

3

Why do we get sick?

1 Look at the picture and answer the questions.

- 1 Where is the girl?
- 2 What's the matter?
- 3 How can she feel better?

▶ 3.1 Watch the video. What does the doctor say?

2 Do you do the actions to get better?



go to the doctor



use a tissue



take medicine



take your temperature



put on a bandage

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STEAM Project 3

The Sneeze Machine
How can we stop germs from spreading in our class?

45

Vocabulary

Health Problems

cough, have a fever, have an earache, have a sore throat, have a stomachache, have a toothache, my (leg) hurts, sneeze

Hygiene Habits

brush my teeth, comb my hair, cut my nails, take a shower, use hand gel, wash my face, wash my hands, wipe my mouth

Grammar

Should / Shouldn't

We use *should* and *shouldn't* (*should not*) with a base verb to give advice. The forms are the same for all persons.

Adverbs of Frequency

We use adverbs of frequency (*always, usually, sometimes, never*) to say how often we do things. Adverbs of frequency usually go before the action. To ask about frequency, we use *How often...?*

Reading

Sequencing Events

To follow what happens in a story, readers need to identify the sequence of events. Sequence words such as *first, next, after that* and *last* help clarify the order.

Using Visuals

Visuals such as maps, diagrams and photos help readers understand a text, especially when reading about an unfamiliar topic.

Listening

Predicting When Listening

Active listeners predict what the speakers will say next based on what they know about the situation so far and what the speakers have already said.

Listening for Frequency

Students practice listening for information about frequency, specifically adverbs of frequency and phrases such as *every day/week* following the question *How often...?*

Functional Language and Oracy

Talking about Problems

Students role-play doctor-patient conversations as a model for asking about a problem and responding sympathetically.

Staying on Topic

Classroom discussions are more focused and productive if students stay on topic. Students practice distinguishing between ideas that are related and unrelated to a discussion about staying well.

Exam Practice

Cambridge A1 Movers, Reading and Writing Part 6

Students look at a picture and write about what the people are doing. Writing consists of first a word, then a phrase and finally complete sentences.

Writing

A Letter

Students complete a letter to a friend who is sick. They become familiar with the form of a letter and using the correct end punctuation for statements, questions and exclamations.

Social-Emotional Learning

Using Your Values

Values such as gratefulness, honesty, kindness and responsibility guide our decision making and actions. Students practice applying these values to concrete, real-life situations.

Unit 3

Why do we get sick?

Objectives Students watch a video of Ben, Eva and Coco observing sick children at home and at the doctor's office. Students begin to connect symptoms to treatments.

Teaching Resources Video 3.1; a digital thermometer, tissue, small adhesive bandage, empty bottle of cough syrup and spoon; a teddy bear or stuffed animal

Session 1

Language Log pp. 44–45

Lead into the Lesson (10 min.)

- Show the thermometer, tissue, bandage and medicine one by one. Have students raise a hand for familiar items. Ask: *When do you use them? When you feel good, or when you're sick?* Leave the items visible throughout the session.
- Read the big question (unit title), and explain that students will learn why we get sick and how we can feel better.
- **Know Your Students:** Some students may not feel comfortable sharing health information. Allow students to make up situations as an alternative to a set role-play. Be sensitive to students with more serious health issues.

1 Look at the picture and answer the questions. (10 min.)

- Have students look at the picture and ask: *How do you think the girl's head feels?* (hot) *What is her mom using?* Have students point to the thermometer in the items from the previous activity. Explain that if your temperature is higher than 38°C, you may be sick.
- Answer the questions as a class. For question 3, don't confirm or correct students' answers yet.

▶ 3.1 Watch the video. What does the doctor say? (10 min.)

- Play the first scene of the video. Pause to have students compare Patty in the video with the girl in the photo. Use questions 1 and 2 of activity 1 as prompts.
- Play the second scene and pause again. Using the same prompts, discuss the idea that the boy isn't sick; he's hurt. Hold your elbow and say: *Ouch!*
- Play the third (final) scene. Answer the question about the video. Then revisit students' answers to the third question in activity 1.

Answer The doctor says the girl should take medicine every six hours, drink lots of water, and stay home and rest.

2 Do you do the actions to get better? (10 min.)

- Have students recall the last time they were sick. Read each action. Have students stand up or raise a hand if they do the action when they're sick. Ask what else they do. Help students with language to answer if needed.

Wrap Up the Lesson (10 min.)

- Invite volunteers to demonstrate how to use items from the Lead into the Lesson on a teddy bear or stuffed animal.

Session 2

Grammar and Skills Log p. 36

Lead into the Lesson (5 min.)

- Review the big question and invite volunteers to share what they recall from the video.

1 3.1 Watch the video and answer the questions. (5 min.)

- Preview the questions with students. Have them point to Patty in the picture.
- Play the video, and then answer the questions as a class.
Answers 1 She's at home in bed. 2 She's sick.

2 3.1 Watch the video again and sort. (10 min.)

- Go over the chart with students. Point out the empty spaces under each child. Then explain that a *treatment* is a thing or action you do to get better when you're sick, and *advice* is words that tell you what to do. Finally, read aloud the phrases in the word bank.
- Play the video and have students raise a hand when they hear one of the phrases in the word bank. Pause to check that they understand the meaning. Replay part of the video as needed. Have students write the phrase in the correct space in the chart.
Answers Boy: put on a bandage; Girl: drink water, stay home, take medicine

▶ Which child has the same problem as Patty? (5 min.)

- Have students use their notes in the chart to help them answer. Ask: *What's wrong with Patty?* (She has a fever. She's coughing and sneezing.) *The boy?* (His elbow hurts.) *The girl?* (She's coughing and sneezing.)
Answer the girl

3 Complete the sentences about Patty. (10 min.)

- Read aloud each sentence with a short pause for the blanks. Have students work in pairs to answer. If necessary, write a word bank on the board.
- **Know Your Students:** Some students may need support with the collocations in these sentences. Explain that in English, you can *take a person's temperature* or you can *take medicine*. When you visit a doctor's office, you *go to the doctor*. You can also *go to* a place, like school.

▶ 3.1 Watch the video again and check. (5 min.)

- Play the video. Have students watch and check. Then have them chorally read the sentences aloud.

Answers 1 doctor 2 medicine, water, school

Wrap Up the Lesson (10 min.)

- Lead a class discussion about the children in the video as a personalization activity. Ask questions, such as: *Have you had the same problems as the boy or the girls in the video?* *Did you go to the doctor?* *Did you stay home and rest?*

 **Classes with access to the STEAM Projects are now ready to start Project 3.**

Vocabulary Health Problems

1



have a sore throat

2



cough

3



have a stomachache

4



have a fever

6



sneeze

7



have a toothache

5



my (leg) hurts

8



have an earache

1 3.1 Listen and repeat.

2 Match the health problems with the actions.

cover your mouth drink water go to the dentist
go to the doctor put on a bandage
take your temperature use a tissue take medicine

3 Act out a health problem. Your classmate guesses the problem and says an action.

Your head hurts. Go to the school nurse.



How is your day different when you're sick? What do you do? What don't you do?



Vocabulary

Objective Students learn the names of common health problems.

Teaching Resources Track 3.1, Health Problems Flashcards, a digital thermometer, tissue, small adhesive bandage, empty bottle of cough syrup and spoon

Session 3

Lead into the Lesson (10 min.)

- Play Simon Says (see page xvii) to review parts of the body, including *head, ear, tooth/teeth, nose, mouth, throat, stomach, and leg*.
- Explain that when we're sick, it's important to notice or identify the part or parts of the body where we don't feel good.

Present the Vocabulary (10 min.)

- Say each health problem for students to repeat.
- Say a health problem and ask: *What hurts?* Have students point to and name the part of the body. For *cough* and *sneeze*, ask instead: *What do you do?* Have students point to and name the mouth or nose, and then mime the gesture.

1 3.1 Listen and repeat. (10 min.)

- Play the track, and have students listen as they mimic the gesture in the picture. Then play the track again and have them also repeat the words.

Take the Lesson Further (10 min.)

- Write on the board: *earache, stomachache, toothache*. Invite a volunteer to underline the part of the word that is the same in each. Guide students to notice that these words are made up of the body part + *ache*. Explain that *ache* means something hurts.

Wrap Up the Lesson (10 min.)

- **Option 1:** Draw a three-column chart on the board. Write a sentence frame at the top of each column: *I have ____.* / *My ____ hurts.* / *I'm ____ing.* As a class, write each health problem in the correct column. Have students take turns saying a complete sentence with one of the health problems.
 - **Option 2:** Do activity 1 on page 37 of the *Grammar and Skills Log*.
- Answers** 1 have a fever 2 have an earache 3 have a stomachache 4 have a toothache 5 have a sore throat 6 my leg hurts

Session 4

Lead into the Lesson (5 min.)

- Lead students in a "body scan" mindfulness exercise. Have them close their eyes and breathe deeply. Explain that as you name parts of the body from head to toe, they should notice if that part of their body hurts or feels tired. At the end, invite them to share what they noticed and how they feel now.
- **Know Your Students:** If students' attention wanders, encourage them to take a deep breath, close their eyes again and rejoin the activity. Some may have difficulty sitting still. Allow them to stretch body parts that hurt or feel tired.

Take the Lesson Further (10 min.)

- Display the flashcard images without the audio. Have students name the health problems. Flip to check their answers, with or without the audio. Correct pronunciation if necessary.
- After reviewing the vocabulary, ask questions about what hurts. Start with a new example: *If you have a headache, what hurts?* Explain that many body parts can hurt. Point to your elbow or knee, and ask what hurts. Then continue with the flashcards as cues to have them practice *My ____ hurts*.

2 Match the health problems with the actions. (10 min.)

- Read aloud the actions in the word bank. Use gestures and the items from session 1 as props (such as the thermometer) to clarify meaning (*take your temperature*).
- Have students work in small groups and then share their ideas with the class. Point out that actions may vary, depending on the situation.

3 Act out a health problem. Your classmate guesses the problem and says an action. (10 min.)

- Before students start, read the example and have them identify the problem and the action. Mime the problem, if necessary.
- **Manage Your Class:** Students can work in pairs and take turns acting and guessing. Alternatively, students can play Charades (see page xvi) as a class or in teams.

Global Skills (5 min.)

- Prompt students to consider what they do when they're home sick and what parts of their normal day they're missing or not doing. Discuss how they feel about it. Remind students that when we're sick, we need to be patient and rest so our body can get better.

Wrap Up the Lesson (10 min.)

- **Option 1:** Introduce the term *cold* (n.). Guide students to list and discuss health problems they might have when they're sick with a cold. Ask: *When you have a cold, how do you feel? What health problems do you have? What actions can you do?*
 - **Option 2:** Do activities 2 and 3 on page 37 of the *Grammar and Skills Log*.
- Answers** 2 1 cough 2 sneeze 3 1 c 2 a 3 d 4 b

Students are now ready to do EPA 3.1.

Grammar

Objective Students use *should* and *shouldn't* to give advice.

Teaching Resources Track 3.2, Video G3.1, Health Problems Flashcards, sheets of plain paper

Session 5

Lead into the Lesson (5 min.)

- Have students preview the comic strip. Ask: *Who do you see?* (Ben, Kim) *What sound is Ben making?* (Achoo!) *Why?* (He's sneezing.) Discuss the word for the sneezing sound in students' home language.

1 3.2 Listen and follow. Why does Ben sneeze? (5 min.)

- Play the track as students look at the comic and read along.
- Ask: *What does Ben have in his hands? What's the problem?*
Answer He's allergic to flowers.

2 Read the comic. Are the actions good ideas (✓) or bad ideas (X) for Ben? (10 min.)

- Have students read and answer individually, and then compare answers in pairs.

Answers 1 ✓ 2 X 3 ✓

➤ Which words does Kim use to give advice? Underline them in the comic. (5 min.)

- Tell students to look for a word that introduces each piece of advice from the previous activity.

Answers *should, shouldn't, should*

Present the Grammar (5 min.)

- Explain that we use *should* and *shouldn't* to give advice about what to do or not do. Say each word for students to repeat. Point out that *shouldn't* is a contraction. Ask: *What does n't stand for?* (not)
- Read aloud the entry with students.

G3.1 Use the Grammar Video (10 min.)

- Read the chart in activity 1 on page 38 of the *Grammar and Skills Log*. Complete the sentences as a class.
- Point out that *should* and *shouldn't* are the same for all pronouns and are followed by a verb in base form.
- Play the video for students to confirm their answers.

Answers 1 should 2 shouldn't 3 should 4 shouldn't

G3.1 Wrap Up the Lesson (10 min.)

- Option 1:** Play the grammar video again. Pause after each numbered row of advice and challenge students to name the health problem (my leg hurts, have a toothache, feel sick/have a cold, have a sore throat).
- Option 2:** Do activities 2, 3 and 4 on pages 38 and 39 of the *Grammar and Skills Log*.

Answers 2 1 Her parents should take her temperature. 2 They should give her medicine. 3 Sadie shouldn't go to school today. 4 She should rest and drink water. 3 1 shouldn't 2 should 3 shouldn't 4 shouldn't 5 should

Session 6

Lead into the Lesson (10 min.)

- Use the flashcards without the audio to review health problems. Have students say an action for each vocabulary item (for example, *cover your mouth* for *cough*), and then rephrase their answers as advice (*You should cover your mouth*).

3 Read and write *should* or *shouldn't*. (10 min.)

- Have students review the comic strip and say Ben's problem and Kim's advice. Ask: *What word does Kim use when it's a good idea? And when it's a bad idea?*
- Have students complete the sentences individually. Then check answers as a class.
- To challenge students, have them give advice for the situations in sentences 2 and 3 using *should*.
- Know Your Students:** If students struggle with longer sentences, you can break them into shorter ones, for example: *You cough. You cover your mouth.* Then ask: *Is it a good idea?*
Answers 1 should 2 shouldn't 3 shouldn't

4 Say a health problem. Your classmate gives you advice. (10 min.)

- Model the activity with a student first. Then have students work in pairs. Remind them to start their advice with *You should* or *You shouldn't*.

Global Skills (10 min.)

- Read the activity as a class. Help students research in the library or use key words to search online in the classroom or at the computer lab. Key words could be general (*allergy, hay fever*) or specific (*pet allergy, nut allergy*). You could also use students' own allergies as a starting point.
- Manage Your Class:** You can have the class find information on allergies in general and give a few examples of allergens. As an alternative, small groups can research one type of allergy and share their findings.

Wrap Up the Lesson (10 min.)

- Option 1:** Have students use their research from the previous activity to make a simple brochure of advice for someone with allergies. Remind them to use *should* and *shouldn't*.
- Option 2:** Do activities 5, 6 and 7 on page 39 of the *Grammar and Skills Log*.
Answers 5 1 should 2 shouldn't, should 3 shouldn't, should 4 shouldn't 6 1 T 2 T 3 F 4 T 5 F

Students are now ready to do EPA 3.2.



1 3.2 Listen and follow. Why does Ben sneeze?

2 Read the comic. Are the actions good ideas (✓) or bad ideas (X) for Ben?

1 use a tissue ☐ 2 smell the flowers ☐ 3 go home ☐

➤ Which words does Kim use to give advice? Underline them in the comic.



Should / Shouldn't

✓ You **should** take medicine. X You **shouldn't** stay outside.

3 Read and write *should* or *shouldn't*.

- 1 You _____ cover your mouth when you cough.
- 2 You _____ take medicine before you ask an adult.
- 3 You _____ go to school when you're sick.



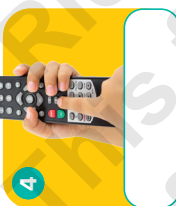
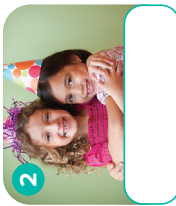
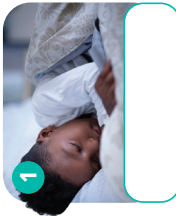
Find out what people are allergic to. What advice can you give them?

4 Say a health problem. Your classmate gives you advice.

Reading

1 3.3 Listen and label the pictures.

hug remote rest share



2 Look at the pictures in the story and choose. What do you think happens?

- a The family goes to the beach. ☐
- b The boy goes to the doctor. ☐
- c The family gets sick. ☐



Sequencing Events

A story happens in an order. As you read, think about the order of events:

- What happens **first**?
- What happens **next**?
- What happens **after that**?
- What happens **last**?

3.4 Listen and follow to check.

3 Read the story and write the events in order.

Gerald shares his juice with Leo. Gerald coughs on Papa. Papa, Mama and Leo are sick. Gerald sneezes on the remote.

First,	Next,	After that,	Last,

4 Discuss. How do Mama, Papa and Leo get sick? Do you stay home and rest when you get sick?

The Cold

On Friday, Gerald wakes up with a cold. He's coughing and sneezing.

"You should stay in bed," Mama says. "You should rest and get better. Remember, we're going to the beach tomorrow!"

But Gerald doesn't want to rest. He gets up to watch TV. He sneezes on the remote.

"You should use a tissue when you sneeze!" Mama says. She takes the remote away from him. "Back to bed, Gerald!"

But Gerald is thirsty. He pours a large glass of juice. He shares some with his little brother, Leo.

"Gerald," Mama says, "you shouldn't share a drink when you're sick!"



Mama gives Gerald some medicine.

He sleeps all afternoon. He doesn't wake up until Papa comes home.

Papa hugs Gerald. "How are you feeling?" he asks. Gerald coughs on Papa.

"Gerald," says Mama, "you should cover your mouth when you cough!"

On Saturday, Gerald wakes up feeling much better. He can't wait to go to the beach! But now Mama, Papa and Leo are coughing and sneezing.

"You should stay in bed," Gerald says. "You should rest and get better!"

Mama laughs. "OK," she says. "We'll go to the beach on Sunday, instead."



Reading

Objective Students follow the sequence of events in a story and use sequence words to show the order.

Teaching Resources Track 3.3, Track 3.4, index cards (four per group)

Session 7

Lead into the Lesson (10 min.)

- Introduce the topic of the text by teaching students the idioms *catch a cold* (to get sick with a cold) and *catch/get a cold from someone* (to get a cold after you're close to another sick person). Have students recall the last time they were sick with a cold and ask: *Do you think people can "give" each other a cold? How?* Accept all ideas.

1 3.3 Listen and label the pictures. (5 min.)

- Play the track as students listen and point to the pictures. Pause after each item to give them time to write.
- Ask questions to elicit the meanings, for example: *What do you do when you're sleepy? What do you need to watch TV?*
Answers 1 rest 2 hug 3 share 4 remote

2 Look at the pictures in the story and choose. What do you think happens? (10 min.)

- Read the story title with students. Then have them preview the pictures. Ask: *Who do you see in the pictures? What are they doing?*
- Have pairs guess and choose a prediction. Then poll the class. Do not confirm the correct answer yet.

➤ 3.4 Listen and follow to check. (15 min.)

- Play the track as students follow along. Play the track again if time allows.
- Revisit students' predictions in activity 2 and check the answer as a class.
- **Know Your Students:** Some students may have trouble understanding if they listen to the whole story at once. You can break up the story into parts and pause after every few paragraphs, allowing students to process the language. To monitor students' understanding, ask simple questions about what just happened in the story.

Answer c

Wrap Up the Lesson (10 min.)

- **Option 1:** Ask: *What advice does Mama give Gerald?* Have students answer with *should* and *shouldn't*. After each piece of advice, invite students who agree with the advice to stand up or raise a hand.
- **Option 2:** Do activity 1 on page 40 of the *Grammar and Skills Log*.

Session 8

Lead into the Lesson (5 min.)

- Discuss what students remember from the story. Ask questions like: *What's Gerald's problem in the story? What does he do when he is home sick? What happens at the end of the story?*

Present the Skill (10 min.)

- Read aloud the entry as students follow along.
- Point out that events happen in order in students' everyday lives, too. As a class, list on the board four things that happen at school. Then use the list of questions in the entry to help students put the events in order.

3 Read the story and write the events in order. (15 min.)

- Point out the sequence words in the flowchart, and read the story events in the word bank with students.
- Have students reread the story, looking for the story events and adding them to the chart. Check answers as a class.
- **Manage Your Class:** You can have students read in small groups so they can help each other notice the order of story events. Alternatively, you can have students read silently for comprehension and then complete the chart in pairs.

Answers Left to right: Gerald sneezes on the remote. Gerald shares his juice with Leo. Gerald coughs on Papa. Papa, Mama and Leo are sick.

4 Discuss. How do Mama, Papa and Leo get sick? Do you stay home and rest when you get sick? (10 min.)

- Revisit the discussion in the previous session about people giving others a cold (Lead into the Lesson). Invite volunteers to explain ways to *spread/share a cold*.
- Guide students to conclude that staying home, resting and doing actions such as using a tissue and covering your mouth when you sneeze or cough help prevent others from getting sick.

Wrap Up the Lesson (10 min.)

- **Option 1:** Have small groups write the events of a familiar story on four index cards. They should write *first*, *next*, *after that* or *last* on the respective back. Have groups trade cards and put each other's stories in order. Then have them read the stories aloud.
- **Option 2:** Do activities 2 and 3 on page 40 of the *Grammar and Skills Log*.

Answers 2 Left to right, top to bottom: 3, 4, 1, 2 • Left to right, top to bottom: After that, Last, First, Next

Listening

1 Look at the picture. Where are the children?



2 3.5 Listen and label the children in the picture.

Abby Bob Zack

3 Discuss and make predictions. What advice does the doctor give to Abby, Bob and Zack?

Bob should...

Abby shouldn't...



Predicting When Listening

Think about the information you already know.
Guess what the people say next.
Make predictions.

► 3.6 Listen and check your predictions.

4 3.6 Listen again and complete the doctor's advice.

1 You shouldn't _____ any food this morning.

You should _____ until you feel better.

2 You shouldn't _____ nuts.

You should _____ some medicine.

3 We should _____ a bandage on it.

You shouldn't _____ or _____

for a few days.

Discuss. When should you go to the doctor? When should you stay home and rest?



Listening

Objective Students listen and predict what the speakers will say next.

Teaching Resources Track 3.5, Track 3.6

Session 9

Lead into the Lesson (10 min.)

- Have students recall the doctor's offices they saw in Video 1.1 (sessions 1 and 2). Discuss the health problems the children have and what the doctor does (treatment) or says (advice).

1 Look at the picture. Where are the children? (5 min.)

- Have students work in pairs. If students aren't sure, ask: *Who is with the children?* (a doctor)

Answer They're in (the waiting room of) a doctor's office.

2 3.5 Listen and label the children in the picture. (10 min.)

- Have students look at the picture, and point out the thought bubbles. Ask: *What is each child thinking about?* Then have them look at the children for clues about health problems. Ask: *What do you see on the girl's face?* (pink dots) *What's the boy in the middle doing with his hands?* (He's holding/touching his stomach.) *What's the boy near the doctor doing with one of his legs?* (He's resting a foot on a stool.) Invite students to guess what each child might talk about.
- Play the track as students listen and write the names.

Answers Left to right: Abby, Bob, Zack

Present the Skill (5 min.)

- Read aloud the entry with students.
- Emphasize that predictions are based on the situation and what the speakers have already said. Ask: *What are Abby, Bob and Zack telling the doctor about?* (their health problems) *So, what do you think the doctor will do?* (give advice) Point out that their answer to your second question is a prediction.

3 Discuss and make predictions. What advice does the doctor give to Abby, Bob and Zack? (10 min.)

- Make a chart on the board with two columns. Write as headings: *Health Problems* and *Advice Predictions*. Add a row for each child. Call on students to give the health problems and predict advice the doctor might give for each one. Leave the chart on the board for use in the next session.

Wrap Up the Lesson (10 min.)

- Option 1:** Have students recall their research about allergies (in session 6 of the Listening lesson). Also remind them of Ben's allergy to flowers in the comic strip. Discuss what they already learned about nut allergies, or guide them to apply what they learned about allergies in general to nut allergies. Point out that it's important to be aware of people's allergies for their safety and well-being.
- Option 2:** Do activities 1 and 2 on page 41 of the *Grammar and Skills Log*.
Answers 1 The doctor is giving advice. • 1 c 2 b 3 a 2 1 knee hurts 2 a cold 3 a stomachache

Session 10

Lead into the Lesson (10 min.)

- Point to the class's chart about Abby, Bob and Zack on the board from the previous session. Review the children's health problems and students' predictions about the doctor's advice.
- Explain that it's important to keep listening to see if your predictions are correct. Add a third column to the chart and write the heading: *Check Predictions*.

3.6 Listen and check your predictions. (10 min.)

- Play the track and pause after each doctor-patient conversation to check students' predictions in the second column of the chart on the board. Write any corrections in the third column.

4 3.6 Listen again and complete the doctor's advice. (10 min.)

- Challenge students to complete the sentences before playing the track. They can work individually or in pairs. Then have them listen and check.
- Know Your Students:** It is likely that most students will need a word bank to complete the chart. You can write it on the board near the chart. Point out that one word is used twice.
Answers 1 eat, rest 2 eat, take 3 put, walk, run

Global Skills (10 min.)

- Have students discuss a few scenarios. Ask: *Should you go to the doctor if you have a fever? If you're coughing and sneezing? If you have a stomachache?*
- Elicit that you should go the doctor when you have a sudden or severe illness or injury, or when you need advice about a health problem.
- Manage Your Class:** You can have students discuss in small groups and then share their ideas with the class. Alternatively, you can have the class play *Me, Too* (see page xvii).

Wrap Up the Lesson (10 min.)

- Option 1:** Ask: *Do you go to the doctor only when you're sick?* Discuss the idea that checkups (also called well-child visits) are important to stay healthy. Explain that during a checkup, the doctor checks your heart and lungs, growth and development. The doctor may also offer advice on eating, sleeping and physical activity.
- Option 2:** Do activity 3 on page 41 of the *Grammar and Skills Log*.
Answers 1 walk slowly, run 2 rest, go to school 3 eat simple foods, eat junk food

Students are now ready to do EPA 3.3.

Functional Language

Objective Students learn different ways to ask about problems and respond sympathetically.

Teaching Resource Track 3.7

Session 11

Lead into the Lesson (10 min.)

- Play Board Slap (see page xvi) to review vocabulary for health problems. Give clues, such as: *It hurts when you eat and chew.* (have a toothache)

1 3.7 Listen and complete what the doctor and patient say. (10 min.)

- Play the track as students first listen for the patient's health problems and the doctor's advice.
- Play the track again for students to write. Pause or replay parts of the track as needed.
- **Manage Your Class:** After students write, you can have two students read the conversation for the class to check their answers. Alternatively, you can assign half the class to be the doctor and half to be the patient and have students read their lines chorally.

Answers 1 sick 2 wrong 3 head 4 sorry 5 throat 6 cold 7 should 8 medicine

Present the Skill (10 min.)

- Read aloud the questions in the entry and have students repeat. Model question intonation and use appropriate tone to express interest or concern. Explain that these questions are all ways of asking about a problem.
- Do the same for the expressions for showing sympathy. Model a sympathetic tone and facial expression.

2 3.7 Listen again and choose the phrases the doctor uses. (10 min.)

- Have students read options a–d. Then play the track as students now listen for how the doctor asks about the problem and shows sympathy.

Answers b, c, d

Wrap Up the Lesson (10 min.)

- **Option 1:** Remind students that one of the expressions to show sympathy is *I'm sorry*. Point out that in English, we can use *I'm sorry* in many ways: to say "Excuse me," to apologize and to express sympathy. We might also say, "Sorry?" when we don't understand someone. Make sure to model appropriate tone and facial expression for each.
 - **Option 2:** Do activities 1 and 2 on page 42 of the *Grammar and Skills Log*.
- Answers** 1 a 2 1 My leg hurts a lot! Oh, that's too bad. 2 I have a cut. That's terrible! 3 You should rest your leg. I'm sorry!

Session 12

Lead into the Lesson (10 min.)

- Play the Domino Game (see page xvi) with the questions and expressions of sympathy in the skill entry. Encourage students to mimic your tone of voice and facial expression to show concern and sympathy.

3 Act out a conversation between a doctor and a patient. (15 min.)

- Have students follow the arrows with a finger as you read aloud the order of the conversation.
- Point out that the conversation in activity 1 follows this order. Ask: *How does the patient say how she feels?* Students should answer with the girl's first line. Do the same for the rest of the conversation's steps.
- Pair students of mixed abilities. Have pairs role-play a conversation following the order of steps provided. Circulate to provide support as needed.
- **Know Your Students:** In this activity and the one that follows, a few pairs may be comfortable doing the role-play without much practice and confident enough to perform in front of the class. Invite them to be models for other pairs.
- Most pairs will need time to plan what they will say and to practice their role-play. If students are shy about sharing in front of the whole class, have them share in small groups instead.

Global Skills (15 min.)

- To get students started, brainstorm as a class and write a list of non-health-related problems on the board. Give suggestions such as losing a pen or pencil, forgetting your homework, falling off a bike, being late or having a disagreement with a friend. Have students think about their own experiences as well as those of their friends and characters in stories they know.
- Have pairs choose a problem to act out and model their conversation on the steps in activity 3. After some practice, have them perform their role-play.
- Tell pairs to switch roles and repeat.

Wrap Up the Lesson (10 min.)

- **Option 1:** Have students give advice for some of the problems they role-played in the previous activity. Remind them to use *should* and *shouldn't*.
- **Option 2:** Do activity 3 on page 42 of the *Grammar and Skills Log*.

 **Students are now ready to do EPA 3.4.**

1 Doctor, I feel _____.

3 My _____
hurts.

5 I have a sore
_____.

7 What _____ I do?

2 What's _____?

4 I'm _____.
Is there anything else?

6 That's too bad. You
have a _____.

8 You should take this
_____.

1 3.7 Listen and complete what the doctor and patient say.

2 3.7 Listen again and choose the phrases the doctor uses.

a What's the matter? ☐

b What's wrong? ☐

c I'm sorry. ☐

d That's too bad. ☐



Talking about Problems

Questions

What's the matter?

What's wrong?

How are you feeling?

Showing Sympathy

I'm sorry.

That's too bad.

That's terrible!

3 Act out a conversation between a doctor and a patient.

Patient

Say how you feel.

Say what hurts.

Answer.

Ask for advice.

Doctor

Ask about the problem.

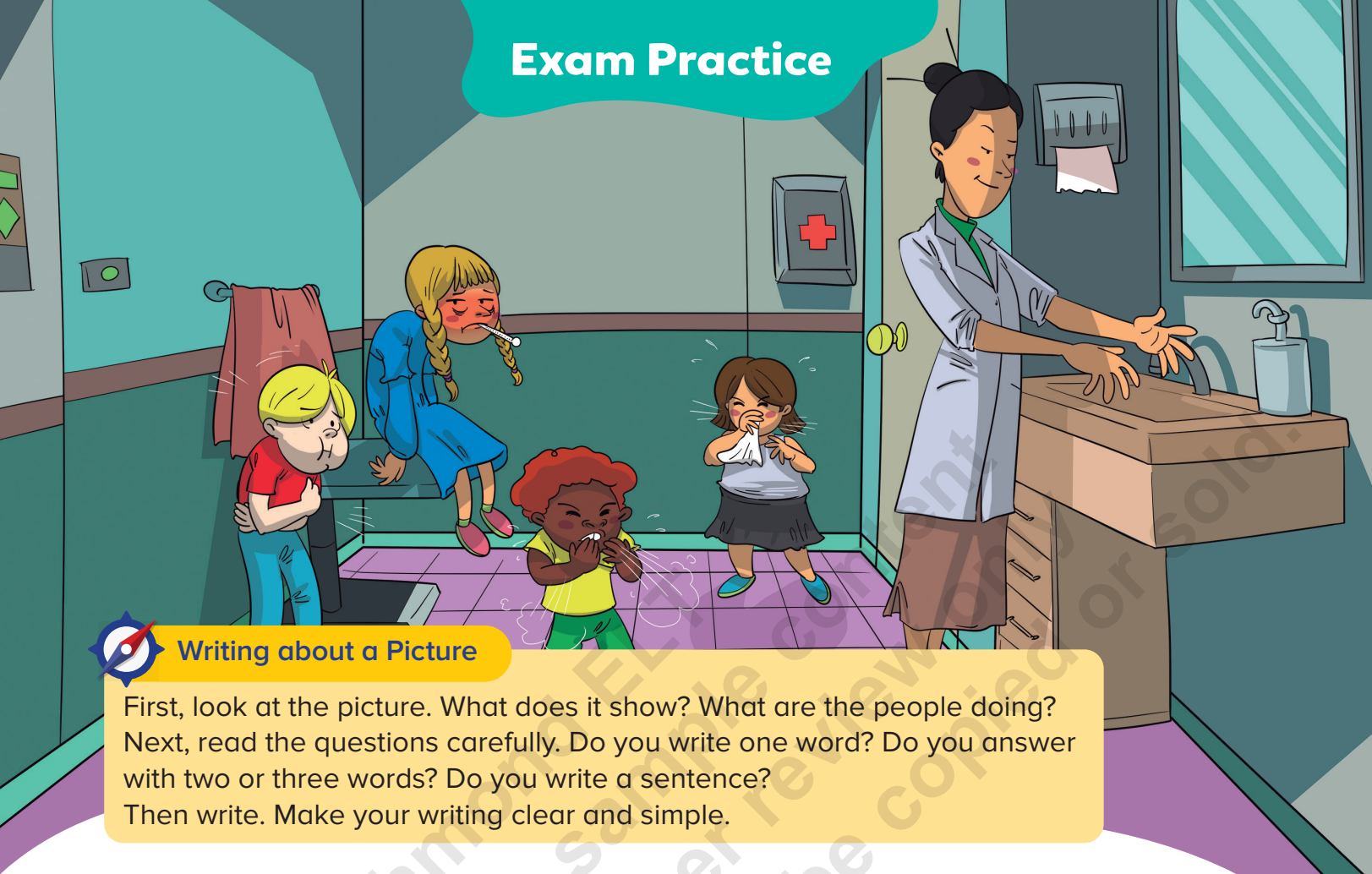
Show sympathy and ask
more questions.

Name the problem.

Give advice.



Act out a
different type
of problem. Ask
questions and
show sympathy.



Writing about a Picture

First, look at the picture. What does it show? What are the people doing? Next, read the questions carefully. Do you write one word? Do you answer with two or three words? Do you write a sentence? Then write. Make your writing clear and simple.

1 Read the sentences. What do you need to write?

- 1 The boy in the red shirt has a _____.
- 2 The girl in the blue dress has a _____.

➤ Look at the picture and complete the sentences.

2 Read the questions. Then look at the picture again and answer.

- 1 What is the boy in the yellow shirt doing?
He's _____.
- 2 What is the girl in the black skirt doing?
She's _____.

3 Write two sentences about the picture.

The school nurse is washing her hands.

- 1 _____
- 2 _____



Exam Practice

Objective Students look at a picture and write a word, phrase or sentence about what the people are doing.

Exam Paper Cambridge A1 Movers, Reading and Writing Part 6

Teaching Resources Print pictures of children playing sports or doing activities, sheets of plain paper

Session 13

Lead into the Lesson (10 min.)

- Play Pictionary (see page xvii) with vocabulary for health problems.

Present the Skill (10 min.)

- Read aloud the entry with the class.
- Explain that the exam task will require them to complete sentences about a picture, first by writing a word in the blanks and then by writing two or three words in the blanks. At the end, they will have to write complete sentences about the picture. Encourage students to look at the picture and identify the situation before doing the exam task.
- **Know Your Students:** Some students may struggle to write whole sentences about the picture on their own. Encourage them to ask themselves: *What things and people do I see? Where are they? What are the people doing?*
- Some students may want to make up their own story about the picture. Remind them to stick to details visible in the picture.

1 Read the sentences. What do you need to write? (10 min.)

- Point out that when students need to complete a sentence, they should read the sentence to see what kind of word fits the context.
- Have students read the sentences in activity 1. Ask: *What fits in the blank: a noun (person, place or thing) or a verb (action)?*

Answer a noun

➤ Look at the picture and complete the sentences. (10 min.)

- Ask: *Where are the children in this picture?* (the school nurse's office) *Why?* (They're sick.)
- Have students look at the sentences again. Ask: *How do you know which child to write about?* (The sentences tell you what he or she is wearing.)
- Have pairs complete the sentences. Check as a class.

Answers 1 stomachache 2 fever

Wrap Up the Lesson (10 min.)

- **Option 1:** Divide the class into small groups and hand out to each a picture of children playing sports or doing activities. Have groups write a sentence in their notebooks about the picture. Then tell them to replace one word with a blank space and copy it onto a piece of paper. Instruct groups to exchange pictures and complete each other's sentences.
- **Option 2:** Do activity 1 on page 43 of the *Grammar and Skills Log*.

Answers 1 medicine 2 coughing

Session 14

Lead into the Lesson (10 min.)

- Play Charades (see page xvi) in teams. Have a student from each team simultaneously act out an action (verb) for their teammates to guess. The first team to guess correctly can win a bonus point by writing a sentence with the action in the present continuous (for example, *Ana is sneezing*). Review the unit 2 spelling rules for verbs + *-ing* (gerunds), using verbs such as *cover*, *put* and *take*.

Take the Lesson Further (10 min.)

- Review the exam task and what students need to do (look at a picture and write a word, words or a complete sentence).
- Have students look at the picture at the top of the page. Invite volunteers to describe the situation and the details they wrote in the blanks in activity 1.

2 Read the questions. Then look at the picture again and answer. (10 min.)

- Tell students that now the blanks are in answers to questions about the picture.
- Have students read the questions and underline the information that tells who the question is about (boy in the yellow shirt, girl in the black skirt).
- Have them look at the picture and complete the answers individually.
- Check answers as a class. Remind students to be careful to spell *-ing* words correctly.

Answers 1 coughing 2 sneezing

3 Write two sentences about the picture. (10 min.)

- Explain: *You can write a sentence about a person or thing in the picture, or you can write about what someone is doing.* Read the example sentence. Ask: *What is this sentence about?* (what someone/the nurse is doing)
- Give students some time to write their sentences. Remind them to write only about things, people or actions they can see in the picture.
- **Manage Your Class:** You can have pairs write two sentences and then share them in small groups. As another option, challenge small groups to write as many sentences about the picture as they can.

Wrap Up the Lesson (10 min.)

- **Option 1:** Have small groups draw a picture on a piece of paper and write two questions and incomplete answers about it using activity 2 as a model. Tell them to write the correct answers in their notebooks. Then tell groups to exchange pictures and answer each other's questions.
- **Option 2:** Do activities 2 and 3 on page 43 of the *Grammar and Skills Log*.

Answers 2 1 She should use a tissue. 2 Her arm hurts.

Writing

Objectives Students complete a get-well letter. Students practice using the correct end punctuation for statements, questions and exclamations.

Teaching Resources Track 3.8, index cards (three per student), sheets of plain paper

Session 15

Lead into the Lesson (5 min.)

- Write on the board: *Get well soon!* Explain that this is an expression of good wishes to a sick person. Ask students if they have ever received a get-well message.
- **Know Your Students:** Students may not have received physical cards or letters in the mail or in person. Ask about other ways we can receive get-well wishes (an email, phone call, text message, comment on social media).

1 3.8 Listen and follow. (5 min.)

- Play the track as students follow along.
- Ask: *What kind of text is this?* (a letter)

2 Read the letter and discuss. (10 min.)

- Have students read the letter individually, and underline or circle the lines of the letter that tell who it is to and from.
- Answer the questions as a class.
Answers 1 Maya 2 Alec 3 It's about school while Alec is home sick with a cold.

Present the Skill (10 min.)

- Read aloud the entry with students. As you read the lefthand column, name each punctuation mark (period, question mark, exclamation mark) and write it on the board. Moving to the righthand column, read the example sentences, exaggerating your intonation and expression.
- Point out that these punctuation marks are used at the end of sentences. Clarify any doubts about the differences between a statement, question and exclamation. For example, ask: *When do you ask a question?* (when you want to know something) *When do you use an exclamation?* (when you feel strongly about something, for example, angry, excited, etc.)

3 Write the correct punctuation (. ? !). (10 min.)

- Have students write individually.
- Check answers as a class. Ask: *What kind of sentence is it?*
Answers 1 ? 2 ! 3 .

Wrap Up the Lesson (10 min.)

- **Option 1:** Give students three index cards each and have them write a different punctuation mark on each. Say a statement, question or exclamation, and have students hold up the correct card. Remind them to pay attention to intonation and facial expressions. If time allows, give volunteers a turn to say a sentence.
- **Option 2:** Do activities 1 and 2 on page 44 of the *Grammar and Skills Log*.
Answers 1 I Dear 2 feeling 3 sorry 4 should 5 miss 6 From 2 ! 2 ! 3 .

Session 16

Lead into the Lesson (10 min.)

- Read aloud Maya's get-well letter to Alec, and pause at the end of each sentence for students to chorally call out the punctuation mark.
- **Manage Your Class:** For fun, you can have the class come up with a gesture and/or sound effect for each punctuation mark. They can do the gesture and sound effect instead of naming the end punctuation.

Take the Lesson Further (10 min.)

- Have students look at Maya's get-well letter. Ask: *What does Maya say to show sympathy?* (I'm sorry, we miss you, I hope you feel better.) *What advice does she give Alec?* Briefly review using *should* and *shouldn't* for advice.

4 Complete the letter with your own ideas. (10 min.)

- Have individuals or pairs complete the letter for a real or made-up situation.
- Point out that students can use Maya's letter as a model for what kinds of words could fit each blank.

Take the Lesson Further (10 min.)

- Have students fold a sheet of paper in half like a book to make a get-well card. Have them write *Get well soon!* on the front and invite them to draw a cheerful picture.
- Have them copy onto the inside of the card, the letter they wrote in activity 4. Remind them to use the correct end punctuation. Encourage them to add a sentence or two if they want.

Wrap Up the Lesson (10 min.)

- **Option 1:** In pairs, students take turns reading their own letter aloud expressively. Their classmate should listen and respond positively. Then have them exchange letters and check for correct punctuation at the end of each sentence.
- **Option 2:** Do activity 3 on page 44 of the *Grammar and Skills Log*.

1 3.8 Listen and follow.

Dear Alec,
How are you feeling?
I'm sorry you have a cold.
We miss you at school.
We're learning about health in
English class. It's really interesting!
You should rest, and you shouldn't play any sports.
Get better soon!
From Maya

Get well soon!

2 Read the letter and discuss.

- 1 Who is the letter from?
- 2 Who is the letter to?
- 3 What is the letter about?

3 Write the correct punctuation (. ? !).

- 1 How are you feeling_____
- 2 It's really interesting_____
- 3 We miss you at school_____



End Punctuation

Use the correct punctuation mark at the end of each sentence.

Statement (.)	<i>I have a cold.</i>
Question (?)	<i>How are you?</i>
Exclamation (!)	<i>Get well soon!</i>

4 Complete the letter with your own ideas.

Dear _____,
How are you? I'm sorry your _____ hurts. We miss
you at school. We're learning about _____ in
_____ class. It's really _____! You should
_____, and you shouldn't _____.
Get well soon!
From _____

Vocabulary Hygiene Habits

1



brush my teeth

2



comb my hair

3



wash my face

4



use hand gel

5

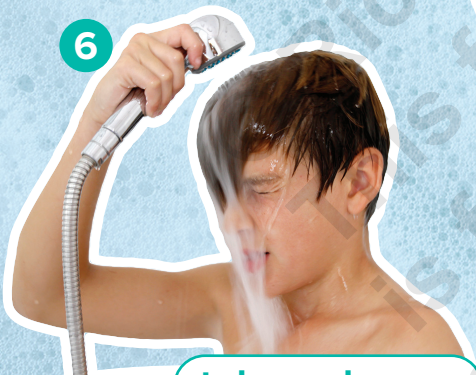


cut my nails

This is the way
I brush my teeth,
brush my teeth,
brush my teeth.

This is the way
I brush my teeth
to keep me neat
and clean.

6



take a shower

7



wipe my mouth

8



wash my hands

1



3.9 Listen and follow.



Listen again, sing and do the actions.

2

Discuss. When do you do the hygiene habits?

I brush my teeth in the morning and at night.

I use hand gel before school.



Add another hygiene habit to the song.

Vocabulary

Objective Students learn a song to practice vocabulary related to hygiene habits.

Teaching Resources Track 3.9, Hygiene Habits Flashcards, hygiene items (a comb, hand gel, nail clippers, washcloth, napkin, soap, toothbrush) in a small bag

Session 17

Lead into the Lesson (10 min.)

- Have students take turns pulling a hygiene item from a small bag and miming using it. Then name the item and say a prompt for students to identify the corresponding body part, for example: *It's a comb. I use it for my ____.* (hair)

Present the Vocabulary (10 min.)

- Tell students that *hygiene* refers to things we do to keep our bodies neat, clean and healthy.
- Display each flashcard image with the audio and have students repeat the hygiene habit. Then flip it and do the same for the word side of the flashcard. Point out that each flashcard has three separate words that make one action.

1 3.9 Listen and follow. (10 min.)

- Play the track as students follow along. Pause after the first verse and point out the words in green in the lyrics. Explain that the action will change in the following verses. Continue listening.
- Play the track again, and have students point to the correct picture as they hear the hygiene habit.

➤ Listen again, sing and do the actions. (10 min.)

- Read each vocabulary item and have students mime the action. Do the actions with them as a guide.
- Play the track again and have students sing along as they mime the action for each hygiene habit.
- Know Your Students:** Most students will learn the song quickly because of the repetition. To check that they understand the words, make sure they're doing the correct action.
- Some students may have trouble singing and miming the actions. Lead them into the activity, doing it slowly first. Then speed up so they can sing along with the track.

Wrap Up the Lesson (10 min.)

- Option 1:** Play Charades (see page xvi) with the hygiene habits. Encourage students to use the hygiene items from Lead into the Lesson.
- Option 2:** Do activity 1 on page 45 of the *Grammar and Skills Log*.
Answers 1 brush 2 comb 3 wipe 4 take 5 wash 6 use 7 cut 8 wash

Session 18

3.9 Lead into the Lesson (5 min.)

- As review, play the track and have students sing along and mime the actions.

Take the Lesson Further (10 min.)

- Display the same hygiene items from the previous session. Have students chorally say the hygiene habit or habits for each.
- Point out similarities between the names of objects and actions. Say: *I comb my hair with a comb. I cut my nails with nail clippers. I brush my teeth with a toothbrush. I wash my face with a washcloth.*

2 Discuss. When do you do the hygiene habits? (10 min.)

- Hold up each hygiene item and ask students to raise a hand if they use it to get ready in the morning.
- Have students think about when they do each hygiene habit. List time phrases on the board and check that students understand: *in the morning, in the afternoon, at night, before school, after meals.*
- Invite volunteers to read the example language before students do the activity.
- Manage Your Class:** You can have pairs or small groups take turns saying when they do each hygiene habit. Alternatively, you can play a version of Echo Names (see page xvi) as a class. For example, say: *I wipe my mouth.* Then say a student's name. The student repeats and says when (for example, *I wipe my mouth after meals*).

Global Skills (15 min.)

- Prompt the class to brainstorm a few other hygiene habits, and list them on the board. Ask, for example: *What else do you do when you brush your teeth?* (floss my teeth) *What's a hygiene habit that's important to do when you're sick?* (use a tissue) *What do you do in the shower?* (wash my hair/my body)
- Have the class sing the whole song, adding verses for the new hygiene habits at the end. If necessary, play track 3.9 again to remind students of the tune.

Wrap Up the Lesson (10 min.)

- Option 1:** Play Hot Seat (see page xvii) with hygiene habits. Students can give clues about what you use and when you do it. They could even use sound effects.
- Option 2:** Do activity 2 and Word Challenge on page 45 of the *Grammar and Skills Log*.
Answers Left to right, top to bottom: 4, 2, 1, 3

Students are now ready to do EPA 3.5.

Grammar

Objective Students learn four adverbs of frequency to say how often they do something.

Teaching Resources Track 3.10, Video G3.2, Hygiene Habits Flashcards

Session 19

Lead into the Lesson (5 min.)

- Use the flashcards, without the audio, to review hygiene habits. Have students chorally say the word for each image.

1 Listen and look at Brad's hygiene log. (10 min.)

- Have students look at the chart. Point out the hygiene habits on the left and the days across the top. Ask questions, such as: *On what days did Brad (take a shower)? Did Brad cut his nails any day this week?*
- Play the track as students listen and look at the chart.

Present the Grammar (5 min.)

- Read aloud the entry with students. Point out the question word *How often*. Tell students that we use adverbs of frequency to say how often we do things: all the time, none of the time or somewhere in between. Also point out that adverbs of frequency usually go before the action.
- Know Your Students:** Some students may think adverbs of frequency correspond to a particular number of times. Clarify that they are more general.
- Some students may confuse *How* and *How often*. Remind them that *How* by itself asks for a way or manner, while *How often* asks for frequency. Give an example: *How do you wash your hands? With soap and water. How often do you wash your hands? I usually wash my hands.*

G3.2 Use the Grammar Video (10 min.)

- Read the chart in activity 1 on page 46 of the *Grammar and Skills Log*. Discuss the meaning of each adverb. Ask questions to ensure understanding that *usually* indicates more frequently (most of the time) than *sometimes* (some of the time). Complete the sentences as a class.
- Review question word order with *How often...?*
- Play the video for students to confirm their answers.
Answers 1 always 2 usually 3 sometimes 4 never 5 do

2 Look at the hygiene log again and complete the sentences. (10 min.)

- Tell students they will complete answers to questions about Brad's hygiene habits. Have them complete the activity in pairs. Wait until the next session to check answers as a class.

Wrap Up the Lesson (10 min.)

- Option 1:** Play Stand Up! (see page xvii) with adverbs of frequency and actions, including hygiene habits. Invite students to take turns giving the prompts.
- Option 2:** Do activity 2 on page 46 of the *Grammar and Skills Log*.
Answers 1 sometimes 2 usually 3 never 4 always

Session 20

Lead into the Lesson (5 min.)

- Play Chain Reaction (see page xvi) to review the adverbs of frequency *always, usually, sometimes, never*.
- On the board, draw a long horizontal line. Label the left side *All of the Time* and add a checkmark. Label the right side *None of the Time* and add an X. Have students help you place the adverbs of frequency in order.

3.10 Listen again and check. (10 min.)

- Review Brad's hygiene log and the frequency of his habits.
- Have students work in pairs and take turns reading the questions and answers they completed.
- Play the track to check answers as a class.

Answers 1 usually 2 sometimes 3 never 4 always

3 Ask and answer about your hygiene habits. (10 min.)

- Keep students in pairs and model the activity with a volunteer. Then have pairs ask and answer. Remind them that they can use any of the eight hygiene habits.
- Know Your Students:** Students may find it helpful to make their own hygiene log, similar to Brad's, before they begin. This can also be useful for the following activity.

Global Skills (10 min.)

- Before the discussion, have students individually think about one or two hygiene habits they could do more often. Then ask: *How can you remind yourself to do it more often? How can you make it easier to do?*
- Manage Your Class:** You can lead a class discussion and ask students to give general advice for how to improve hygiene habits. As another option, you can have students discuss in pairs or small groups so they may be more comfortable sharing information about their own experiences.

Wrap Up the Lesson (15 min.)

- Option 1:** Play Me, Too (see page xvii) with sentences about how often students do daily activities (for example, *I always wake up early*).
- Option 2:** Do activities 3 and 4 on page 47 of the *Grammar and Skills Log*.
Answers 3 1 F 2 T 3 F 4 T 5 T 4 1 How often do you brush your teeth? 2 How often do you take a shower? 3 How often do you comb your hair? 4 How often do you bite your nails?
• 1 always 2 always 3 usually 4 never

Students are now ready to do EPA 3.6.

Students are now ready to do the Grammar Challenge.

1  3.10 Listen and look at Brad's hygiene log.




My Hygiene Log



	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
take a shower	✓	✓	✓	✓	✓		
use hand gel		✓					✓
cut my nails							
brush my teeth	✓	✓	✓	✓	✓	✓	✓

2 Look at the hygiene log again and complete the sentences.

always never sometimes usually

- 1 How often does Brad take a shower? He _____ takes a shower in the morning.
- 2 How often does he use hand gel? He _____ uses hand gel.
- 3 How often does Brad cut his nails? He _____ cuts his nails.
- 4 How often does he brush his teeth? He _____ brushes his teeth after meals.

➤  3.10 Listen again and check.



Adverbs of Frequency

How often do you wash your face?

I always / usually / sometimes / never wash my face.

3 Ask and answer about your hygiene habits.

How often do you...?

I always / usually /
sometimes / never...

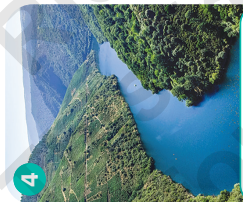

Think about your
hygiene habits.
Which habits
should you
do more?

Reading



1 Label the pictures.

bottle river village well



3.11 Listen and check.

2 Look at the title and pictures in the reading text. What is it about?

Read the text to check.

3 Look at the map, diagram and photo. Answer the questions.

- Where does Habiba live? _____
- How does the well work? _____
- What can the children do with clean water? _____

Read the text again and add more details to your answers.

4 Discuss. How does the well help Habiba? Is the water clean where you live?

A Short Walk to Clean Water

Millions of people around the world don't have clean water. Some children collect water for their families every day. They take large plastic bottles to rivers far from their villages. They fill the bottles with river water. Then they carry the heavy bottles back home. Sometimes, they don't go to school because they are so tired.

People drink the river water. They cook and wash with it. But the water is not clean. People shouldn't use this water because it can make them very sick. Children never go to school when they are sick.

Habiba lives in Zambia. Her village has a new well. A well takes clean water from deep under the ground. Now, everyone in her village can use the well to get clean water.

Habiba doesn't walk far to collect water. In the morning, she usually takes a shower and washes her face. She always washes her hands before meals. Now, she does not get sick. Habiba and her friends go to school every day, and they have a lot of fun!



Reading

Objective Students use a map, diagram and photo to better understand a text.

UN Sustainable Goal 6 Clean Water and Sanitation

Teaching Resources Track 3.11, a world map or globe, preselected print or online sources about organizations that build wells for people in need

Session 21

Lead into the Lesson (5 min.)

- Begin a class discussion. Say: *Imagine you want to drink a glass of water or take a shower. What do you do? Where does the water come from? Is it easy to get clean water?*

1 Label the pictures. (5 min.)

- Say the words in the word bank for students to repeat.
- Have them label the pictures individually. Encourage them to start with more familiar words before moving on to less familiar ones.

▶ 3.11 Listen and check. (5 min.)

- Play the track for students to check their answers. Clarify any words students mislabeled.
- Know Your Students:** Students may need help to understand the photos for *well* and *village*. For image 1, ask: *How do you get water from this well?* Demonstrate the motion. Explain that image 2 shows traditional huts in a village in Africa. Tell students that a village is smaller than a town and often far from a city.

Answers 1 well 2 village 3 bottle 4 river

2 Look at the title and pictures in the reading text. What is it about? (10 min.)

- Have students read the title. Ask: *Do you have a short walk to clean water? Why might someone not have a short walk to clean water?*
- Point to the map showing Zambia. Read the name. Then ask: *What continent is it on?* (Africa) Invite a volunteer to find Zambia on a world map or globe.
- Discuss what people are doing in the diagram (getting water) and the photo (washing their hands). Then invite volunteers to say what they think the text is about.

▶ Read the text to check. (15 min.)

- Read as a class. Have individual students take turns reading aloud a sentence or two at a time. Help with pronunciation as needed.

Wrap Up the Lesson (10 min.)

- Option 1:** Have pairs role-play an interview with Habiba. They can ask and answer questions about the well, what it helps Habiba do and how she feels about it.
- Option 2:** Do activity 1 on page 48 of the *Grammar and Skills Log*.

Session 22

Lead into the Lesson (5 min.)

- Have students look at the reading text, and prompt them to recall the ideas. Ask: *When people don't have clean water, what problems can happen? Why is Habiba's village different?*

Present the Skill (5 min.)

- Read the entry aloud. Have students point to the map, the diagram and the photo in the reading text.

3 Look at the map, diagram and photo. Answer the questions. (5 min.)

- Have students use only the visuals to answer. Tell them to write their answers in their notebooks.
- Invite volunteers to share their answers. Do not confirm any, but make any necessary corrections to grammar or clarifications about content.

▶ Read the text again and add more details to your answers. (15 min.)

- Have students underline relevant sentences as they reread the text. Then encourage them to add more details to their answers in their notebooks. For question 2, provide a sentence frame on the board to help students explain how the well works. Tell them to use the labels in the diagram:
A _____ powers a _____ that pulls water up from the ground. People turn on a _____ to get _____.
- Have students write their final answers in the blanks provided. Discuss and check answers as a class.
- Manage Your Class:** You can have pairs do a shared read of the text and work together to add more details. Alternatively, you can read the text as a class and list details on the board as you encounter them.
Answers 1 Habiba lives in Zambia, in Africa. 2 A solar panel powers a pump that pulls water up from the ground. People turn on a tap to get clean water. 3 They can take a shower, wash their face, wash their hands and stay healthy.

4 Discuss. How does the well help Habiba? Is the water clean where you live? (10 min.)

- Guide students to conclude that now, Habiba doesn't get sick and has more time for her friends and school.
- Explain that water is "clean," or safe to drink, when it is from deep underground, or has been filtered or treated to get rid of things that make people sick.

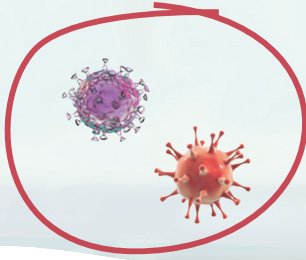
Wrap Up the Lesson (10 min.)

- Option 1:** Divide the class into groups to research preselected organizations that help build wells where people lack water. Write two or three questions on the board that each group can answer about their organization and talk about with the class.
- Option 2:** Do activities 2, 3 and 4 on page 48 of the *Grammar and Skills Log*.
Answers 2 1 enamel 2 dentin, pulp 3 root(s) 3 1 between 2 Move 3 water

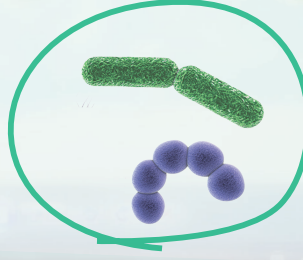
Listening

DOES ANYONE KNOW ABOUT... ?

VIRUSES



BACTERIA



1 3.12 Listen and choose what the talk is about.

- a help for a stomachache ☐
- b information about germs ☐
- c when you can see the nurse ☐

2 What does the nurse say about germs?

- 1 Germs are very **small** / **big**.
- 2 We **can** / **can't** see germs with our eyes.
- 3 Germs are **everywhere** / **only outside**.
- 4 Germs sometimes make us **sick** / **worried**.

➤ 3.12 Listen again and check.

3 3.13 Listen and complete with the adverbs of frequency.

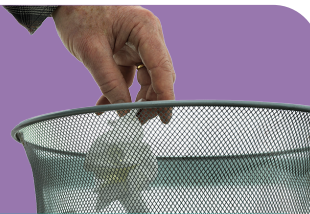
always every day never

1



We _____
eat with dirty hands.

2



We _____
throw tissues away.

3



We brush our teeth
_____.



Listening for Frequency

Listen for:

- the question *How often...?*
- adverbs of frequency:
always, usually, sometimes, never.
- phrases about frequency:
every day, every week.

➤ Discuss. How do the actions stop you from getting sick?

Listening

Objective Students practice listening for *How often* questions and frequency adverbs and phrases.

Teaching Resources Track 3.12 and transcript, Track 3.13 and transcript, a bottle of hand gel

Session 23

Lead into the Lesson (10 min.)

- Apply hand gel to your hands, and then pass around the bottle for students to do the same. Ask: *Why do we use hand gel? Do you know how it helps protect us from getting sick?*

1 3.12 Listen and choose what the talk is about. (10 min.)

- Have students preview the photo and the answer options. Ask: *Who do you think is speaking?* (the school nurse)
- Play the track as students listen and choose the topic.
Answer b

2 What does the nurse say about germs? (10 min.)

- Read the sentences with students. Challenge students to remember what the nurse says about germs and choose the answers.
- **Know Your Students:** Some students may not think hygiene habits are important. Emphasize that they help keep us from spreading sickness, like a cold, to people around us.
- Some students may become overly concerned about germs after listening to the tracks. Point out that good hygiene habits help protect us from germs.

▶ 3.12 Listen again and check. (10 min.)

- Play the track for students to check. Then discuss the answers as a class.
- Have students look at the photo and point as you read the nurse's descriptions of viruses and bacteria from the audio transcript.

Answers 1 small 2 can't 3 everywhere 4 sick

Wrap Up the Lesson (10 min.)

- **Option 1:** Remind students that the school nurse says, "There are lots of things we can do to stop the germs so we don't get sick." Then play Board Race (see page xvi) with the hygiene habits. Have students mark a star by any of the habits they think help stop germs so people don't get sick.
- **Option 2:** Do activities 1 and 2 on page 49 of the *Grammar and Skills Log*.
Answers 1 b 2 1 every winter 2 always 3 share food or drinks with a sick person

Session 24

Lead into the Lesson (10 min.)

- Review *How often* questions and invite volunteers to list adverbs of frequency. Then ask questions, such as: *How often do you get sick? How often do you wash your hands? How often do you use hand gel? How often do you drink water?* Make sure students answer in complete sentences with a frequency adverb.

Present the Skill (10 min.)

- Read the entry aloud. Then have students look back at Brad's hygiene log on page 55. Use it to introduce frequency phrases like *five times a week*, *twice a week* and *every day*.

3 3.13 Listen and complete with the adverbs of frequency. (10 min.)

- Have students read the three sentences about hygiene habits. Then instruct students to listen for how often you should do each hygiene habit to help stop germs from making you sick.
- Play the track and pause after the information about each hygiene habit to give students time to write their answers. Check answers as a class.

Answers 1 never 2 always 3 every day

▶ Discuss. How do the actions stop you from getting sick? (10 min.)

- Lead a class discussion and read sentences from the audio transcript as needed. Ask questions that prompt students to conclude that stopping germs stops us from getting sick.
- **Manage Your Class:** You can have small groups discuss specific questions, such as: *Why do we wash our hands before lunch?* You can also provide sentence frames for pairs to complete, for example: *Germs stick to our _____, so we wash them with _____ and _____. Then germs don't get on our _____. For more support, you can write a word bank on the board.*

Wrap Up the Lesson (10 min.)

- **Option 1:** Have students recall the story "The Cold" on page 49. If necessary, reread the story or have students skim it. Have students explain why Gerald's family gets sick using what they have learned about germs in this lesson.
- **Option 2:** Do activity 3 on page 49 of the *Grammar and Skills Log*.
Answers 1 usually, rest, drink water 2 take medicine 3 doctor, bacteria 4 always, doctor

Students are now ready to do EPA 3.7.

Oracy

Objectives Students watch a discussion between Anna, Hugo, Lucy and Tom about how to stay well. Students practice staying on topic in a discussion.

Teaching Resources Video 3.2, a soft ball, strips of paper with discussion topics in a small bag

Session 25

Lead into the Lesson (5 min.)

- Play Hot Potato (see page xvii) with advice about hygiene habits and health problems. Hold a ball and say: *You should always sneeze into a tissue.* Pass the ball to a student to continue.

1 3.2 Watch the video and choose Anna's problem. (10 min.)

- Have students preview the options.
- Play the video for students to choose.

Answer c

2 3.2 Watch the video again and match. Who says it? (10 min.)

- Invite volunteers to read aloud the numbered quotes.
- Play the video for students to match.

Answers 1 Hugo 2 Tom 3 Lucy

Present the Skill (10 min.)

- Read the entry aloud. Explain that a discussion is about one topic, so talking about other topics can distract or confuse listeners.
- Write a topic on the board: *Hygiene Habits at Lunch.* Say three sentences and have students choose the one that's off topic: *I wash my hands before lunch. I wipe my mouth after lunch. I always bring a sandwich for lunch.* Discuss why the last sentence is not on topic.
- **Know Your Students:** Some students may get off topic because they start chatting with their friends and don't keep up with the conversation. Remind them to focus on the discussion.
- Some students may forget to think before they speak. Encourage them to ask themselves: *What do I want to say? Is it about the topic?*

3 Who stays on topic? (5 min.)

- Poll the class about each of Anna's friends. Invite volunteers to explain their answers.

Answers a, c

Wrap Up the Lesson (10 min.)

- **Option 1:** Play a game as a class. One student pulls a discussion topic from a bag, reads it aloud and then says three sentences: two on topic and one off topic. The other students give a thumbs-up if the sentence is on topic and a thumbs-down if it's off topic.
- **Option 2:** Do activities 1, 2 and 3 on page 50 of the *Grammar and Skills Log*.
Answers 1 1 Funland 2 They're sick, coughing and sneezing. 2 1 a 2 a 3 not biting your nails to stay well, her mom painting her nails

Session 26

Lead into the Lesson (10 min.)

- Write a discussion topic on the board, such as: *Hygiene Habits in the Morning.* Go around the classroom and have students each say a sentence about the topic. If students can't think of one, they should say a sentence off topic. Instruct the class to listen and say "Stop!" after a sentence that's off topic.
- Discuss how an off-topic sentence can stop the discussion.

3.2 Take the Lesson Further (10 min.)

- Invite volunteers to share what they recall of the discussion in the video.
- Play the video again. Ask: *When Lucy is off topic, how does it make the others feel?* (confused) *How do they get back on topic?* (Hugo reminds Lucy of the topic.)

4 Read and color the ideas that are on topic. (10 min.)

- Write the topic of the discussion in the video on the board: *How Anna Can Stay Well and Not Get Sick.* Have students read each idea and decide if it is on topic.
- Have students justify their choices. Ask: *Does it help you stay well and not get sick?*
- **Manage Your Class:** You can have pairs do the activity and then compare their answers with another pair. Alternatively, you can have students work in small groups. One student reads the idea and the group votes on whether it is on topic. Then they discuss why.

Answers a, d, e

Global Skills (10 min.)

- Have small groups brainstorm more things Anna can do to stay well.
- Monitor discussions to be sure students stay on topic, and help them with ideas if needed. In addition to ways to avoid germs, they can also suggest ways to keep the body strong and healthy to fight off sickness, such as getting enough sleep, drinking plenty of water, and eating plenty of fruits and vegetables.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Word Association (see page xvii). Have students say words or phrases related to topics such as hygiene habits in the morning, reasons to stay home sick or how to feel better if you have a cold.
- **Option 2:** Do activities 4 and 5 on page 50 of the *Grammar and Skills Log*.

Students are now ready to do EPA 3.8.

1 3.2 Watch the video and choose Anna's problem.

a She is sick. ☐

b She can't go to Funland. ☐

c She wants to stay well. ☐



Anna

2 3.2 Watch the video again and match. Who says it?



Tom



Hugo



Lucy

1 You shouldn't bite your nails.

2 You should wash your hands before you eat.

3 I never bite my nails. I always cut them.

3 Who stays on topic?

a Hugo ☐

b Lucy ☐

c Tom ☐

4 Read and color the ideas that are on topic.

a use hand gel

e don't touch people who are sick

b take medicine

f take your temperature

c comb your hair

d don't touch used tissues

g go to the doctor



Staying on Topic

The topic is what you are talking about. Think about your ideas before you speak. Is your idea about the topic? If not, don't say it.



Work in groups. Discuss more ideas to help Anna stay well.

Social-Emotional Learning

1  **3.14** Listen to the conversation about values.
Choose *T* (true) or *F* (false).

- 1 Values help us decide
how to react to a situation. **T / F**
- 2 Helping someone is
showing kindness. **T / F**
- 3 Telling the truth is being honest. **T / F**
- 4 When Diego is honest,
the teacher gets angry. **T / F**



Using Your Values

Your values tell you how to act and make decisions.
They are things that are important to you.
Some values are gratefulness, honesty, kindness and responsibility.
When I ..., I am being grateful/honest/kind/responsible.

2 Read the situations and write the values.

gratefulness honesty responsibility

- 1 You really want to play in the soccer game today, but you feel sick.
You tell your mom. _____
- 2 You fall off your bike. Your friend helps you up. You smile and say,
“Thank you!” _____
- 3 You forget to wash the dishes after
lunch. You tell your dad and say,
“I’m sorry!” _____

3 Discuss. How do you show kindness?

When I make a get-well card for my sick friend, I am being kind.



What values are most important in your family? What values are most important in your country?

Social-Emotional Learning

Objective Students learn about values and applying them in everyday situations.

Teaching Resources Track 3.14, a dictionary, four large cards or signs, sticky notes

Session 27

Lead into the Lesson (10 min.)

- Write on the board: **gratefulness, honesty, kindness, responsibility**. Underline the base word in each (*grateful, honest, kind, responsible*). Ask: **What does it mean to be grateful?** Have students look up the word in a dictionary and then provide a simple definition (for example, *You say thank you*).
- Do the same for the other base words.

1 3.14 Listen to the conversation about values. Choose **T** (true) or **F** (false). (15 min.)

- Play the track as students listen to find out what values are. Then have them read and answer question 1.
- Have students read the other questions. Then play the track again for them to listen and answer.
- Discuss the answers as a class. For question 4, guide students to reword the false statement so it is true (for example, *When Diego is honest, the teacher doesn't get angry. She appreciates his honesty*).

Answers 1 T 2 T 3 T 4 F

Present the Skill (10 min.)

- Read aloud the entry as students follow.
- Explain that we show which values are important to us by the way we act or behave in different situations.
- Model completing the example sentence. Say: **When I throw away my used tissues, I'm being responsible.** Then have students look at the picture and complete the example sentence (When I tie my brother's shoes, I'm being kind).

Take the Lesson Further (5 min.)

- Point out that it's not always easy to "do the right thing" and act according to your values.
- Have students recall what they heard Diego say in activity 1 (he didn't do his homework). Ask: **Do you think Diego should tell the teacher the truth even if it makes her upset?** (yes) **Why?** (because it's important to be honest)

Wrap Up the Lesson (10 min.)

- Have the whole class or small groups brainstorm a list of ways they can show responsibility with hygiene habits that avoid spreading germs.

Session 28

Lead into the Lesson (10 min.)

- Play Action Stations (see page xvi) with the values of gratefulness, honesty, kindness and responsibility. Give simple definitions or describe situations, and have students move to the appropriate value. When you're finished, display the cards/signs on the board.

2 Read the situations and write the values. (10 min.)

- Remind students that we show our values by the way we act or behave in different situations.
- Read the first situation aloud and discuss it as a class. Ask: **If you tell your mom you're sick, can you play in the soccer game?** (no) **Should you tell her the truth anyway?** (yes) **Why?** **What value is important to you?** (honesty)
- Have students complete the rest of the activity individually or in pairs. Then discuss answers as a class.

Answers 1 honesty 2 gratefulness 3 responsibility

3 Discuss. How do you show kindness? (10 min.)

- Read the example sentence. Then prompt students to give examples of things they have done or could do in their own lives. Encourage them to say how it made or would make the other person feel.
- Manage Your Class:** You can have students brainstorm in small groups and then make a list on the board as a class.
- Another option is to have class "Kindness Awards." Encourage students to nominate a classmate and say how he or she has shown kindness.

Global Skills (10 min.)

- Write a word bank of values on the board, such as: **courage, cooperation, gratefulness, hard work, honesty, independence, kindness, respect, responsibility, sharing**. Explain any unfamiliar words to the class.
- Have small groups talk about their families' values.
- Poll the class and mark the most common values on the board. Ask: **Do you think these are the most important values in our country? What about in other cultures or countries?** Leave the values on the board.
- Know Your Students:** Make sure students understand that there are no wrong answers to this activity. Explain that most people share similar values, but families and cultures can differ in which values they think are the most important. For example, some cultures value cooperation and sharing, while others value independence and individual hard work.

Wrap Up the Lesson (10 min.)

- Give each student a sticky note and the name of a classmate. Have students write the value they think that classmate most exemplifies on the sticky note. Remind them of the list of values on the board. Then have students present the sticky note and explain to the class why they chose that value for their classmate.

Reflection

Objective Students review the content of the unit and reflect on their learning.

Teaching Resources A small bell or soft item, sheets of plain paper (four per group)

Session 29

Lead into the Lesson (10 min.)

- Play Board Race (see page xvi) with health problems and hygiene habits.

1 Read and choose the boxes for you. (10 min.)

- Go over the chart with students. Review any skills that students are unsure about.
- Have students complete the chart individually. Remind them that self-assessment is a tool to help them think about what they know well and where they can improve. Encourage them to rate their skills honestly.
- Invite volunteers to give advice on how their classmates could improve any skills they rated OK. Ask: *How can you practice (showing sympathy)?*

2 Talk about this unit. (15 min.)

- Have students do the four mini-challenges in pairs. If students can't think of all the information or are unsure about how to phrase their answers, encourage them to look back through the unit for help.
- Invite volunteers to share their answers. Then ask: *Does anyone have a different answer?* Fill in gaps when necessary so that all possible answers are given.
- **Manage Your Class:** You can do this activity as a competition. Have two teams of four come to the front. Read each prompt and have them ring a bell or grab a soft item first to answer. If the first team's answer is incorrect or incomplete, the other team gets a chance to win a point.

Wrap Up the Lesson (15 min.)

- **Option 1:** Have small groups draw a four-panel comic strip, with each panel on a separate piece of paper, about someone who gets sick. Have groups exchange comics and tell each other's stories in order using *first*, *next*, *after that* and *last*.
- **Know Your Students:** Some students may use sequence words correctly but need sentence frames to help them tell the story. A few students may need to review the sequence words before they begin.
- **Option 2:** Do activity 1 on page 51 of the *Grammar and Skills Log*.

Answers 1 1 throat 2 hurts 3 cough 4 fever 5 earache 6 shower 7 sometimes 8 wash 9 usually 10 never 11 gel • (G)e(t) (we)l(l) (s)oo(n!)

Session 30

Lead into the Lesson (15 min.)

- Flip through the unit page by page with students.
- Say a true or false statement about the skill on the page and ask students to give a thumbs-up if they agree or a thumbs-down if they disagree or aren't sure. For example, on page 47, say: *I can use should and shouldn't to give advice.*
- Review skills based on students' answers.

3 Discuss the questions. (15 min.)

- Have small groups discuss the questions. Give each group four pieces of paper to take notes.
- Allow groups time to discuss and write. Then collect groups' notes for each question and display them together.
- Discuss the notes as a class, noting similarities and differences. If students forgot any major points from the unit, prompt them with questions.
- Leave the notes displayed for the next activity.

4 Answer the big question. (10 min.)

- Point out that students can now fully answer the question "Why do we get sick?" Ask: *What makes us sick? How do germs get into our bodies? What health problems do germs cause? How can we get better? How do hygiene habits prevent us from getting sick?*

Wrap Up the Lesson (10 min.)

- **Option 1:** Have students write themselves a short letter giving at least two pieces of advice to help them stay well and have good hygiene habits. Encourage them to keep a health log next week to see how often they follow their health and hygiene advice.
- **Option 2:** Do activities 2 and 3 on page 51 of the *Grammar and Skills Log*.

Answers 2 1 should 2 shouldn't 3 should

 **Students are now ready to do the Unit Test.**

1 Read and choose the boxes for you.

	Great!	Good	OK
I listen to problems and show sympathy.			
I think about my ideas before I speak, and I stay on topic.			
I can sequence events.			

2 Talk about this unit.

1 Say two health problems. What actions should you do? What actions shouldn't you do?

3 Ask and answer. How often do you get sick? Use an adverb of frequency.

2 Say four hygiene habits.

4 Name an action that stops germs from spreading.

3 Discuss the questions.

- 1 What health problems can we have?
- 2 What should we do when we are sick?
- 3 What hygiene habits can we do to stay well?
- 4 How can we stop germs from making us sick?

4 Answer the big question.

Why do we get sick?

