the lungs decreases below the pressure of the outside air.



5. Because air moves from high to low pressure, it flows into the lungs.



PEARSON
Longman

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Ask students questions such as:

What happens to the bronchioles when you need more air?

What happens when to the bronchioles when you are watching TV?

What happens when a person with emphysema walks a little?

What happens to a person who is having an asthma attack and doesn't have epinephrine?

Gas Exchange

Make an overhead transparency of the figures on page 219. Make it clear to the students that one side represents the alveolus and the other side represents the capillary.

Write the following four concepts on the board. Make sure that students are able to explain each one orally or in writing.

Gas exchange

Pulmonary capillaries

Diffusion

Net movement