

# Unit 2 Health and illness

## Students will learn how to:

- Talk about common illnesses and injuries
- Learn about famous people in medicine and science
- Talk about healthy and unhealthy foods
- Give advice using 'should' or 'shouldn't' + main verb
- Listen to a variety of texts for general understanding and for specific information
- Read a variety of texts for general understanding and for specific information
- Read and understand a longer, more complex story
- Understand and use apostrophes in contractions
- Write a short biography
- Make an information booklet about healthy living
- Recognise and use the soft and hard 'g' sounds in common words
- Discuss ways of preparing for reading
- Ask and answer questions about people's health
- Give advice about health related topics
- Read a longer, more complex text for general understanding and specific information
- Listen to a variety of texts for general understanding and specific information
- Write a short biography
- Write an information booklet about healthy living
- Recognise and use adjectives
- Recognise and use the soft and hard 'g' sounds in common words
- Recognise the stress, rhythm and intonation patterns of English through songs
- Independent learning skills: plan work, research information, write, check spelling and punctuation, reflect on reading strategies, record stages of a project, write a Learning Journal

## Main language

- What's the matter?
- I've got [a headache].
- What's wrong with Ahmed?
- He's got a [stomach ache].
- You didn't come to school [yesterday].
- I've got [have got] a cold.
- You should [go and see the doctor].
- You shouldn't [play football today].
- I've got [a bruise].
- I burned my hand. I cut my finger.

## Vocabulary

- **Common illnesses:** boil, cold, cough, earache, headache, sore throat, stomach ache, temperature, toothache
- **Diseases:** cancer, cowpox, diabetes, heart disease, smallpox
- **Medicine:** anaesthetics, antibodies, bruise, cough sweets, First Aid (box), germ, health, illness, injury, insect bite, operation, pain, patient, physician, plasters, radium, sling, surgery, swollen ankle, vaccine
- **Adjectives:** aching, afraid, difficult, enormous, hard, hot, incorrect, nasty, old, overweight, painful, raw, sad, scared, serious, small, supple, swollen, tall, terrible, thoughtful, tiny, unhappy, wrong
- **Verbs** (*past tenses of regular and irregular verbs*): bend, bleed, burn, cut, give advice, hurt, prevent, protect, scratch, stretch, support, take charge, translate, twist
- **Grammar:** apostrophe, contraction
- **Other language:** dairy maid, embarrassed, emergency, encyclopedia, experiment, expiry date, fitness, instrument, junk food, lifestyle, marathon, safety pin, sample, squirrel, stamina, strategy

## Skills and strategies

- Apply prior knowledge
- Categorise
- Use deductive reasoning skills

## Activities

- Sing songs
- Write a short biography
- Read and match
- Read and sequence
- Read and discuss a story
- Play a game
- Take part in quizzes
- Do a project: make an information booklet
- Write a Learning Journal

## Lesson 1

### YOU WILL NEED:

- HEALTH AND ILLNESS POSTER
- BLU-TAC
- COMMON ILLNESS WORD CARDS – one set of 9 cards for each group

### In this lesson, students will:

- identify and discuss common illnesses
- listen to descriptions of common illnesses and mime the illnesses
- match descriptions of common illnesses to pictures
- complete sentences with the names of common illnesses

### Target Language

- What's the matter?
- I've got [a headache].
- What's wrong with [Ahmed]?
- He's got a [stomach ache].

### Vocabulary

health; illness; headache; earache; sore throat; cold; cough; temperature; boil; toothache; stomach ache

### Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 1.
- ◆ Put the 'Health and illness' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify pictures and words.

## Warm-up (5 minutes)

- ◆ Ask students to **Look at the poster**. Elicit ideas about what they think the unit is going to be about, then tell them to **Look at pages 14 and 15 of your Classbook**. Direct their attention to the pictures of the people on pages 14 and 15, and the people in the frieze on page 15. Elicit that the unit is going to be about **Health and illness**.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at the people in the frieze on page 15** and discuss what illnesses they are suffering from. Point to one of the people and ask **What's wrong with him (her)?** Elicit **He's got an earache, She's got a headache**.

### Step 2

- ◆ Tell students they are going to hear people asking and answering questions about what is wrong with them. Tell them to look at you as they listen and to copy your actions. Play **Listening 2.1** straight through.

### Listening Transcript 2.1

**Voice 1:** What's the matter?

**Voice 2:** I've got a headache.

*[put your hands on your head and make an appropriate facial expression]*

**Voice 1:** What's the matter?

**Voice 2:** I've got an earache.

*[hold your hand to your ear and make an appropriate facial expression]*

**Voice 1:** What's the matter?

**Voice 2:** I've got a sore throat.

*[put your hand on your neck and make an appropriate facial expression]*

**Voice 1:** What's the matter?

**Voice 2:** I've got a cold.

*[mime sneezing]*

**Voice 1:** What's the matter?

**Voice 2:** I've got a cough.

*[mime coughing]*

**Voice 1:** What's the matter?

**Voice 2:** I've got a temperature.

*[mime feeling hot and put your hand on your forehead or wrist]*

**Voice 1:** What's the matter?

**Voice 2:** I've got a boil.

*[point to an imaginary spot on your neck or face and make an appropriate facial expression]*

**Voice 1:** What's the matter?

**Voice 2:** I've got a toothache.

*[put your hand to the side of your mouth or point to your tooth and make an appropriate facial expression]*

**Voice 1:** What's the matter?

**Voice 2:** I've got a stomach ache.

*[put your hands on your stomach and make an appropriate facial expression]*

### Step 3

- ◆ Distribute a set of the 9 common illness word cards to each group. Tell students they are going to hear the listening again, and that this time, they should mime each illness while holding up the corresponding word card. Play **Listening 2.1** again, pausing after each short dialogue to make sure that each group is holding up the correct word card.

### Step 4

- ◆ Tell students they are going to hear the illnesses again, and this time, they should repeat the name of each illness while miming it and holding up the word card. Play **Listening 2.2**. At the end of the activity, collect the word cards.

#### Listening Transcript 2.2

1. boil
2. cold
3. cough
4. headache
5. sore throat
6. temperature
7. earache
8. stomach ache
9. toothache

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 14 of your Classbook** and **Look at the pictures of the people**. Ask them to quickly discuss in their groups what is wrong with each person. Tell them to read the rubric and information and instruction text, then check their understanding of the task. They have to listen to people

describing what is wrong with them, and match each complaint to one of the people in the six pictures.

### Step 2

- ◆ Tell students to write the numbers **1 – 6** in their exercise books. Say that, as they listen, they should write the letter of the matching picture next to each number. Play **Listening 2.3** straight through, pausing after each complaint to give students time to find the correct picture.

#### Listening Transcript 2.3

1.

**Young woman:** I think I ate something bad. I've got stomach ache. //

2.

**Woman:** I'm going to lie down. I've got a terrible headache. //

3.

**Teenage boy:** I can't speak. My throat is very sore. //

4.

**Boy:** Ouch! This boil really hurts. //

5.

**Man:** I think I have an ear infection. I've got a terrible earache. //

6.

**Girl:** I think I need to see the dentist. I've got toothache. //

### Step 3

- ◆ Get students to compare their answers in their groups, then play the listening again so that they can check their work. Pause after each description and elicit the answer.

Answers:

- |      |      |
|------|------|
| 1. a | 4. e |
| 2. d | 5. b |
| 3. f | 6. c |

### Step 4

- ◆ Ask students **What's the matter with 'a'?** and elicit **She's got stomach ache**. Repeat the procedure for the remaining pictures and elicit the answers.

- b. He's got earache.
- c. She's got toothache.
- d. She's got a headache.
- e. He's got a boil.
- f. He's got a sore throat.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 16 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read the question about each person, look at the picture of that person and complete each sentence with the appropriate illness in the box at the bottom right of the page.

### Step 2

- ◆ Get students to compare their answers with a partner, then do a whole class check.

### Answers:

- 1. temperature
- 2. headache
- 3. boil
- 4. cold
- 5. earache
- 6. toothache
- 7. sore throat
- 8. stomach ache
- 9. cough

### Homework

- ◆ Tell students to **Look at Activity 2 on page 14 of your Classbook**. Tell them to read the rubric and instruction text, and check their understanding of the task. Explain that they should read the text about Ahmed at home, and look up any words they don't know. Their task is to put the pictures in the same order as the information in the text. Remind them to write the letters of the pictures in their exercise books and not in their Classbooks.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with the following information for the whole class check for Skills Book, page 17, Activity 1 for Task 2 of the next lesson.

- 1. Ibn Nafees  
Place of birth: Syria/ Damascus
- 2. William Morton  
Job: dentist  
Place of birth: USA/ Charlton
- 3. Ibn Sinna  
Year of death: 1037
- 4. Marie Curie  
Year of birth: 1867



As an additional homework activity, tell students to look at the four people (William Morton, Ibn Sinna, Marie Curie and Ibn Nafees) in the pictures in Activity 1 on page 15 of their Classbooks. Encourage them to find out any information they can about these people in preparation for Lesson 2.

## Lesson 2

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 17, ACTIVITY 1 (optional)

### In this lesson, students will:

- listen to the names of common illnesses and mime them
- learn about famous people in medicine and science
- listen for specific information needed to complete a fact file
- write a paragraph about a famous person

### Vocabulary:

blood; movement; anaesthetics; patient (n); pain; physician; medicine; translate; radium; serious

## Homework check (5 minutes)

- ◆ Tell students to **Look at Activity 2 on page 14 of your Classbook**. Check the meanings of any unknown vocabulary, then ask a few quick questions as a comprehension check, for example:

- Why couldn't Ahmed go to the mosque on Friday? (He was feeling ill).
- Where did his mother take him? (A clinic).
- What did the doctor give him? (Some medicine).
- What illness did he have? (Chicken pox).

- ◆ Tell students to get out their exercise books with the answers about the order of the pictures. Do a whole class check.

### Answers:

1. A
2. C
3. B
4. E
5. D

## Task 1 (5 minutes)

This should be a quick and lively activity.

- ◆ Tell students they are going to hear the names

of some common illnesses. When they hear a name, they should repeat it and mime the illness. Play **Listening 2.4**, pausing after each illness to give students time to repeat and mime.

### Listening Transcript 2.4

1. boil
2. cold
3. cough
4. earache
5. headache
6. sore throat
7. stomach ache
8. temperature
9. toothache

## Task 2 (15 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 15 of your Classbook**. Ask a volunteer to read out the names of the four people under the pictures. Explain that these four people all became famous for their work in medicine and science. Ask students if they have found out any information about any of the people, and if they have, get volunteers to share what they know with the class. Write the names of the four people on the board, and make notes of any information students give you under the appropriate name.

### Step 2

- ◆ Tell students to **Look at Activity 1 on page 17 of your Skills Book** and read the rubric and instruction text. Make sure they understand that each of the four fact files is related to one of the people in the pictures on page 15 of the Classbook. Ask students if they can guess which fact file relates to which person. Tell them to write the name of the correct person at the top of each fact file.

If students have not found out enough information to guess the correct name for each fact file, give them the answers and make sure they have written them at the top of each fact file. It is essential that students know which fact file relates to which person before they listen to the recording, as this will make the listening task which they are about to do, much easier.

## Answers:

1. Ibn Nafees.
2. William Morton.
3. Ibn Sinna.
4. Marie Curie.

## Step 3

- ◆ Tell students they are going to hear some information about each person, and they should listen and fill in the missing information in that person's fact file. Tell students to look at the fact files first to see what kind of information they are going to be listening for – for example, the information about Ibn Nafees's birthplace is missing, so they have to listen for that. Play **Listening 2.5**, pausing after the information about each person to give students time to complete the fact file.

### Listening Transcript 2.5

Ibn Nafees was born in 1210 in Damascus, Syria. After his studies, he moved to Cairo to join a hospital there. As well as treating ill people, part of his work at the hospital was to teach other doctors. Ibn Nafees was the first person to write about the movement of blood through the human body. He wrote many books but he is most famous for his encyclopaedia, which contained three hundred books! Ibn Nafees died in 1288 at the age of 78, before he could finish his encyclopedia.

William Morton was born in Charlton, USA in 1819. As a young man, he became interested in science but his first job was as a dentist. He had to remove bad teeth from his patients and the operation to remove these teeth was very painful. He decided to study medicine to try and find a way to stop this pain. His studies were successful and in 1846 William became the first dentist in the world to use anaesthetics with his patients. His discovery is now used in hospitals every day. William Morton died in 1868 at the age of 49.

Ibn Sinna was born in Bokhara, now in Uzbekistan, in 980. At a very young age, he started to study maths and medicine. He became so good at medicine that he was soon known as 'the Prince of Physicians'. He wrote many books on medicine in his lifetime and these books were translated into many languages. His most famous book was the Kitab al Shifa, or Book of Healing. Ibn Sinna died in 1037 at the age of 57.

Marie Curie was born in 1867 in Warsaw, the capital of Poland. Poland is a European country. As Marie grew up, she started to study chemistry and to do experiments. She was a brilliant scientist and became famous when she discovered radium. This was used to treat serious illnesses, but too much radium was bad for the body. Marie didn't know radium was dangerous. She became very sick and died in 1934 at the age of 67.

## Step 4

- ◆ Get students to compare their work with a partner, then do a whole class check. Write the answers on the board, or use the OHT you have already prepared.

## Answers:

1. Ibn Nafees  
Place of birth: Syria/ Damascus
2. William Morton  
Job: dentist  
Place of birth: USA/ Charlton
3. Ibn Sinna  
Year of death: 1037
4. Marie Curie  
Year of birth: 1867

## Task 3 (10 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the paragraph about Ibn Sinna, and then, using this paragraph as a model, write a similar paragraph about one of the other three people they have been learning about. Refer them to the Writing Route (you already distributed copies in Unit 1) and remind them to follow it. Tell them to write the first draft of their paragraphs in their exercise books. Circulate around the classroom offering guidance and support.



Point out the picture of Portfolio Pete beside the instruction text for this activity. Tell students that they should write out the final version of the paragraph at home, then put their paragraphs into their portfolios. Say you will be collecting the portfolios for checking at the end of the next lesson.

## Homework

- ◆ Tell students to **Look at Activity 3 on page 17 of your Skills Book** and read the rubric and instruction text. Tell them to **Look at page 109 at the back of your Skills Book** and remove the page carefully. They should read the words in the bone at the bottom of the page, then label the two skeletons with the appropriate body parts. Explain that they will be learning the new song, **My Bones**, in the next lesson.



Tell students to put their labelled pages into their portfolios and bring them to the next lesson as they will need to refer to them when learning the new song.

## For the next lesson

- ◆ If you have access to an OHP, you may want to prepare OHTs for the whole class checks for Skills Book, page 18, Activities 2 and 3 for Tasks 3 and 4 of the next lesson.

## Lesson 3

## YOU WILL NEED:

- OHTS FOR THE WHOLE CLASS CHECKS FOR SKILLS BOOK, PAGE 18, ACTIVITIES 2 AND 3 (optional)

## In this lesson, students will:

- listen to and join in with a song
- practise short dialogues with a partner
- understand and use contractions and apostrophes
- rewrite sentences using contractions and apostrophes

## Target Language

- You didn't come to school [yesterday].
- I was ill. I had [a terrible headache].
- I've got [have got] a cold.
- Saif isn't [is not] feeling well.

## Vocabulary

terrible; painful; contraction; apostrophe

## Homework check (5 minutes)

- ◆ Tell students to take out their portfolios with the skeletons they labelled for homework. Do a whole class check of the labelled body parts, and elicit answers from volunteers.

## Task 1 (5 minutes)

- ◆ Tell students to look at the word of the song **My Bones** above the skeletons. Say they are going to hear this song, and they should listen and touch the body parts mentioned in the song. Play **Songs and Rhymes 2.1** straight through. Touch each body part as it is mentioned, and get students to join in with the words where they can.

Songs and Rhymes Transcript 2.1  
My bones

My shoulder bone's connected to my arm bone,  
My arm bone's connected to my wrist bone,  
My wrist bone's connected to my finger bone,  
These are my bones, my bones.

These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These are my bones, my bones.



These bones, these bones I can't see,  
These bones, these bones inside me,  
These bones, these bones so many,  
These are my bones, my bones.

My thigh bone's connected to my leg bone,  
My leg bone's connected to my ankle bone,  
My ankle bone's connected to my toe bone,  
These are my bones, my bones.

These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These bones, these bones, these strong bones,  
These are my bones, my bones.

These bones, these bones I can't see,  
These bones, these bones inside me,  
These bones, these bones so many,  
These are my bones, my bones.



When you have finished playing the song, tell students to put their pages with the words of the song and the labelled skeletons back into their portfolios.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 15 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They are going to listen to Amna talking to her friend, then practise the same dialogue themselves with a partner. First, tell them to read the dialogue as they listen. Play **Listening 2.6** straight through.

### Listening Transcript 2.6

**Friend:** You didn't come to school, yesterday, Amna.  
**Amna:** No, I didn't. I was ill.  
**Friend:** What was the matter?  
**Amna:** I had a terrible headache.  
**Friend:** Are you better now?  
**Amna:** Yes, thank you.

### Step 2

- ◆ Divide the class in half. Tell students they are going to hear the listening again. Ask one half of the class to repeat the friend's part and the

other half to repeat Amna's part. Play **Listening 2.6** again.



The listening is recorded twice on the CD. The second time has pauses after each person has spoken in order to give students time to repeat the phrases.

- ◆ At the end of the listening, get the two halves of the class to reverse roles. Play the dialogue again. Then organise students into pairs and get them to practise the dialogue with their partner.

### Step 3

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They and their partner have to make up their own short dialogues based on the situations given, using the phrases as a guide. Circulate around the classroom offering guidance and support. At the end of the activity, ask for one or two pairs of volunteers to demonstrate their dialogues to the class.

## Task 3 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 18 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the word on the strip coming out of Robby's head – **Contractions**. Ask students what they can remember about contractions, then tell them to read the information text and check their understanding. Direct their attention to the **apostrophe** and how it is used when writing contractions.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to rewrite the sentences, using contractions and apostrophes. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Do a whole class check. Write the contracted form (not the complete sentence) on the board or use the OHT you have already prepared.



## Answers:

1. I've
2. Saif's
3. can't
4. They aren't ill. / They're not ill.
5. isn't // he's

## Task 5 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. This is a quick recycling activity. Students have to put an apostrophe into the correct place in each of the ten words in the box. Copy the words onto the board, or use the OHT you have already prepared. Elicit from volunteers where each apostrophe should be, and write it in. Make sure that students check their work carefully.

## Answers:

- |           |             |
|-----------|-------------|
| 1. hasn't | 6. it's     |
| 2. we've  | 7. where's  |
| 3. what's | 8. doesn't  |
| 4. I'd    | 9. we're    |
| 5. don't  | 10. weren't |

### Step 2

- ◆ Tell students to complete the rules that Robby's hand is pointing to, then do a whole class check. Students should suggest the following:

When **two words** are **joined together** to make **one word**, we call this a **contraction**.

We use an **apostrophe** to show that **a letter or letters are missing**.

### Homework

- ◆ Tell students to **Look at Activity 1 on page 16 of your Classbook** and read through the text **The experiments of Edward Jenner** in preparation for the next lesson. They don't have to understand every word, but they should try and get a general sense of what the text is about.



If students have time at home, encourage them to find out any information about Edward Jenner and bring it to the next lesson.

paragraphs which they wrote in Lesson 2, as well as checking their labelled skeletons.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 19, Activity 2 for Task 3 of the next lesson.

### At the end of this lesson

- ◆ Collect students' portfolios so you can check the

## Lesson 4

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 19, ACTIVITY 2 (optional)

### In this lesson, students will:

- learn strategies for dealing with a new reading text
- match paragraphs to headings
- write answers to questions
- fill in the gaps in a reading text

### Vocabulary

strategy; prevent; smallpox; cowpox; dairy maid; experiment; sample; scratch; vaccine; protect; germ; antibodies

### Before this lesson

- ◆ Return students' portfolios which you collected at the end of Lesson 3.



If time allows, you can play the song 'My bones' at the beginning of this lesson, and encourage students to join in with the words and actions.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at page 16 of your Classbook**. Ask if anyone found out any information about Edward Jenner, and get volunteers to share what they know with the rest of the class.

### Step 2

- ◆ Ask students what they can do to help themselves understand the information in a text before they start reading. Elicit that the pictures and the title often give valuable clues about what a text contains. Ask how students can deal with new words when they start reading, and elicit ideas. Tell them to **Look at page 17 of your Classbook** and look at the box headed **READING STRATEGIES**. Explain the meaning of **strategy** (a planned way to achieve something), using L1 if necessary. Go through the four reading strategies, and discuss the ideas.

### Step 3

- ◆ Tell students to **Look at Activity 1 on page 16** and read the rubric and instruction text. Check their understanding of the task. They have to look at the pictures and title of the reading text and say what they think it is going to be about. Make sure that students understand the meaning of **experiment** and point out that it can be used both as a noun and a verb.

### Step 4

- ◆ Tell students to look at the four statements beside the small picture of Edward Jenner. Tell them, from looking at the main picture and the title of the reading text only, to discuss in their groups which statements might be true. Elicit their ideas and ask them to give reasons.

### Answers:

- False. [He lived a long time ago. You can tell this by his clothes.]
- True. [He is doing an experiment in the picture].
- True. [He is experimenting on a child in the picture].
- False. [There is nothing in the pictures to suggest Africa.]

- ◆ Tell students to read the text quickly to check their answers, then do a whole class check.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 19 of your Skills Book** and read the rubric and instruction text. They have to read the text about Edward Jenner on page 16 of the Classbook again, and match each of the five paragraphs to one of the headings on page 19 of the Skills Book. Do a whole class check.

### Answers:

- 4
- 5
- 1
- 3
- 2

## Step 2

- ◆ Tell students to read the information again, and discuss with them what they learned in each paragraph.

**A** This activity provides an opportunity to assess how well students are able to read more complex texts and extract specific information.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the text about Edward Jenner again, then write answers to the questions on the writing lines. Remind them to put a capital letter and a full stop at the beginning and end of each sentence.

### Step 2

- ◆ Get students to compare their answers with a partner, then do a whole class check orally. Alternatively, use the OHT you have already prepared.

#### Answers:

1. He was from England.
2. He discovered a vaccine to prevent smallpox.
3. He scratched some cowpox into James' arm.
4. He became ill with cowpox.
5. The cowpox germ in James created antibodies.
6. They killed the germs.

**A** This activity provides an opportunity to assess how well students are able to read a more complex text and extract specific information.

## Task 4 (5 minutes)

**▶** This task can be started in class, but students will have to finish it for homework as there will not be enough time to complete it in class. However, before giving it for homework, explain the task to them and make sure that they understand it clearly. Students have studied germs in their science curriculum, so they should be familiar with the concepts.

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read the text and fill in the gaps with the missing information, using the words and letters in the

box at the bottom of the page. Direct students' attention to the pictures and text down the right hand side of the page, as the information in these may be helpful.

### Homework

- ◆ Write the following 10 words on the board. Tell students to copy them into their exercise books and learn the spellings. Say you will be checking these spellings in a later unit.

illness; cold; cough; earache; headache; sore throat; stomach ache; toothache; temperature; boil

Remind students of the 'look, cover, write, check' method of learning spellings and encourage them to use it.

- ◆ Tell students to **Look at page 123 of your Skills Book** and read the fact file about Abdul Qassim al Zahrawi to familiarise themselves with the information about him in preparation for the next lesson.
- ◆ Ask students to start thinking about their Learning Journals for this week.

### For the next lesson

- ◆ Prepare copies of the fact file and biography of Al Razi from the photocopiable pages at the back of this Teacher's Book – one for each student.

## Lesson 5

### YOU WILL NEED:

- FACT FILE AND BIOGRAPHY OF AL RAZI FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one for each student

### In this lesson, students will:

- discuss the life and work of Abdul Qassim Al-Zahrawi
- draft and write a short biography
- think about their learning experiences in Week 1
- write up their Learning Journal

### Vocabulary

encyclopedia; surgery; operation; instrument

## Homework check (5 minutes)

- ◆ Tell students to get out their Skills Books with the gap-fill activity which they completed for homework (Skills Book, page 19, Activity 3). Do a whole class check.

### Answers:

When a germ enters a human body, the **T**-cells quickly tell the **B**-cells. The B-cells arrive with chemicals called **antibodies** and attack the **germs**. Then the macrophage **cells** arrive. They catch the germs with their tentacles and **eat** them. This is how your body **protects** itself from germs.

## Task 1 (20 minutes)

### Step 1

- ◆ Ask students if they can remember who was famous for writing about the movement of blood around the body. Elicit **Ibn Nafees**. Ask if they can think of other famous people connected with health and medicine, and elicit ideas. Students may suggest **Abdul Qassim Al-Zahrawi**. However, if they do not, ask if anyone has heard of him and what they know about him.

### Step 2

- ◆ Tell students to **Look at page 123 at the back of your Skills Book** and read the information in the fact file about Abdul Qassim Al-Zahrawi. They should already have read through this for homework. Ask a few quick comprehension

questions, for example:

- Where was he born? (Al Zahra, Spain)
- How old was he when he died? (77)
- How many books were in his encyclopedia? (30)

### Step 3

- ◆ Tell students that they are going to use the information in the fact file to write a short biography of Abdul Qassim Al-Zahrawi. Ask what they should do before they start writing, and elicit that they should plan it. Remind them also to follow the Writing Route.

### Step 4

- ◆ Before students start writing about Abdul Qassim Al-Zahrawi, tell them you are going to show them an example of a similar biography about Al Razi (Abu Bakr Mohammed Al Razi). Distribute the page with the fact file about Al Razi, and the model of his biography, from the photocopiable pages at the back of this Teacher's Book.



To guide your students to do this writing task, you should first provide them with a few questions that will help them to structure their writing in a smoother and more focused way. Write these questions on the board and go over the answers orally.

- Who was Al Razi?
- When / where was he born?
- What was his job?
- Why was he famous?
- What was his most famous book?
- What other information do we know about him?
- When did he die?

### Step 5

- ◆ Go through the fact file with students, and demonstrate how the paragraph with Al Razi's biography is built up by linking together the different parts of the information. Make sure they understand how the paragraph is created from the fact file. Show too how it is sometimes possible to use different conjunctions from those in the fact file – for example, **in addition** instead of **also**. This adds variety to the style of the paragraph although it doesn't change the meaning.

## Step 6

- ◆ Tell students to read the information in the fact file about Abdul Qassim Al-Zahrawi carefully in order to plan how they will write his biography. Tell them to write a first draft in their exercise books. Circulate around the classroom offering guidance and support. Get students to check their drafts with their friends and correct any mistakes. When they are satisfied with their work, they should copy it onto the writing lines on page 123 of their Skills Books. They should then remove the page carefully and put it into their portfolios.



If students do not have time to write out their final drafts in class, they can do this at home. They should store the pages in their portfolios for you to collect and check in a later lesson.



This activity provides an opportunity to assess how well students are able to build on information given in a fact file to create a short written biography. A model example of a biography is given below, although students' versions may be slightly different.

### Model biography

#### Abdul Qassim Al Zahrawi

Abdul Qassim Al Zahrawi was a famous Muslim doctor. He was born in 936 in Al Zahra, Spain. He was the personal doctor to the King of Spain. He is famous because he wrote an encyclopaedia called Al Tasrif (The Method), which included 30 books on medicine and surgery. Al Tasrif was important because it included new information for doctors about operations on the ears, eyes and mouth. It described how to make false teeth, and also how to fix broken arms and legs. In addition, Al Zahrawi was famous because he invented many special tools and instruments for doctors. Many of his inventions were still being used in hospitals 500 years after he died in 1013 at the age of 77.

about? Elicit Ibn Nafees.

## Step 2

- ◆ Tell students to start thinking about their learning experiences in Week 1. If time allows, get students to start writing their journals in class. Remind them that they can add some drawings if they like. Circulate around the classroom offering guidance and support.

### Homework

- ◆ Tell students to write up their Learning Journals for Week 1.

- ◆ Remind students to learn the spellings of the 10 words which you gave them at the end of Lesson 4. Say you will be checking these spellings the lesson after next.

illness; cold; cough; earache; headache; sore throat; stomach ache; toothache; temperature; boil

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 16 to 19.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare OHTs for the whole class checks for Skills Book, page 20, Activities 2 and 3 for Tasks 4 and 5 of the next lesson.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to Look at page 79 at the back of your Skills Book. Explain that This is Ahmed's learning journal and ask them to look at his two comments for Week 1. Ask Who did he write

## Lesson 6

### YOU WILL NEED:

- OHTS FOR THE WHOLE CLASS CHECKS FOR SKILLS BOOK, PAGE 20, ACTIVITIES 2 AND 3 (optional)

### In this lesson, students will:

- understand and practise giving advice
- match pictures with phrases related to giving advice
- complete sentences with 'should' or 'shouldn't'
- write sentences containing phrases related to giving advice

### Target Language

- You should [go and see the doctor].
- You shouldn't [play football today].
- You should [go for a walk].
- You shouldn't [watch TV all day].

### Vocabulary

give advice; suggest

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 5.

## Task 1 (5 minutes)

### Step 1

- ◆ Tell students to **Look at page 15 of your Classbook** and **Look at the people in the frieze**. Tell them to number the pictures from 1 – 6 in their exercise books in the order in which they appear in the Classbook. Ask them to **Look at page 17 of your Skills Book** and **Look at the names of the illnesses in the frieze**. Tell them to write the number of each picture in the frieze in the Classbook, under the corresponding illness in the frieze in the Skills Book.

### Step 2

- ◆ Get students to compare their work with a partner, then do a whole class check.

### Answers:

1. boil
2. headache
3. sore throat
4. stomach ache
5. earache
6. toothache

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 17 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They are going to give advice to a boy called Joe about what he should and shouldn't do. Ask **What's Joe like?** and elicit that he is very **unhealthy** and **untidy**.

### Step 2

- ◆ Tell students to **Look at the pictures of Joe**. (Joe is the boy with red hair in the eight cartoon pictures). Refer students to the photos of the two boys at the top of the page, and the speech bubbles. Explain that students are going to hear these boys giving Joe advice. Play **Listening 2.7** straight through.

### Listening Transcript 2.7

**Friend 1:** You should go and see the doctor.

**Friend 2:** You shouldn't play football until your ankle is better.

### Step 3

- ◆ Play **Listening 2.7** again, this time pausing after the first piece of advice. Ask students which picture they think this piece of advice refers to. Elicit **picture 6**. Play the second piece of advice and ask students which picture it refers to. Elicit **picture 4**. Play the listening again, and this time, get students to repeat each piece of advice after they hear it.

### Step 4

- ◆ Tell students to **Look at the other pictures** and decide in their groups what advice they would give Joe. Circulate around the classroom offering guidance and support. Elicit ideas for each picture. Then tell students they are going to hear Joe's friends giving him more advice. As they listen, they should try to identify which picture the advice relates to.

### Step 5

- ◆ Play **Listening 2.8**, pausing after each piece of advice. Elicit the number of the picture before playing the answer.



### Listening Transcript 2.8

You should wear glasses. // picture 8

You shouldn't eat unwashed fruit. // picture 2

You should eat more slowly. // picture 1

You shouldn't wear shoes that are too small for you. // picture 7

You should wash your hands after touching animals. // picture 5.

You shouldn't wear dirty socks. // picture 3

**A** This activity provides an opportunity to assess how well students are able to understand the use of 'should' and 'shouldn't' when giving advice.

## Task 5 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to write sentences based on the phrases on the left of the page, using **should** or **shouldn't** as appropriate.

### Step 2

- ◆ When students have finished, get them to compare their answers with a partner. Do a whole class check orally, or use the OHT you have already prepared.

### Answers:

1. You should go for a walk.
2. You shouldn't watch TV all day.
3. You shouldn't put your feet on the table.
4. You should respect older people.

**▶** If time allows, discuss with students who they would give each piece of advice to and when they might give it.

### Step 3

- ◆ Tell students to complete the rule that Robby's hand is pointing to the bottom of the page. Do a whole class check, and elicit the missing words.

To give advice, we can use **should** or **shouldn't** + the main verb.

### Homework

- ◆ Tell students to read through the story **The riding accident** on pages 18 – 22 of their Classbooks in preparation for the next lesson. They do not have to understand every word, but they should try and get a general sense of what the story is about. Encourage them to try and use the reading strategies they discussed in Lesson 4.

**▶** This story is quite long, and as class time in the next lesson is very limited, it is important for students to familiarise themselves with the story as much as possible in advance. This will save valuable class time, and enable the teacher to discuss the story and characters with students better.

## Task 3 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 20 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **Giving advice**. Tell students to read the rubric and information text, and check their understanding of the concept of giving advice.

## Task 4 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to look at the pictures and complete the gap in the sentence under each one with **should** or **shouldn't**.

### Step 2

- ◆ Get students to compare their answers with a partner. Do a whole class check, using the OHT you have already prepared.

### Answers:

1. You shouldn't eat so much.
2. You shouldn't smoke.
3. You should go to the dentist.
4. You shouldn't play football in the road.
5. You should cross the road at the traffic lights.
6. You should go to the hospital.

- ◆ Remind students to learn the spellings of the 10 words which you gave them at the end of Lesson 4. Tell them you will be checking these spellings the lesson after next.

illness; cold; cough; earache; headache; sore throat; stomach ache; toothache; temperature; boil

- ◆ Remind students to continue writing up their Learning Journals for Week 1.

## Lesson 7

In this lesson, students will

- do a spelling test
- read and answer questions about a story
- discuss characters and events in a story
- find adjectives that are opposite in meaning

### Vocabulary

*Language from the story:* thoughtful; tissues; cough sweets; plasters; squirrel; support; safety pin; take charge; sling; emergency; marathon; First Aid; embarrassed

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students you are going to check the spellings of the 10 words you asked them to learn at the end of Lesson 4. Say **Look at Activity 2 on page 28 of your Skills Book** and show students the writing lines. Tell them they are going to hear the words, and that they must write them on the writing lines.



Only seven words are played on the CD, so you will have to read the three remaining words (illness, temperature, boil) yourself.

### Step 2

- ◆ Play **Listening 2.9**, pausing after each word to give students time to write.

### Listening Transcript 2.9

1. cold
2. cough
3. earache
4. headache
5. sore throat
6. stomach ache
7. toothache

Then say:

8. illness
9. temperature
10. boil

### Step 3

- ◆ Do a whole class check. Ask **What was the first word?** and elicit **cold**. Write this word on the board. Tell students to make any necessary corrections, then repeat the procedure for the remaining words.

## Task 2 (10 minutes)



This task focuses on the story, 'The riding accident'. The story is recorded in full on the CD, and it is up to individual teachers to decide whether they want to play it in class. However, as time is limited and the story is quite long, it would be more valuable to spend time discussing the story with students, rather than have them simply listening to it and following it in their books. It is therefore very important that students have familiarised themselves as much as possible with it in advance.

### Step 1

- ◆ Tell students to **Look at the story on pages 18–22 of your Classbook**. Students should already have read through this story for homework. Ask **What is the title of the story?** and elicit **The riding accident**. Ask a few quick comprehension questions to check that students have understood the story, for example:

- Where does Vicky like to go at weekends? (Horse riding)
- Who does she go with? (Tammy and Patsy)
- Who did she invite to go with them? (Laila)
- What caused the accident? (A blue car going too fast. It frightened the horses.)

### Step 2

- ◆ Ask students if they found the reading strategies they discussed earlier in the unit helpful when reading the story. Elicit their ideas. Ask them to **Look at the pictures** and describe what is happening in them. Ask a few more questions about the story and the characters, for example:

- Why was Laila always in the gym?
- Why was she embarrassed about the book she was reading?

You can also expand the questions to draw in students' own experiences. Ask if any of them

have been horse riding, or would like to, or if they know anything about first aid.

### Step 3

- ◆ Play **Listening 2.10** straight through.



This story should be played only if the teacher feels there is time. As mentioned before, it is more valuable to spend class time discussing the story with students rather than have them simply listening to it on the CD. If you are short of time, omit this step.

### Listening Transcript 2.10 The riding accident

I'll always remember the first time I saw Laila. We were in class waiting for our teacher Mrs Roberts. After a few minutes, she came in. Next to her was a girl with curly brown hair and large brown eyes. Mrs Roberts told us that Laila was joining our class. Most of the time, Laila sat by herself. She was always reading, but when anyone came near her, she quickly hid her book. Also, she was always going to the gym. However, I noticed that she could be thoughtful and kind. Laila was always giving people tissues, cough sweets and plasters.

One day, I saw Laila looking very sad and I felt sorry for her. So I had an idea. At weekends, I go horse riding with my best friends, Tammy and Patsy. I decided to invite Laila to come riding with us. I was very pleased when she said yes.

At last the weekend came! The weather was perfect. We decided that Laila should ride Dolly. Dolly was slow but not nervous like the younger horses. We rode across the fields and saw rabbits, foxes, squirrels and birds. 'You should see the view in October,' said Tammy. 'It's beautiful and the leaves on the trees are red, orange and yellow.'

Soon after, we stopped for lunch. We ate, drank and sat in the sunshine. Tammy fell asleep on her left arm and when she woke up she couldn't feel it. 'Open and close your fingers quickly,' said Laila. 'It'll get the blood going.' Then, we wrapped up our rubbish and set off again.

We rode across the fields and then along a country road. Suddenly, a blue car came around the corner. It was going much too fast. The horses

were frightened and Tammy and Patsy were thrown off their horses onto the ground.

Patsy's wrist was badly swollen. 'We should support it,' said Laila, 'it could be broken.' Carefully, she pinned Patsy's sleeve to her jumper using a safety pin so that she couldn't move her arm. Tammy was lying on the ground and her eyes were closed. Just then, her eyes opened. 'W-What happened? Ouch! My head hurts.' 'Don't worry, Tammy. You'll be fine. You've cut your head,' said Laila quietly. 'Now,' she said, taking charge, 'who's got a phone?' None of us had.

Moments later, a young man appeared. It was the driver of the blue car. 'You shouldn't drive so fast,' I yelled angrily. 'Yes, yes, I'm sorry. I was late for work,' he said. 'Can I help?' 'Well, do you have a phone?' Laila asked.

When we got to the hospital, Tammy and Patsy went for x-rays. Patsy's wrist wasn't broken but she had to wear a sling. The cut on Tammy's head wasn't serious but the doctors kept her in hospital overnight.

'Wow! You're great in emergencies,' I said. 'Oh, not really. It's just that I've learned to stay calm, breathe deeply and do what is necessary. I've had my own emergencies, you see,' said Laila. 'If you promise not to tell anyone at school, I'll tell you about it. It's my secret but we're friends now, aren't we? Now promise.' Everyone promised.

'Two years ago, I had a very serious illness,' she said. 'I was very lucky to get better. I was in hospital for a long time. When I left, the doctors told me to keep fit and look after myself.'

'Oh, now I see!' said Tammy. 'That's why you're always in the gym. We thought you were training for a marathon!' We all laughed but now I understood why sometimes Laila looked so sad.

'I'm really glad you got better ... but there is something I don't understand,' said Patsy. 'Why won't you let anyone see that book you're always reading?'

Laila looked embarrassed. 'Oh, I wasn't going to tell anyone until I've passed my exam. I'm learning First Aid. So many people helped me when I was ill, I want to do something to help others.' 'Well,

you shouldn't have any problem passing the exam!' said Tammy. 'After all, we gave you some excellent practice!' We looked at each other and laughed again.



The phrase 'I want to do something to help others' in the last paragraph is missing in the recording, although it is in the story in students' Classbooks.

Task 3 (5 minutes)



It is suggested that you do not spend a lot of time on this activity, as time in this lesson is very short. Give students as much help as possible, and go through the answers with them. Students will need both their Classbooks and their Skills Books.

- ◆ Ask students to Look at Activity 1 on page 21 of your Skills Book and read the rubric and instruction text. Check their understanding of the task. They have to read the story again and write the number of each paragraph in the box beside each heading according to the order in which they appear in the story. Tell students that the headings refer to only eight of the paragraphs.

Answers:

a.	3	e.	1
b.	5	f.	6
c.	10	g.	8
d.	2	h.	4

Task 4 (10 minutes)

Step 1

- ◆ Tell students to Look at Activity 2 and read the rubric and instruction text. Check their understanding of the task. They have to read the list of eight adjectives, then for each one find an adjective in the paragraph indicated which has the opposite meaning, and write it on the line provided. Go over the example of **thoughtless** with students and show them how the opposite adjective **thoughtful** was found in the first paragraph of the story.

Step 2

- ◆ Do a whole class check and elicit the answers.

Answers:

1. thoughtful
2. kind

3. sad
4. slow
5. closed
6. young
7. lucky
8. better

### Homework



Tell students to read the story again, as they will be doing more work on it in the next lesson. Tell them to write a list of any unknown vocabulary from the story together with the meanings. They should put their lists into their portfolios.

- ◆ Remind students to continue writing up their Learning Journals for Week 1.

### At the end of this lesson

- ◆ Collect students' portfolios so you can check the short biography they wrote of Abdul Qassim Al Zahrawi for homework in Lesson 5.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Classbook, page 22, Activity 1 for Task 1 of the next lesson.
- ◆ Collect some postcards to bring to the next lesson to show students as examples.

## Lesson 8

### YOU WILL NEED:

- SOME EXAMPLES OF POSTCARDS TO SHOW STUDENTS
- AN OHT FOR THE WHOLE CLASS CHECK FOR CLASSBOOK, PAGE 22, ACTIVITY 1 (optional)

### In this lesson, students will:

- play a game about past tenses of verbs
- put events in a story into chronological sequence
- talk about postcards
- write a postcard about events in a story

### Vocabulary

*Past tense verb forms:* have – had; think – thought; leave – left; eat – ate; fall – fell; drink – drank; say – said; sit – sat; hide – hid; tell – told; come – came; see – saw

### At the beginning of this lesson

- ◆ Return students' portfolios which you collected at the end of Lesson 7.

## Warm-up (5 minutes)



This should be a short, lively activity.

- ◆ Tell students they are going to play a quick game involving past tenses of verbs. Explain that you are going to call out the infinitives of some irregular verbs from the story about the riding accident. Students should decide in their groups what the past tenses are. If they do not know a past tense, they can look for it in the story on pages of their Classbooks. The first group to put their hands up with the correct answer wins a point. The winner is the group with the most points.
- ◆ Call out these verbs from the story:
  - have
  - think
  - leave
  - eat
  - fall
  - drink
  - say
  - sit
  - hide
  - tell
  - come
  - see

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 22 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to put the events from the story in order. Make sure they understand that they should order the events in the chronological sequence in which they happened, which is different from the order they appear in the actual story.

### Step 2

- ◆ Go over the first two events with students as examples. These are:

1. [g] Laila was very ill in hospital.
2. [c] Laila got better and left hospital.

Both these events took place before the story begins in the Classbook. Make sure students understand this, then tell them to continue ordering the rest of the events. Do a whole class check by writing the letters vertically on the board, or use the OHT you have already prepared

### Answers:

3. [h] Laila joined Vicky's class at school.
4. [e] Vicky, Tammy, Patsy and Laila went horse riding.
5. [b] Tammy and Patsy were hurt.
6. [a] Laila took charge.
7. [d] Tammy and Patsy got better and left hospital.
8. [f] Laila told her secret to her new friends.

**A** This activity provides an opportunity to assess how well students are able to read a story and understand the main ideas.

## Task 2 (10 minutes)

For this activity, students will need both their Classbooks and their Skills Books.

### Step 1

- ◆ Tell students to **Look at Activity 3 on page 21 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to write four questions of their

own about the story using the question words provided, then work with a partner to ask and answer each other's questions. Do an example with students such as **Where did the riding accident happen? (On a country road)**. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Elicit a few questions from volunteers, and write them on the board. Get other students in the class to answer the questions.

## Task 3 (10 minutes)

### Step 1

- ◆ Show students the examples of postcards you have brought to the lesson. If you have brought enough postcards, give them to different groups. Tell students to **Look at Activity 4** and to **Look at the postcard**. Ask them what they can remember about writing postcards, for example:

- How can we start a postcard?  
(Dear, Hi, Hello)
- How can we finish a postcard?  
(Lots of love, Take care, See you soon, Bye for now)
- Where do we write the address?  
(On the right).



Students learned about writing postcards in 7A, Unit 1, Lesson 8 so they should be familiar with the concept.

### Step 2

- ◆ Tell students to **Look at Activity 4** and read the rubric and instruction text. Check their understanding of the task. They have to imagine they were with Vicky and her friends when the riding accident happened, and write a postcard to a friend about the accident. They should complete the blank postcard in Activity 4, not forgetting to write their friend's name and address. Remind them to follow the procedure in the Writing Route.

### Homework

- ◆ Tell students to finish writing their postcards if they have not had time to finish them in class.
- ◆ Tell students to finish writing up their Learning Journals for Week 1, and start thinking about



their Learning Journals for Week 2.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 22, Activity 2 for Task 2 of the next lesson.

## Lesson 9

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 22, ACTIVITY 2 (optional)

### In this lesson, students will:

- match descriptions of injuries to pictures
- write sentences describing injuries
- practise conversations about injuries with a partner
- write up Week 2 of their Learning Journal

### Target Language

- What's the matter?
- I've got [a bruise].
- I burned my hand.
- I cut my finger.

### Vocabulary

injury; bruise; burn; cut; swollen ankle; insect bite; first aid box; nasty; enormous; painful; bleed; hurt

## Warm-up (5 minutes)

- ◆ Ask students if they can remember what happened in the story about the riding accident. Ask if they can remember what happened to Patsy and Tammy when they fell off their horses. Elicit that Patsy's wrist got swollen, and that Tammy hurt her head.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students they are going to look at some pictures showing other injuries and small accidents. Ask them to **Look at Activity 1 on page 22 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to match each of the five pictures to one of the injuries in the first aid box.

### Step 2

- ◆ Tell students they are going to hear the answers, and they should listen and check their work. Play **Listening 2.11** straight through. Make sure that students understand the meanings of **burn**, **swollen ankle**, **insect bite** and **bruise**.

## Listening Transcript 2.11

Picture **a** – a burn.  
 Picture **b** – a swollen ankle.  
 Picture **c** – an insect bite.  
 Picture **d** – a cut.  
 Picture **e** – a bruise.

### Step 3

- ◆ Tell students they are going to hear five conversations with people talking about their injuries. They have to listen to each conversation and identify which injury is being talked about. Play **Listening 2.12**, pausing at the end of each conversation to elicit the letter of the corresponding injury.

## Listening Transcript 2.12

1.  
**Voice 1:** What happened?  
**Voice 2:** I've got a nasty insect bite.  
**Voice 1:** Does it hurt?  
**Voice 2:** Yes, it does a bit.  
**Voice 1:** You should go to the chemist.

2.  
**Voice 1:** You look terrible! What happened?  
**Voice 2:** A football hit me in the eye. Now I have an enormous bruise.  
**Voice 1:** Did it hurt?  
**Voice 2:** Oh yes, terribly.

3.  
**Voice 1:** What happened?  
**Voice 2:** I cut myself when I was cooking.  
**Voice 1:** Did it bleed a lot?  
**Voice 2:** No, not really. It was only a small cut.

4.  
**Voice 1:** What happened?  
**Voice 2:** I burned my finger when I was cooking on the barbecue.  
**Voice 1:** Ouch! That sounds painful. I think you should go to the doctor.

5.  
**Voice 1:** What happened?  
**Voice 2:** I hurt my ankle and it's swollen.  
**Voice 1:** Is it painful?  
**Voice 2:** Yes, very.  
**Voice 1:** Oh dear! You should see a doctor.

### Step 4

- ◆ Do a whole class check and elicit the answers.

### Answers:

1. c                      4. a  
 2. e                      5. b  
 3. d

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to write short sentences to describe the injuries in Activity 1. Show them the first sentence which has been done as an example – **I burned my hand**. Write the following verbs on the board – **have got, cut, hurt** – and encourage students to use them in their sentences. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Get students to compare answers. Do a quick whole class check or use the OHT you have already prepared.

### Answers:

b. I've got a swollen ankle. // I hurt my ankle.  
 c. I've got an insect bite.  
 d. I cut my finger.  
 e. I've got a bruise.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students they are going to hear one of the conversations from Activity 1 again. Ask them to listen for what the problem was, and what advice was given. Play **Listening 2.13** straight through.

## Listening Transcript 2.13

**Voice 1:** What happened?  
**Voice 2:** I hurt my ankle and it's swollen.  
**Voice 1:** Is it painful?  
**Voice 2:** Yes, very.  
**Voice 1:** Oh dear! You should see a doctor.

## Step 2

- ◆ Organise students into pairs. Tell them to Look at Activity 3 and read the rubric and instruction text. Check their understanding of the task. They have to read the dialogue in the speech bubbles, then practise it with their partner. Demonstrate the activity with a pair of volunteers. When they have practised the dialogue once, tell them to exchange roles. Tell the class to make up similar dialogues using the pictures in Activity 1 as prompts.

## Homework

- ◆ Write the following 10 words on the board. Tell students to copy them into their exercise books and learn the spellings. Say you will be checking these spellings in a later unit.

**injury; bruise; burn; swollen; ankle; bite; nasty; enormous; painful; bleed**

Remind students of the 'look, cover, write, check' method of learning spellings and encourage them to use it.

- ◆ Tell students to **Look at page 79 at the back of your Skills Book**. Explain that **This is Ahmed's Learning Journal** and tell them to read Ahmed's two comments for Week 2. Ask **What did he write about?** and elicit answers.
- ◆ Tell students you want them to start thinking about their own learning experiences in Week 2, and write up their Learning Journals. Remind them they can add some drawings if they like.

## At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 20 to 22.

## For the next lesson

- ◆ If you have access to an OHP, you may want to prepare OHTs for the whole class checks for Skills Book, page 23, Activities 2 and 4 for Tasks 3 and 5 of the next lesson.

## Lesson 10

## YOU WILL NEED:

OHTS FOR THE WHOLE CLASS CHECKS FOR SKILLS BOOK, PAGE 23, ACTIVITIES 2 AND 4 (optional)

## In this lesson, students will:

- mime sports activities and talk about exercise
- do a quiz about health
- differentiate between soft 'g' and hard 'g' sounds
- start working on a project

## Vocabulary

fitness; pulse rate; stamina; supple; bend; stretch; twist

## At the beginning of this lesson

- ◆ Return students' Skills Book which you collected at the end of Lesson 9.

## Warm-up (5 minutes)

- ◆ Tell students to work in groups. Ask one student in each group to mime a sports activity to the rest of their group. The others have to guess what sport the student is miming. Students should take it in turns to mime different sports activities. Make this a short, lively activity.
- ◆ At the end of the activity, ask the class what they were doing. Elicit that they were doing exercise. Ask students **Why do we exercise?** Elicit that we do exercise in order to keep fit and healthy.

## Task 1 (10 minutes)

## Step 1

- ◆ Tell students to **Look at Activity 1 on page 23 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Explain that they are going to do a quiz about health. Remind them that they should note down the answers in their exercise books and not in their Classbooks.

## Step 2

- ◆ When students have completed the quiz, get them to exchange their book with a friend. Tell them they are going to hear a radio programme with the answers, and they should listen and check their friend's work. Play **Listening 2.14** straight through.

## Listening Transcript 2.14

*Radio presenter:*

Welcome back to this week's Fitness Fun programme! To start with, let's see what the answers to last week's Health Quiz are.

### Number 1

The minimum number of times you should exercise each week is: Answer **c** – 3 times.

### Number 2

Your average pulse rate when you are at rest is: Answer **c** – 60.

### Number 3

If you can bend, stretch and twist, then you are: supple – Answer **b**.

### Number 4

Skipping will help you build stamina – Answer **a**.

### Number 5

You should do warm up exercise – Answer **c** – before you start any exercise.

### Step 3

◆ Ask students how they did in the quiz.

- If they scored **25** they should give themselves the gold medal.
- If they scored **15** or **20** they should give themselves the silver medal.
- If they scored **5** or **10** they should give themselves the bronze medal.
- No medals for those with no points!



Classbook, page 23, Activity 2 is given as homework as it concerns the project for this unit (see the homework section at the end of this lesson). Students should be very familiar by now with the procedure for carrying out a project, so should be able to start it on their own after reading the instructions in their Skills Books carefully.

## Task 2 (5 minutes)

### Step 1

◆ Tell students to Look at Activity 1 on page 23 of

your Skills Book. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the words on the strip coming out of Robby's head – **Soft 'g' and hard 'g'**. Tell them to read the rubric and instruction text and check their understanding of the task. They have to decide if the letter 'g' has the same sound in the words **yoga** and **gym**.

### Step 2

◆ When students have decided, explain that they are going to hear the words so that they can check their answers. Play **Listening 2.15** straight through.

## Listening Transcript 2.15

yoga  
gym

Tell students to complete the sentences under the small pictures and elicit the missing words.

Some words have a **soft 'g' sound**, as in the word **yoga** and some words have a **hard 'g' sound** as in the word **yoga**.

## Task 3 (5 minutes)

### Step 1

◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to sort the words in the carpet on the right into two groups – words that have a soft 'g' sound and words that have a hard 'g' sound.

### Step 2

◆ Tell students to compare their ideas with a partner. Then say they are going to hear the answers, and they should listen and check their work. Play **Listening 2.16** straight through.

## Listening Transcript 2.16

soft 'g'	hard 'g'
energy	gate
germ	glasses
giraffe	grass
large	rug
vegetable	

