3 Health matters

Objectives: By the end of the lesson, pupils will have used the past simple to talk about illnesses.

Target language
- Key language: past simple affirmative irregular verbs, have, give, see, drink, eat, go, take, What was the matter with you?, ill, tests, exam
- Additional language: I was the first to finish, fish and chips, diary, health matters
- Revision: days of the week, was/were, wasn’t well, temperature, bad headache, terrible cough, medicine, doctor, hospital, worse, better, before/after, mine, library, school subjects

Materials required
- Extra activity 1: The CD script from Pupil’s Book Activity 2 written on a large piece of paper
- Illnesses flashcards (33–40)
Pupil's Book page 28

Warmener
- Review illness using mime: headache, stomach-ache, cough, temperature, cold, backache, toothache. Pupils then come
to the front in turn and mime an illness. Say What's the
matter? The class says, e.g. She's got a cough. Review
doctor's, hospital, medicine.

1 Look, think and answer.
- Tell pupils to open their Pupil's Books at page 28. Elicit who
they can see (Simon) and that he's ill. Tell pupils that this
was last week. Remind pupils to read the instruction. Pupils
take turns to read the four questions aloud around the class.
They discuss possible answers in pairs.

2 Listen and check.
- Play the CD. Pupils check in pairs. Elicit complete sentences
as answers. Play the CD again. Write the days of the week
on the board as prompts. Say, e.g. Tell me about Simon on
Monday. Pupils: He had a temperature. Write the sentence
next to Monday. Continue for the other days. Check pupils
remember this is the past. Focus pupils on the language bar.

Key: 1 He was at home. 2 His temperature was 39 degrees.
3 They were at the hospital so Simon could have some tests.
4 Simon was better on Friday.

CD 2, 02
ALEX: You weren't at school last week, Simon. Where were
you?
SIMON: I was at home because I wasn't well.
ALEX: What was the matter?
SIMON: I was ill. Last Monday I had a temperature. It was
39 degrees.
ALEX: Wow. What was the matter?
SIMON: I don't know. I drank lots of water, but on Tuesday I
was worse and I had a bad headache too.
ALEX: Were you better on Wednesday?
SIMON: No, I wasn't. I had a terrible cough, so I saw the
doctor. He gave me some medicine.
ALEX: Were you better after you took the medicine?
SIMON: No, I wasn't. On Thursday I went to the hospital
with Mum and had some tests.
ALEX: So, what was the matter?
SIMON: Er, I had a cold ... but I wasn't ill on Friday afternoon.
I was fine! I ate a big dinner ... and then I had a really
good weekend!

3 Listen and say the day.
- Clean the board. Tell pupils to read the Activity 3 instruction.
Play the CD. Pupils whisper the answer to their partner the
first time. Play the CD again. Check with the class. Elicit what
happened each day (so pupils repeat the key sentences/verbs).

Key: 2 Friday, 3 Monday, 4 Wednesday, 5 Thursday,
6 Monday, 7 Wednesday, 8 Tuesday, 9 Wednesday,
10 Thursday

Activity Book page 28

1 Read Stella's diary.
- Tell pupils to open their Activity Books at page 28 and to
read the activity instruction. Elicit/teach diary and who
wrote it (Stella). Pupils read the diary entry.

Now look for the past of the verbs.
- Check pupils know what to do. They check in pairs. Check
with the class.

Key: 2 had, 3 ate, 4 drank, 5 went, 6 saw, 7 took, 8 gave,
9 were

2 Complete the diary. Use the past verbs.
- Focus pupils on Activity 2. Check they have read the activity
instructions and know what to do. Pupils work individually.
They check in pairs. Check by asking pupils to read full
sentences aloud.

Key: 1 went, 2 were, 3 saw, 4 gave, 5 took, 6 was, 7 had,
8 had/ate, 9 had/drank, 10 went

Extra activity 2: see page 216 (if time)

Ending the lesson
- Call out the verbs, either past or present. Pupils say the
present or past, e.g. Teacher: Ate. Pupils: Eat. Teacher: Give.
Pupils: Gave.
Objectives: By the end of the lesson, pupils will have had further practice with the past simple and used because to join sentences.

Target language
- Key language: past simple irregular verbs, because
- Additional language: awake, eye test
- Revision: adjectives, illnesses, pronoun, food, time, town, family, diary
Pupil’s Book page 29

Warmer
- With books closed, review with pupils what they can remember about Simon’s week. Join some of their responses with because to review use and meaning, e.g. He saw the doctor because he had a terrible cough.

4 Read and match.
- Tell pupils to open their Pupil’s Books at page 29. Check they have read the activity instruction and know what to do. They say the sentences quietly to their partner. Remind them to look for pronouns when they match. Check with the class. Pupils write the complete sentences in their notebooks if they don’t do Extra activity 1.

Key: 2 e, 3 a, 4 c, 5 f, 6 b

Extra activity 1: see page 216 (if time)

5 Read and say the letter.
- Focus pupils on Activity 5 and check they have read and understand the activity instruction. They work individually and then check in pairs. Check with the class.

Key: 2 d, 3 a, 4 a, 5 d, 6 b, 7 d, 8 c

6 Close your books. Play a memory game with your friend.
- Check pupils have read and understand the Activity 6 instructions. Demonstrate the activity for the class. Pupils close their books. Say a sentence and the pupils try to remember which picture in Activity 5 you are talking about. Pupils take turns to play the game in pairs.

Activity Book page 29

3 Choose your weekend.
- Tell pupils to open their Activity Books at page 29. Elicit what they can see (a diary) and what they have to do. Pupils do the activity individually. Make groups of four. Pupils take turns to read a sentence aloud. When they say their choice, e.g. great, the other pupils say Same or Different.

4 Now write about your weekend.
- Talk with pupils about what they did last weekend, using ideas from Activity 3 as prompts. Pupils write about last weekend using the Activity 3 text as a model. They write a first draft in their notebooks. Monitor and check. Pupils check each other’s work in pairs. Pupils write their final copy in their Activity Books.

Extra activity 2: see page 216 (if time)

Ending the lesson
- Start a chain, e.g. I went to the doctor because I was ill. Pupil A says I was ill because (e.g. I ate a lot of cakes). Pupil B says I ate a lot of cakes because (e.g. I was hungry).
Objectives: By the end of the lesson, pupils will have used questions and negatives to talk about the past.

Target language
- Key language: past simple negatives and questions and short answers: irregular verbs, dream, bowl
- Additional language: time to stop, take it off, really tired/difficult, all night, What was wrong with (the woman)?
- Revision: illnesses, prepositions, how many, woman, people, head

Materials required
- Extra activity 2: Choose eight sentences/questions from the lesson, including past simple affirmatives, past simple negatives, past simple questions. Write each one in scrambled word order on a large piece of paper.
Unit 3 Health matters  73

Pupil’s Book page 30

Warmer
- Review the infinitive and past simple of the irregular verbs.
  Set up a fast clapping rhythm. Say, e.g. (Clap, clap) give.
  Pupils respond (Clap, clap) gave.

7 Look, think and answer.
- Tell pupils to open their Pupil’s Books at page 30. Elicit who pupils can see (Stella) and teach/elicit dream. Pupils read the questions aloud around the class. They discuss their predicted answers in pairs, using the information in the pictures to help.

8 Listen and check.
- When pupils are ready, play the CD. Check answers with the class. Check general understanding. Play the CD again, pausing and focusing on Meera’s questions. Write the four questions on the board in two columns:
  Were you awake all night?  How many people did you see?  What was your dream about?  How did you take it off?
- Elicit from pupils what they notice about how the questions are made: a) using was/were, and b) using the past simple.
  Use colours to highlight/underline the structure.
- Repeat with the uses of the negative: I didn’t have time to stop. He didn’t have a temperature.

Key: 1 She is tired because she had a terrible dream. 2 She was in a big hospital. 3 She was a doctor. 4 The woman had a bad headache.

CD 2, 04

STELLA: I’m really tired this morning.
MEERA: Really? Why? Were you awake all night?
STELLA: No, I had a terrible dream.
MEERA: Oooh, what was your dream about?
STELLA: I was a doctor in a big hospital. I had a long white coat … and I had lots of doctor’s things, but I didn’t have time to stop!
MEERA: Oh? How many people did you see?
STELLA: I saw lots. I saw a man who had a cough, but he didn’t have a temperature so I gave him some medicine … And there was a woman with a bad headache. And then, there was a girl who had a bowl on her head!
MEERA: A bowl on her head! How did you take it off?
STELLA: It was really difficult, but in the end I took it off … and … do you know who was under the bowl?
MEERA: No.
STELLA: It was Suzy!

9 Answer the questions.
- Focus pupils on Activity 9 and on the Look box. Do the activity in open pairs first to check procedure and to review content. Then pupils take turns to ask and answer in closed pairs. After the oral practice, pupils write the answers in their notebooks.

Key: 2 No, she didn’t. She had a long white coat. 3 No, she didn’t. She saw a man who had a cough. 4 No, she didn’t. She gave the man some medicine. 5 No, she didn’t. She saw a woman with a bad headache. 6 No, she didn’t. She took a bowl off the girl’s head.

Extra activity 1: see page 217 (if time)

Activity Book page 30

5 Read and complete.
- Tell pupils to open their Activity Books at page 30. Focus them on the wheel and the information. Check they have read and understand the activity instruction. They read the text and complete the information about the children. They check in pairs. Check with the class.

Key: Clockwise from top: Susan: gave her mum some flowers / didn’t have lunch at school; John: did his homework / didn’t see his friends in the afternoon; Daisy: went to a party / didn’t go to the cinema; Sally: saw a film at the cinema in the afternoon / didn’t drink any milk at breakfast; Jack: had a stomach-ache / didn’t eat any food all day.

6 Write sentences about the children.
- Focus pupils on Activity 6 and on the example. They write sentences about the children in Activity 5 using the model. Monitor pupils and help where necessary. Remind pupils they can work with a partner if they want.

Key: 2 Daisy went to a party in the afternoon. She didn’t go to the cinema. 3 Sally saw a film at the cinema. She didn’t drink any milk at breakfast. 4 Jack had a stomach-ache. He didn’t eat any food all day. 5 Susan gave her mum some flowers. She didn’t have lunch at school.

Extra activity 2: see page 217 (if time)

Ending the lesson
- Review Stella’s dream with the class, using prompt questions. Elicit if any pupils remember what they dreamt the previous night.
Objectives: By the end of the lesson, pupils will have had further practice using the past simple and sung a song.

Target language
- Key language: past simple, questions and short answers
- Additional language: categories
- Revision: illnesses, adjectives, countable and uncountable nouns, word families
**Pupil’s Book page 31**

**Warmer**
- Write the words jobs, food, drinks, places, each in its own circle on the board. Pupils copy them onto paper and, in pairs, have three minutes to add as many words to the mind maps as they can. Elicit the words onto the board. Add key words from Pupil’s Book Activity 10 and Activity Book Activity 7 if they are not included.

**10 Read and say the word.**
- Tell pupils to open their Pupil’s Books at page 31. Elicit who is speaking (mum, girl, nurse). Check pupils have read the activity instruction and know what to do. In pairs, they read the text and match the pictures with the words in the box.

**11 Listen and check. Sing the song.**
- Play the CD for pupils to check. Play the CD again in sections for pupils to repeat. When they are confident, they perform the whole song. Divide the class into girl, nurse, mum. They sing their parts. Make sure they use correct intonation (questions / telling off).

**Key:** party, burgers, sausages, lemonade, ice cream, chocolate, three, fruit, water

**CD 2, 05**
- As in Pupil’s Book

**CD 2, 06**
- Now sing the song again. (Karaoke version)

**12 Ask and answer questions about the song.**
- Demonstrate the activity for the class. Pupils read the two questions aloud for others to answer. Elicit other questions. Focus on the short answers: Yes, she did / No, she didn’t. Give pupils five minutes to think of and write some questions about the song. They write the answer in brackets. They take turns to ask and answer in pairs.

**Activity Book page 31**

**7 Put the words in groups.**
- Tell pupils to open their Activity Books at page 31. Remind them of the word families in the warmer. Check pupils have read and understand the activity instruction. They do the activity in pairs. Check with the class.

**Key:** Places: school, hospital, cinema, park; People: cousin, teacher, mum, nurse; Food: burger, banana, apple; Drink: milk, lemonade, juice, water

**8 Use the words from above to complete Meera’s day.**
- Demonstrate the activity for pupils. Individually, they choose and write appropriate words in the boxes. They keep their ideas secret.

**9 Ask and answer. Complete the table.**
- Elicit the question words for each category (where, who, what) and review how to form past simple questions with the class. Demonstrate with four or five questions and answers, using open pairs. Make new pairs. Pupils ask and answer and write the key words of their partner’s answers in the second grid.

**Extra activity 2: see page 217 (if time)**

**Ending the lesson**
- Sing the song again with pupils in three groups.

**Extra activity 1: see page 217 (if time)**
Objectives: By the end of the lesson, pupils will have distinguished between the phonemes /e/ and /iː/ and completed a communication activity.

Target language
- Key language: the phonemes /e/ and /iː/
- Revision: illnesses, colours, parts of the body, adjectives, past simple, clothes
Warmer

- Point to your head and your knees to elicit the words. Write them on the board and underline /e/ and /i:/ in the words. Elicit the sounds and write the phonemes /e/ and /i:/ without lengthmark. Elicit other words from pupils which have these sounds. Remind them to focus on the sound, not the spelling.

13 Say it with Stella.

- Tell pupils to open their Pupil’s Books at page 32. Elicit the title of the activity and focus them on the pictures and the rhyme. Play the CD. Pupils follow the rhymes and look at the pictures. Play the CD again. Pupils say the rhymes along with the CD. Divide the class into four groups: elicit one line from each group. Repeat so all groups say all four rhymes. In pairs, pupils take turns to practise saying the rhymes.

CD 2, 07

As in Pupil’s Book

14 Listen and repeat. Say the sound.

- Demonstrate the activity for pupils. When they hear an /e/ sound, they can touch their head. When it’s an /i:/ sound, they can touch their knees. Play the CD. Play the CD again and elicit the word after pupils have done the action. Write the words on the board and underline the relevant section. Check which phoneme it is by pointing to the symbol on the board. Help pupils to notice the different spellings of the two sounds.

Key: /e/: when, weather, friend, sweater, clever, went, head, bread, then, never
/i:/: sea, cheese, easy, beach, meat, jeans, need

CD 2, 08

1 sea, 2 when, 3 weather, 4 cheese, 5 friend, 6 easy, 7 beach, 8 meat, 9 sweater, 10 jeans, 11 clever, 12 need, 13 went, 14 bread, 15 then, 16 never

15 Ask and answer.

- Tell pupils today’s communication activity is about their health. A pupil reads out the first question and elicits answers from pupils around the class. Pupils work in pairs and complete each question. Check with the class before they ask and answer. Pupils take turns to ask and answer in pairs and to record the answers in their notebooks. Check with the class, using open pairs.

16 Now write your questions.

- Focus pupils on Activity 16 and on the activity instruction. Check understanding. Brainstorm ideas for other questions with pupils, e.g. Did you watch TV yesterday? Did you play in the park last weekend? Did you clean your teeth this morning? Pupils write at least six questions in their notebooks. Make new pairs. Pupils take turns to ask and answer.

Extra activity 1: see page 217 (if time)

Activity Book page 32

10 Put the words in groups.

- Tell pupils to open their Activity Books at page 32. Remind them of the two phonemes for this lesson. Check they have read the activity instruction and know what to do. Remind them they need to say the words. They work in pairs and complete the lists. Check with the class.

Key: /e/: never, clever, help, well, weather, sweater, better, wet, head
/i:/: mean, weak, jeans, dream, teeth, sea, tree, she

11 Make sentences.

- Focus pupils on Activity 11 and tell them to read the instruction. Elicit what they have to do (make sentences using the grid). Elicit a few examples. In pairs, they take turns to make sentences. Monitor and help where necessary.

Key: 2 Jim didn’t go to the doctor. 3 John saw the dentist last week. 4 Did Sally take her medicine? 5 There were a lot of people at the hospital.

Joke box

- Focus pupils on the joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don’t get the joke the first time, tell it again. Explain the joke if necessary by saying the words bad and then baaaad and asking pupils what each word is (adjective / sound a sheep makes). Elicit the meaning of joke in pupils’ L1.

Extra activity 2: see page 217 (if time)

Ending the lesson

- Do the rhymes from the beginning of the lesson with pupils again.
Say it with me

Listen and say. Play the game.

/i:/
- tree, meat, knee, bee
- green, queen, seat

/i/
- dish, fish, hip, kiss
- ship, sit, sick
- chips, insect

Listen and sing.

A sailor went to sea
To see what he could see
But all that he could see
Was the sea, a pig and me.

The sailor has a ship
On which he likes to skip
But skipping makes him ill
So he has to take a pill.

The sailor, hands on hips
Gave the pig a great big kiss
While on one bended knee
What a terrible sight to see!

Listen and act it out.

Captain: Hello, my hearties!
Children: Hello, Captain!
Captain: Boy! Come in. Sit and have some chips!
Boy: Aye, aye, Captain! Can I have some fish
and meat as well, please?
Captain: Yes, the dish is on the table. Help
yourself. Come on, let's eat!
Boy: There's an insect in the milk and a fly in
the pie. I can't eat anything.
Captain: Boy, are you all right? You're looking a bit green!
Boy: I'm feeling really ill. I think I'm going to be sick.
Captain: Oh, no! Quick, get off the ship!

Objectives: By the end of the lesson, pupils will have learnt the difference between /i:/ and /i/ and will be able to recognise minimal pairs containing these phonemes.

Target language

- Key language: tree, bee, knee, green, queen, feet, keys, fish, kiss, ship, sit, pig, skip, ill, chips, meat, insect, seat, dish, hip
- Additional language: on bended knee, a sailor, take a pill, captain, bin, bean, slip, What a terrible sight to see! Hello, my hearties! Aye, aye! I think I'm going to be sick
- Revision: milk, fly, pie, sheep, eat, it, cheap, sleep, quickly

Materials required

- A5 white cards (two per pupil)
Pupil’s Book page 89

Spanish specific
- Highlight that the difference between /iː/ and /ɪ/ is in sound as well as length. The sound /iː/ in English is similar to Spanish but is often pronounced incorrectly. This occurs because the Spanish /iː/ sound falls somewhere between the English /iː/ and /ɪ/ sounds, hence the confusion with sound /iː/ as in tree and /ɪ/ as in fish. Spanish speakers tend to apply their /ɪ/ sound for both which has an impact on the meaning of the word, i.e. instead of ship we hear sheep which obviously causes confusion. Pupils need to be made aware of this and extensive practice is necessary to distinguish clearly between the two sounds.

Warmer
- Demonstrate the two sounds alternately and point to how your mouth shape changes. Encourage pupils to try the sound. Elicit words containing the sounds (kiss/keys, fit/feet). Pupils practise saying the sounds.

1 Listen and say. Play the game.
- Tell pupils to open their Pupil’s Books at page 89. Focus pupils on the two circles and elicit the different sounds. Play the CD. Pupils listen and repeat. Tell pupils to close their books. Give pupils two cards each. Pupils draw a large /iː/ on one and a large /ɪ/ on the other. Read out the words from Activity 1 at random. Pupils hold up the correct symbol card and say the word.

CD 2, 09
- tree, meat, knee, bee, green, queen, seat, feet, keys, dish, fish, hip, kiss, ship, sit, sick, chips, insect

2 Listen and sing.
- Elicit what pupils can see in the pictures and elicit which words have /iː/ and which have /ɪ/. Play the CD, pausing after each line for pupils to repeat. Pupils read the chant in pairs. Play the CD again. Elicit which words have the /iː/ and /ɪ/ sounds. Write them on the board. Pupils copy them into their notebooks.
- Divide the class into four groups and read verse one in a round. Group one starts the chant. As they start line two, group two starts the chant. As they start line two, group three starts the chant, etc. Do the same for the other verses, changing the order in which groups chant.

CD 2, 10
- As in Pupil’s Book

3 Listen and act it out.
- Elicit what pupils can see in the picture. Play the CD. Pupils listen and repeat. Pupils work in pairs to practise the dialogue. Monitor and help with pronunciation. Pairs take turns performing the dialogue.

CD 2, 11
- As in Pupil’s Book

Activity Book page 89

1 Listen and circle.
- Tell pupils to open their Activity Books at page 89. Focus pupils on the activity. Play the CD and stop after the example and check pupils know what to do. Pupils listen to the recording and circle the word they hear twice. Play the CD again if necessary. Put two cards, one with /iː/ and one with /ɪ/ on your table. Ask volunteers to come to the front, hold up the appropriate phoneme card and say the answer. Pupils spell out their answers if there is any confusion.

Key: 2 fish, 3 kiss, 4 sheep, 5 it, 6 cheap, 7 bin, 8 sleep

CD 2, 12
- 1 seat sit seat 5 eat it it
- 2 feet fish fish 6 cheap chip cheap
- 3 keys kiss kiss 7 bean bin bin
- 4 sheep ship sheep 8 sleep slip sleep

2 Play the game.
- Focus pupils on the activity. Elicit five words with the /iː/ sound. Tell pupils to write them in the gaps next to the numbers. Then elicit five words with the /ɪ/ sound for pupils to write down in the gaps next to the letters. Read the words for the pupils to repeat. Pupils draw four battleships in their grids using a pencil. Tell pupils their battleships must be three squares long. Mix pupils up so that they are sitting with someone who could not have seen where they drew their battleships.
- Demonstrate the game with two pupils. One pupil guesses where their partner has drawn their battleships. They choose a square by saying one word with /iː/ and one word with /ɪ/. If the chosen square does not have part of a battleship, the other pupil says miss. If the square does have part of a battleship, they say hit and their partner has another go. Pupils should mark the squares containing their partner’s battleships with an X. The winner is the first to find all their partner’s battleships.

3 Read and complete the text.
- Focus pupils on the words in the box. Check understanding. Pupils work individually to complete the sentences with the words from the word box. Check with the class.

Key: 2 sit, 3 meat, 4 milk, 5 sick, 6 eat, 7 quickly

Ending the lesson
- Pupils work in groups of four. They practise the chant from Pupil’s Book Activity 2. Ask different groups to perform different verses to the class. Pupils chant individually in a round as they did before in groups. Encourage pupils to say the chant without reading from their books.
**Objectives:** By the end of the lesson, pupils will have read a story and reviewed language from the unit.

**Target language**
- **Key language:** language in the story
- **Revision:** language from the unit, **have got**, physical descriptions

**Materials required**
- **Extra activity 1:** A large piece of paper for each group of three
**Pupil’s Book page 33**

**Warmer**
- Review the Lock and Key story with pupils. Ask what happened in the last episode, e.g. Where did Lock and Key go? What day was it? Pupils reply, using the past.

**Story**
*Lock and Key.*
- Tell pupils to open their Pupil’s Books at page 33. Focus pupils on the first frame and elicit who they can see (Lock and Key) and tell them who is on the screen (Nick Motors). Tell pupils that he’s a car thief. Set the gist questions: Why did Key go to the hospital? Who did he see there? Did they catch him? What did Nick Motors do? Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (to see his aunt; Nick Motors a doctor; no; he took their motorbike). Focus pupils on frame 5 and elicit who this is (a doctor) and that Key made a mistake. Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. Where did Key see ‘Nick Motors’? What did Lock and Key decide to do? What did the doctor look like? Did he have black hair and a big nose?

**Activity Book page 33**

**Do you remember?**
- Write The past in the centre of the board. Brainstorm the words and phrases from the unit and write them as a mind map, e.g. did, took.
- Tell pupils to open their Activity Books at page 33. Check pupils have read the activity instructions and know what to do. They study the words on the right in silence. Pupils then cover the list on the right with the flap at the back of the Activity Book so that they can only see the words on the left and the lines to write the words. Without looking, they write the words in pencil. They check in pairs, asking, e.g. What’s this one? How do you spell ‘drank’? They don’t look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner’s.

**Can do.**
- Focus pupils on the Can do section of the page. Say Let’s read the sentences together. Read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about health matters. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, reminding them of activities they did when they talked about the past. Repeat for the third sentence, eliciting / reminding them about the communication activity as well as other activities when they asked questions about the past. Pupils circle the appropriate face.
- Say Now show and tell your friends. Pupils work in groups of three and take turns to show their work for / talk about each one.

**Extra activity 1:** see page 217 (if time)

**Extra activity 2:** see page 217 (if time)

**Ending the lesson**
- Ask pupils which chant/song they’d like to do again from the unit. Do it together to end the lesson.
- In L1, ask pupils to find out from their parents for the next lesson what their blood group is.
DO YOU KNOW THAT … ?!
Our lungs have lots and lots of layers. If we open them they are as big as a tennis court.

1. Look at the pictures. Read and answer the questions.

The human body

Bones
There are 206 bones in the human body. More than half of these are in the hands and feet. Bones are about 75 percent water.

1. Can you name any bones?

Muscles
There are 600 muscles in the body. Muscles move our body. They need oxygen to work well.

3. When do we use our muscles?

Blood
Blood carries oxygen to our muscles. There are four blood groups. They are A, B, O and AB. The most common is type O.

2. Do you know your blood group?

Introduction

Heart
Our heart is a muscle. It moves blood around our body. The heart beats about 72 times a minute. When we do exercise our heart beats more quickly.

4. Can you feel your heart beat?

Lungs
When we breathe we take oxygen from the air into our body. Our lungs pass the oxygen to our blood.

5. Why do you need to breathe more quickly when you run?

2. Find and write the words.

3. Match the words and the pictures.

Objectives: By the end of the lesson, pupils will have read about the human body and answered some questions about their own bodies.

Target language
- Key language: the human body, bones, blood, blood group, blood cell, muscles, heart, lungs, beat, chest, pass, layer, tennis court, breathe, carry
- Additional language: the most common type, an average of ..., more quickly, open them out, as big as
- Revision: present simple, need, oxygen, well, move

Materials required
- Several pieces of paper or cloth to demonstrate ‘layers’ for the Do you know that ... ? activity
- Extra activity 1: A piece of paper for each pupil. Reference books / the Internet.
**Pupil’s Book page 34**

**Warmer**
- Draw a simple figure on the board and elicit the parts of the body pupils remember, e.g. head, hands, feet, legs, arms. Label each one. Tell pupils that today’s topic is *The human body*.

**Do you know that ... ?**
- Tell pupils to open their Pupil’s Books at page 34. Focus them on the top of the page and say *Do you know that ... ?* Ask a pupil to read the fact to the class. Demonstrate what *layer* means, using the paper or cloth. Elicit/tell pupils the size of a tennis court (3.6 m x 18 m) and how amazing this fact is. Ask pupils to point to their lungs to help check understanding.

1 Look at the pictures. Read and answer the questions.
- Focus pupils on the pictures. Tell them they’re going to find out some facts about the human body and about their bodies too. Provide the word each time for pupils to repeat. They work in pairs and discuss where each one is, pointing to their bodies. Check by saying the word for pupils to repeat and then checking where it is in the body.
- Focus pupils on the text. Check pupils have read the second part of the activity instructions and know what to do. They read the text and discuss the questions that appear at the end of each section.

**Activity Book page 34**

1 Find and write the words.
- Tell pupils to open their Activity Books at page 34. Check they have read the activity instruction and know what to do. They find the words for the pictures in the wordsearch first (horizontally, vertically or diagonally) and then they write each word under its picture. They can work in pairs / small groups. Remind them to look back at the Pupil’s Book for spellings.

   **Key:** 2 mouth, 3 stomach, 4 feet, 5 teeth, 6 face, 7 eye, 8 head, 9 body, 10 ear, 11 shoulder, 12 neck

2 Match the words and the pictures.
- Focus pupils on Activity 2 and on the activity instruction. Check understanding, using the example. Pupils match the words with the pictures and then check in pairs. Check with the class, eliciting the spelling of the word each time.

   **Key:** 2 lungs, 3 muscle, 4 bone, 5 heart

**Extra activity 2: see page 217 (if time)**

**Ending the lesson**
- Review with pupils what they have done and what they learnt about in today’s lesson.
Do you remember? Listen and answer.
1. This carries oxygen to our muscles. Blood.

Correct the sentences.
1. All our bones are in our hands and feet.
2. There are five different blood groups.
3. There are 60 muscles in the body.
4. When we exercise our heart beats more slowly.
5. We don’t need to breathe more quickly when we run.

Project: Test your lungs.
You need:
- a round balloon
- a ruler
- a piece of paper for the results

1. Take a big breath and then breathe into the balloon.
2. Put the balloon on a piece of paper.
3. Draw a short line at each side of the balloon.
4. Measure the distance between the two lines on the piece of paper.

3

Objectives: By the end of the lesson, pupils will have talked more about the human body and completed a project.

Target language
- Key language: stretch, diameter, medical check ups, eye test
- Additional language: balloon stretch method, to test lung capacity, vital capacity, on each side
- Revision: the human body, breathe, measure, air

Materials required
- Project: A round balloon for each pupil, one balloon for demonstration
**Warmer**
- Draw an outline human body on the board. Review some key facts and vocabulary with the class.

**2 Do you remember? Listen and answer.**
- Tell pupils to open their Pupil’s Books at page 35. Check they have read and understand the activity instructions.
- Play the CD. They whisper the answer first to their partner. Play the CD again and elicit answers from pairs.

**Key:** 2 muscles, 3 heart, 4 bones, 5 lungs

**CD 2, 14**
1. This carries oxygen to our muscles.
2. These move our body.
3. This is a muscle which moves blood.
4. We have 206 of them in our body.
5. These pass oxygen from the air to our blood.

**3 Correct the sentences.**
- Focus pupils on the sentences. Check they have read and understand the activity instruction. They cover the text on page 35 with paper and try to correct the sentences orally in pairs. They then look at page 35 to check. Elicit possible correct versions for each one with the class. Pupils write a correct version of each sentence in their notebooks.

**Key:** 1 More than half our bones are in our hands and feet.
2. There are four different blood groups.
3. There are 600 muscles in the body.
4. When we exercise our heart beats more quickly.
5. We need to breathe more quickly when we run.

**Project. Test your lungs.**
- Focus pupils on the project. Elicit what they can see in the pictures and what the child is doing. Pupils take turns to read the project instructions aloud. As they do so, demonstrate each stage with your balloon. Check understanding and pronunciation of key vocabulary. Tell pupils to put their pencils, rulers and a large piece of paper on their desks. Hand out the balloons. Pupils follow the instructions and complete the experiment. Compare and discuss results with the class.

**Extra activity 1: see page 217 (if time)**

**Activity Book page 35**

**3 Listen and write. [YLE]**
- Tell pupils to open their Activity Books at page 35. Check that they have read and understand the instruction. They only need to write the key words. They don’t need to write sentences. Tell pupils to read the form before they listen. Play the CD. They listen and write. Play the CD again. They check in pairs. Check with the class.

**Key:** 2 Paul’s sister, 3 stomach-ache, 4 hospital, 5 temperature, 6 in bed at home

**CD 2, 15**
Where were you yesterday, Paul?
I was at the doctor’s.
Really? What was the matter with you?
Nothing. I’m fine. I was with my sister. She had a stomach-ache.
Oh, dear. I’m sorry about that. Is she OK now?
Yes, but she can’t eat any cake or biscuits this week.
Oh, dear.

My Aunt Louise was in hospital on Friday.
Why?
She was there because she had a temperature.
Oh. Is she OK now?
Yes, but she has to stay in bed this week. The doctor says she needs to sleep a lot.

**4 Do the questionnaire in groups. Tick or cross the boxes.**
- Focus pupils on the questionnaire. Pupils take turns to read the questions aloud. Check understanding of key vocabulary. Make groups of six. Pupils answer the questions for themselves first (Me). Then they ask and answer with the other members of their group. Elicit and collate the information onto the board to show how healthy the class is. Include yourself in the data.

**Extra activity 2: see page 217 (if time)**

**Ending the lesson**
- Review with pupils what they talked about in today’s lesson and which activities they liked best from this and the previous lesson and why.
Objectives: By the end of the lesson, pupils will have talked about the importance of taking part in and enjoying sport and will have learnt about the lives of sportspeople.

Target language
- Key language: sportspeople, sportsmanship, taking part is what counts, it isn’t all about winning, winning is a bonus, team, match, win, lose, congratulate the other player, train, keep fit, healthy food, having fun, doing exercise, individual sports, do your best
- Additional language: scoring goals, a masseur, equipment, Well done! Congratulations! What a great team!
- Revision: sports, trainer, doctor, I prefer ...

Materials required
- Pictures of famous sportspeople or teams
- Small (coloured) papers cut into speech bubbles
**Pupil’s Book page 36**

**Warmer**
- Ask pupils if they like sports. Say *Do you prefer tennis or football?* and elicit some answers. Encourage pupils to say why. Ask more questions about different pairs of sports. If you have space in the classroom, pupils can express their preference by moving to one side of the room. Pairs discuss which of the two sports they prefer and say why. Discuss as a class which sports are the most popular.

1. **Look, think and answer.**
   - Tell pupils to open their Pupil’s Books at page 36. Focus pupils on the photos and elicit what they can see. Focus pupils on the questions and elicit answers.
   - Discuss sports as a class. Ask pupils what sports they play and how they feel when they win and when they lose. Ask pupils why it is a good idea to play sport (to have fun, to keep healthy). Read the speech bubbles. Highlight that the most important thing is to take part not to win and that winning is an added bonus. Highlight that it is essential for sportspeople to get support from their families and friends. They also need the support of their professional teams. They also need the support of their professional teams. Highlight that it is important to have respect for your opponents and for the people who help you.

2. **Listen and check.**
   - Play the CD. Pupils listen and check their answers. Play the CD again, pausing after each person. Say *How are the sportspeople different?* (they play different sports) and *How are the sportspeople the same?* (they try to play as well as they can, the tennis player and the football player are both supported by a team of people.)

**CD 2, 16**

**FEMALE TENNIS PLAYER:** I love playing tennis and I’m a good player. I win a lot of the matches I play but it isn’t all about winning. For me, it’s about playing as well as I can. Tennis is an individual sport but that doesn’t mean I haven’t got people to help me. My trainer and my doctor help me a lot – they’re part of my team and they’re very important. At the end of every match, win or lose, I always congratulate the other player. That’s what sportsmanship is all about.

**MALE FOOTBALL PLAYER:** The thing I love about football is that we all play as a team. Some of us are good at scoring goals and some of us are good at stopping the other team scoring. So we all help each other. Of course we aren’t happy when we lose a game, but the important thing that we did our best. If the other team played better than us, it makes us train harder for the next match.

3. **Read and answer.**
   - Read the questions and elicit pupils’ ideas. Pupils take turns to read the text aloud around the class. Pupils work individually and write their answers in their notebooks. They check in pairs by taking turns to read and answer the questions. Check with the class.
   - Ask pupils why they play certain sports, if they eat special food before or after a game and who helps them play their sport. Give pupils the opportunity to share ideas and to agree/disagree.

**Key:** 1 to keep fit, 2 healthy food, 3 taking part, 4 to congratulate the other players, 5 their team (a trainer, a masseur, a doctor, people who look after their equipment), 5 doing exercise and having fun

**Activity Book page 36**

1. **Read, write and match.**
   - Tell pupils to open their Activity Books at page 36. Focus on the pictures. Ask pupils what is happening in each one and what the people might be saying. Focus pupils on the speech bubbles and the gaps. Demonstrate the activity by using the example. Pupils work individually to complete the speech bubbles. Then they match the speech bubbles to the pictures. Check with the class.
   - Highlight that it’s important to congratulate the winner(s) and loser(s), that winning is an added bonus, that taking part is what counts, that sport is about exercising and having fun and that team spirit is important.

**Key:** 1 b ... but it was a great match, 2 d Are you OK? Do you need any help? 3 c Congratulations! You were incredible! 4 a Well done! You all played very well. What a great team!

2. **Read and complete.**
   - Pupils complete the sentences using their own ideas and information from the Pupil’s Book. Monitor and check spelling. Pupils discuss and compare their answers. Give pupils the opportunity to share their ideas.

**Ending the lesson**
- Show the class pictures of five or six famous sportspeople or teams and stick them on the board. Write the following questions on the board: *Why do you train? What sort of food must you eat? What is the most important thing about sports? Who helps you? What is sport about?* Divide the class into groups of five. Give each team five (coloured) papers cut into speech bubbles. Allocate a sportsperson or team to each group. Tell the pupils to write an answer to each of the questions onto the speech bubbles. Invite pupils to stick the speech bubble next to the sportsperson when they have finished. If you have time, hand out more speech bubbles and allocate groups a different sportsperson or team. Leave the pictures and speech bubbles on display to review the language in future classes.
Listen and read. Then act it out.

**Bill:** Here, Anna!

**Anna:** There it goes, Bill. Catch! That was great! Good shot!

**Bill:** Thank you! I really want to win this match but we're losing.

**Anna:** I know we are but I'm having fun, aren't you?

**Bill:** Oh, yes! I'm having a good time!

**Anna:** That's the important thing. And the other team is very good.

**Bill:** Yes, they are. Careful, Anna! Stop talking and catch the ball!

What is it? Say 'k' or 'ck'.

1. Drink
2. k
3. a
4. d
5. g
6. b
7. e
8. f

**Sally:** Hi, Oliver. Do you want to play basketball / tennis / football?

**Oliver:** Sure, but I am not very good / am terrible / don't play well.

**Sally:** That's OK / It doesn't matter / That's not important. It's just nice to play some sport together.

**Oliver:** Well, there's another problem. I don't like losing!

**Sally:** Oliver, don't worry about losing! Remember that doing exercise / participating / having fun is more important than winning.

**Oliver:** You're right. I just want to enjoy the game / have fun / have a good time.

**Sally:** I'm not very good either, so let's play and do our best!

**Oliver:** OK. Let's see who loses!

**Sally:** Ha, ha!

Write 'k' or 'ck'.

1. hockey
2. sip
3. site
4. jet
5. case
6. chin
7. net
8. skirt

Objectives: By the end of the lesson, pupils will have talked about doing sport and practised spelling words with *k* and *ck*.

**Target language**
- **Key language:** *catch, that was great, I'm having fun / a good time, Do you want to play ...? Sure, I'm not very good, I'm terrible, I don't play well, That's OK, it doesn't matter, that's not important*
- **Additional language:** *let's play, don't worry about losing*
- **Revision:** *words with k or ck*

**Materials required**
- Two empty bins or buckets and two paper balls
- Pictures of famous sportspeople (as used for page 36)

**Trinity Talkies**
- When was the last time you were ill?
- Tell me about how the human body works.
Pupil’s Book page 37

Warmer
- Stick pictures of sportspeople on the board. Elicit their names and the sports they play. Draw speech bubbles and thought bubbles around the pictures. Elicit what the sportspeople might be saying/thinking (Good shot! Great goal! Catch! That was fantastic! Pass the ball! Shoot! Get the ball! I’m tired. This is amazing! We’re having fun!) and complete the bubbles.

4 Listen and read. Then act it out.
- Play the CD. Pupils guess what sport the children are playing. Elicit different possibilities from the class. Tell pupils to open their Pupil’s Books at page 37. Elicit the children are playing basketball. Play the CD and ask pupils to read the dialogue at the same time. Play the CD again, pausing to allow pupils to repeat. They act out the dialogue in pairs. When they have finished tell them to swap roles and repeat.

CD 2, 17
BILL: Here, Anna!
ANNA: There it goes, Bill. Catch! That was great! Good shot!
BILL: Thank you! I really want to win this match but we’re losing.
ANNA: I know we are but I’m having fun. Aren’t you?
BILL: Oh, yes! I’m having a good time!
ANNA: That’s the important thing. And the other team is very good.
BILL: Yes, they are. Careful, Anna! Stop talking and catch the ball!

- Pupils work in pairs. Tell them to choose another sport and write a short dialogue. Tell the pupils to use some of the language from the dialogue and from the speech bubbles around the pictures of the sportspeople on the board. Monitor pupils as they are working and help where necessary. Pairs take turns to read their dialogues while the class guesses what sport they are talking about.

Spelling
5 What is it? Say ‘k’ or ‘ck’.
- Draw a glass of milk on the board and ask pupils to guess what it is. Say How do you spell ‘milk’? Write milk on the board. Point to something black and say What colour is this? Elicit the spelling and write it on the board. Highlight k and ck and elicit other words with k and ck. Explain that some words are spelt with k and some with ck and that the sound is the same but the spelling is different. Focus pupils on the pictures and ask them to call out the words. Play the CD, pausing after each word for pupils to say the word and then k or ck.

Key: b black, c duck, d lake, e milk, f clock, g sock, h bike, i park

Activity Book page 37

3 Choose and act it out.
- Tell pupils to open their Activity Books at page 37. Focus pupils on the pictures and elicit the sports. Focus pupils on the first sentence and ask a pupil to choose an option. Ask another pupil to choose another option. Check pupils know what to do. Highlight that all the options are correct. Pupils do the activity in pairs, reading the dialogue and choosing the options they prefer. Then pupils swap roles and repeat with different options. Check with the class. If there is time, brainstorm other ideas to replace the options and practice the dialogue again.

Spelling
4 Write ‘k’ or ‘ck’.
- Look at the pictures and elicit the vocabulary. Pupils work individually to complete the words with k or ck. Invite volunteers to write the answers on the board.

Key: 2 skip, 3 kite, 4 jacket, 5 cake, 6 chicken, 7 neck, 8 skirt

Ending the lesson
- Tell the class they are going to play spelling basketball. Put two bins or buckets under the board. Above one write ck and above the other write k. Divide the class into two teams. Ask four pupils from each team to line up in front of the bins. Say Throw the ball into the ck bin if I say ‘hockey’. Throw the ball into the k bin if I say ‘cake’. Elicit that hockey has ck and cake has k. Give the pupils at the front of each line a ball. Call out words with k and ck until each of the pupils has had a turn. Award points to the first team to throw the ball into the correct bin. Pupils swap with four other members of their team and repeat.