

3

How does our body work?

Listening

- I can extract key details from extended monologs.
- I can understand the main information from dialogs.

Reading

- I can distinguish between fact and opinion.
- I can make inferences about characters' motives and feelings.

Speaking

- I can talk about matters of personal interest.

Writing

- I can illustrate a statement by giving examples.



1 Look at the picture and discuss.
Which parts of the body begin with
these letters?

L S H

2 Think of an activity you like. Which
parts of the body do you use most
to do it?

3 Look at the video still and
predict. Read and circle.




A reason athletes train at altitude is because
it's **harder** / **easier**.

4 Watch the video and check
your answer from Activity 3.
Then watch again and complete the sentences.

- 1 A gas analyzer measures how much
..... is going into the body and how
much is going out.
- 2 The body starts to produce more
..... when it senses
a drop in oxygen.
- 3 Oxygen is used as by the muscles.
- 4 An anti-gravity treadmill creates an upward force
that allows to be
reduced.


Pre-reading 1

1  Can you feel changes in your body when you laugh, sneeze, or hiccup? What feels different? Discuss with a friend.



Reading strategy


Use certain phrases to help you figure out what is fact and what is opinion.

2  Read and write **Fact** or **Opinion**.

Many people believe that laughter is contagious – that when one person laughs, others start laughing, too. But what actually happens to our bodies when we laugh?

Look at your friends when they're laughing and you'll immediately see that their faces change. That's because 15 of the muscles in our face contract. In other words, those muscles move and become temporarily shorter. The shape of our face changes when we laugh.

- 1** Laughter is contagious.
- 2** 15 muscles in our faces move when we laugh.
- 3** Our faces change when we laugh.

3  Read *Do Our Brains Ever Rest?*. Circle two facts and two opinions.

Reading 1

DO OUR BRAINS EVER REST?



Giraffes hardly ever sleep, and they don't do it lying down. Dolphins only close one eye and shut down one hemisphere of their brains at a time. They're literally half asleep. Elephants are so large and heavy that they hardly ever sleep lying down – they have to sleep standing up so that they don't crush their **internal organs** with their own weight. And some birds, like swifts, seem to stay awake for six months while they fly from Europe to Africa – they don't appear to have any rest at all. But human beings need sleep and we need a lot of it. Most of us sleep for about eight hours every night and we almost always do this while lying down. So why do we need so much rest and what happens to our brains and bodies when we sleep?

Sleep researchers believe that we are processing the information that we get during the day, filtering out what isn't important and keeping what is important. In this way, the important things go into our memories. You can try this for yourself. If you want to learn something by heart, go over it in your mind just before you go to sleep.



Is it easier for you to remember it the next morning? Our brains stay alert at night, especially during the periods when we dream. Our heart and **pulse** rates slow down and so does our breathing. We take fewer breaths per minute when we are asleep. Our internal organs also have a rest.

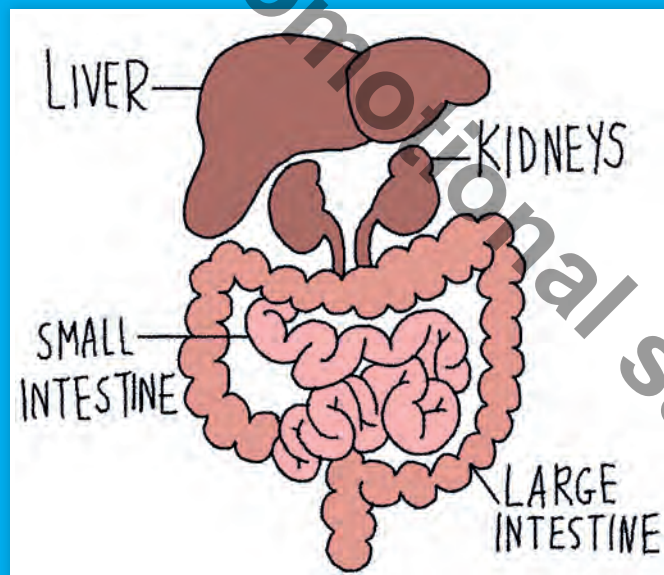


There are different stages of sleep and one of them is called REM. That means Rapid Eye Movement. During REM sleep we dream and at this stage we cannot move any of our muscles apart from the ones which control our eyes. Our brain sends a message to the spinal cord in our **spine** to stop all movement and our muscles become **paralyzed**. Of course, it's only temporary.

We grow in our sleep. Children grow in size but adults grow, too. They don't grow taller, but growth **hormones** help the **cells** in our muscles, bones, and tissues to grow. This means that sleep helps injuries to heal. If you cut yourself or graze your knee, much of the healing of the wound is done when you're asleep. That's one reason why hospitals are full of beds – rest and sleep are as important to our health as good food and exercise.

Our **appetite** decreases when we're asleep and we don't usually feel hungry. If you have too little sleep, you often want to eat more and you sometimes want foods which aren't good for you, like sugary cake or fried food. Sleep researchers think this is because our hunger hormones become confused when we don't get enough sleep. So a good night's sleep helps us stay at a healthy weight.

We sometimes walk in our sleep. Scientists aren't completely sure why some people sleepwalk, but they know that it usually happens during the very deep sleep stage. When we are in a deep sleep, we don't dream and our **brain waves** vary from extremely slow to pretty fast. Brain waves come from neurons in our brains all communicating with each other. So it seems that sometimes they tell us to get up and out of bed!



When we are awake, our **intestines**, **liver**, and **kidneys** are very busy digesting food and detoxifying our bodies. But when we sleep, they calm down, too. Our kidneys process urine so when our kidneys rest, we need to go to the toilet less. There's also less adrenaline in our **veins** because we don't need to be ready for action when we sleep. Because our heartbeat is slower, our blood pressure also goes down.

Our normal body temperature is around 98°F (37°C). When we sleep, our temperature goes down a couple of degrees. That's why we need quilts or blankets to keep us warm, but it's also why a cool room helps us to sleep better than a hot room. When we are awake, we shiver, but we don't do that when we sleep.

4



Do you always sleep well? What do you think helps you sleep well?



Comprehension 1

1 Read. Circle the words that help you know that something is fact and underline those that indicate opinion.

- 1 seem to stay awake
- 2 they don't appear to have any rest
- 3 there's less adrenaline
- 4 we take fewer breaths
- 5 researchers believe that we're


2 Read *Do Our Brains Ever Rest?* again. Then circle T (true) or F (false).


- 1 Animals and humans need the same amount of sleep. T F
- 2 There are different stages of sleep. T F
- 3 We dream all night. T F
- 4 For part of the night we can't move our bodies. T F
- 5 We usually feel hungry at night. T F

3 Complete the sentences using one or two words from the text.


- When we sleep ...
- 1 our brains stay alert / send messages
 - 2 our kidneys
 - 3 our livers
 - 4 our intestines
 - 5 our temperature
 - 6 our hearts
 - 7 our breathing
 - 8 our blood pressure
 - 9 our appetite
 - 10 our muscles

Listening 1

4  How do you think the brain communicates messages?

**Listening strategy**

When you hear unusual words, try to understand their general meaning and figure out if they're nouns, verbs, or adjectives.

5  Listen to Dr. Katy Wilson. Complete with the words from the box.

behavior

coordination

language

reading

blood pressure

heartbeat

memory



speech

movement

vision



- Temporal lobe
- Frontal lobe
- Parietal lobe
- Occipital lobe
- Cerebellum
- Brain stem

6  Which main functions do you need to do these things? Discuss with a friend. 

- 1 play tennis
- 2 learn English
- 3 do a math test
- 4 take a picture

Vocabulary 1

1 Find these words in *Do Our Brains Ever Rest?*. Which words refer to various body parts? Circle. Which word describes something that can happen to the body? Underline.

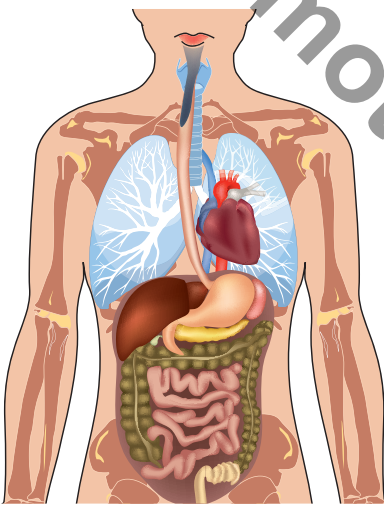
appetite brain waves cells hormones internal organs intestines
kidneys liver paralyzed pulse spine veins

2



Listen and circle.

1-17



1 spine / liver

2 pulse / intestines

3 kidneys / vein

4 hormone / pulse

5 vein / liver

6 appetite / paralyzed

7 internal organs /
appetite

8 brain waves / liver

9 hormones / spine

10 internal organs /
kidneys

11 intestine / brain
waves

12 cells / pulse

3 Read and complete. Use words from Activity 1.


1 His internal organs, like his _____, _____, and _____ are resting.

2 He's hungry. His _____ is strong.

3 His brain is active. _____ are helping him walk and eat.

4 His heart is beating pretty slowly and his _____ is slow.

5 For a short while he won't be able to move. He will be temporarily _____.

4  Work with a friend. Use words from Activity 1 to write three questions and answers about how our body works. Then ask the class.

What carries blood around our body?

Veins.



Grammar 1

1  3-2



Watch Part 1 of the story video. Then read and complete.



If you eat lots of _____,
you'll get _____.

2  3-2



Watch Part 1 of the story video again and answer.

1 Who did the burger wrappers belong to? _____

2 What does Jade want Emily to stop doing? _____

3 Read the grammar box and check (✓). Then choose and complete.

Grammar

First conditional

We use First Conditional when:

There's a real possibility
something will happen. ☐

There's a slight possibility
something will happen. ☐

play get will

If you _____ a lot of sports,
you _____ fit.

Zero conditional

We use Zero Conditional when:

Something is always true. ☐

Something might be true. ☐

sleep slow down

When we _____, our
hearts _____.

4 Read *Do Our Brains Ever Rest?* again and complete.

1 If you _____ something by heart,
_____ it in your mind just before you go to sleep.

2 _____ we're in a deep sleep, we _____ dream.

3 If you _____ too little sleep, _____ want to eat more.

5 Read and complete. Use the words from the box. Then match.

bounce hits plays runs see




- 1** My friend is blind and he can't
When he plays soccer, he
- 2** My friend is in a wheelchair. If she tennis,
.....
- 3** My friend has a prosthetic leg.
When she, she
- a** the ball can twice before she it.
- b** plays with a ball that makes a noise.
- c** uses a special running leg with a long foot.

6 Complete the sentences with your own ideas.

- 1** If you don't play any sports,
.....
- 2** If you don't sleep enough,
.....
- 3** When you play a lot of sports,
.....
- 4** When you go to bed early,
.....

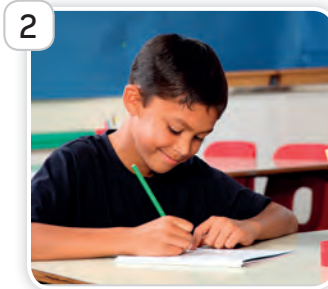
Speaking 1

7  Ask and answer with a friend. Say what you will and won't do.



If it snows this winter, ...

If it snows this winter, I'll make a snowman. I won't go to school.



If I see my best friend tomorrow, ...



If I go shopping this weekend, ...

If I do well in my next test, I'll go out for pizza. I won't study on the weekend.



If I do well in my next test, ...

Pre-reading 2

1 Have you ever needed first aid? Why? Who helped you? Discuss with a friend.



Reading strategy

Notice the words and sentences that indicate a change of mood in a text.

2 Read. What do you think might have gone wrong on the trip?

WB

White Bay School

10th April

Dear Parents,

Firstly, we would like to apologise for returning pupils to school late yesterday. The school trip to Blue Lake went quite well, but there were a few unfortunate incidents which we would like to apologise for. As you know, the schedule was:

- to leave school at 9.00 am.
- to have a boat trip around Blue Lake.
- to have a picnic lunch by the shore.
- to explore White Cave.
- to return to school by 6.00 pm.

APRIL NEWSLETTER

3 Read *First Aid Day*. Was the day a success? Mark the text where you notice a change in mood.

Reading 2

First Aid Day



Golden Coast School

NEWSLETTER

1st May

Dear Parents,

We would like to inform you that on Saturday 6th May we will be holding a special First Aid Day at the school. All pupils from Years 5 and 6 are invited to attend this event. This will be a very informative and fun day for the pupils. Instructors from the local hospital will give sessions on these topics:

- why first aid is necessary and when to get medical help
- how to check if a casualty is **unconscious** or not
- how to put a casualty into the **recovery position**
- what to do if you have minor **bleeding**. This will cover nosebleeds, grazes and small cuts.
- how to treat an insect sting
- how to help someone with heat exhaustion

All pupils who complete the course will get a First Aid certificate.



8th May

Dear Parents,

As many of you are aware, we held a special day at the school over the weekend. We would like to apologise for what some parents are calling "the absolute chaos" at the First Aid event on Saturday. We're extremely sorry that the whole class ended up at the local hospital. (Happily, all pupils have now fully recovered apart from Amanda, who is still on **crutches** for a sprained ankle.) A full report of the incidents follows:

Golden Coast Hospital

Report on First Aid Training Day at Golden Coast School

The day started badly as it was extremely hot and the air conditioning system at the school was, unfortunately, broken. We opened all the windows, but the pupils still felt very hot. We realised this was a good opportunity to show how to avoid **muscle cramps**: with plenty of cool water and rest. However, several children also had the **hiccups**. We think this is because they became overexcited. We gave them water to sip too. Jenny Madley wanted to lie in the recovery position, but we explained that this was not necessary for hiccups. Then Billy Button got an insect sting. He was stung by a wasp – it came in through the open windows. Luckily, he's not **allergic** to wasp stings. His arm was painful, though, and we put some ointment on it. However, the wasp sting made the other pupils very nervous and they started to run around the classroom, screaming.

Amanda Blake fell over a chair and sprained her ankle. Once again, we tried to turn this into a learning experience. We showed how, if you had a **sprain**, you should rest the ankle and try to reduce **swelling** by putting a bag of ice on the foot. Then Kooky Walters started to **vomit**. This was most unfortunate and also made an awful mess. We attended to Kooky but then Harry Codling banged his head on a table. Luckily, he didn't lose consciousness, but he got a **nosebleed**.

As one of our main lessons is when to ask for medical help, we decided to take the whole class to the **emergency department** at the hospital. None of them had serious injuries (again, apart from Amanda). However, we realised that all the pupils were suffering from shock (in a mild form). Nurses checked their pulses and took their temperatures and, after they had all rested, they were able to leave hospital and return home.

Although none of the pupils actually completed the First Aid course, we feel they got a lot of useful, practical experience and therefore we have awarded them all First Aid certificates.

We wish Amanda a speedy recovery.



Comprehension 2

1 Circle the parts of the text that indicate that something went wrong.

- 1 We held a special day at the school ...
- 2 We would like to apologise ...
- 3 We're extremely sorry that ...
- 4 The day started badly ...
- 5 We opened all the windows ...


2 Read *First Aid Day* again and circle.

- 1 The First Aid Day was at the local **school / hospital**.
- 2 The event was held **over the weekend / in the evening**.
- 3 The wasp stung **one child / a lot of children**.
- 4 Several students **broke their ankles / became ill or injured**.
- 5 All of the students **completed the course / got certificates**.

3 Read the sentences. Then check (✓) what should have happened.

- 1 The students had lessons in first aid. ☐
- 2 They got First Aid certificates. ☐
- 3 They went to the emergency room of the hospital. ☐
- 4 They got the hiccups. ☐
- 5 They learned how to help someone with heat exhaustion. ☐
- 6 The day was chaotic. ☐
- 7 They learned how to put someone in the recovery position. ☐
- 8 The day was a success. ☐

Listening 2

4  When should you call the emergency services? What information should you give them? When is it not a good idea to call them? Discuss with a friend.



Listening strategy

When writing down important details, don't guess. Listen again and check.

5



1-19

Listen. Does Sasha know the injured person?

6



1-20

Listen again and complete the form. Circle and write.

Emergency service required	Fire / Police / Ambulance
Name of caller
Age of caller
Location
Injured person	Man / Woman / Boy / Girl / Don't know
Name of injured person / Don't know
Age of injured person / Don't know
Condition of injured person	Conscious / Unconscious
	Bleeding / Not bleeding
	Swelling / No swelling

Vocabulary 2

1 Find these words in *First Aid Day*. Then circle the words that describe conditions of the human body.


allergic bleeding crutches emergency room hiccups
muscle cramps nosebleed recovery position sprain
swelling unconscious vomit

2 Read and complete. Use words from Activity 1.

- 1** Some people are allergic to peanuts. This can cause around their face.
- 2** If someone is, they look asleep. Put them in the
- 3** When there's from your nose, you have a
- 4** If you your ankle, you can't walk easily. You might need
- 5** If you become very hot and have no water, you might get in your muscles.
- 6** make a funny noise, but they aren't dangerous.
- 7** The at a hospital is for people who have had accidents.

3 Look at Activity 2 and complete the medical forms.


a



Condition: unconscious

First aid:


b



Condition:

First aid:

c



Condition:

First aid:

4 Work with a friend. Role-play a nurse and a doctor in the emergency room. Talk about the patients.

What's wrong with this patient?

It isn't serious. He has a nosebleed. He needs to lean forward and breathe through his mouth.

I'll put an icepack on his forehead.

Grammar 2

1   Watch Part 2 of the story video. Then choose and complete.



better burgers exercise feel

Emily, if you ate fewer _____, you would feel _____. If you did more _____, you would _____ happier.

2   Watch Part 2 of the story video again and circle.

- 1 Jade and her friends want to **stop people eating all fast food** / **remind people to eat healthy food**.
- 2 Emily's friends are worried about her because **her hair is pink** / **she eats too much fast food**.
- 3 Emily **is** / **isn't** interested in their advice.

3 Read the grammar box. Complete and circle.

Grammar

Second conditional

if would

1 _____ we **eat** / **ate** more salads, we _____ feel healthier.

2 _____ I were you, I _____ **learn** / **learned** some first aid.

3 _____ you **had** / **have** wings, where _____ you fly?

4 What _____ you do _____ you **see** / **saw** an accident?

4 Read and check (✓) or cross (x).

- 1 We use the second conditional ...
 - to talk about things which might happen in the future. ☐
 - to talk about things which will definitely happen in the future. ☐
 - to give advice. ☐
- 2 Which sentences are in the second conditional?
 - If I see an accident, I'll know who to call. ☐
 - If you saw an accident, what would you do? ☐
 - If I were you, I would eat fewer burgers. ☐

5 Write the names of your favorite famous people. Then write what you would do or say if you met them.

Singer		Actor	
Author		Sportsperson	

If I met Neymar, I would ask him what he eats before a match.



6 What would you do? Complete with your own ideas.

- 1 If I could fly,
- 2 If I lived in a castle,
- 3 If I had a pet elephant,
- 4 If I had magical powers,
- 5 If I could travel to the future,

Speaking 2

7 Think of situations you need advice on. Make notes.

I want to improve my English.

I want to be fitter and healthier.

I want to play soccer better.

Speaking strategy

Look at the person you're talking to.

8 Now exchange advice with a friend.

I want to play soccer better.

If I were you, I'd train more.

Writing

1 Read and answer. How would Owen control his superpower?

**IF I HAD A
SUPERPOWER,
I WOULD FLY!**



If I had a superpower, it would be to fly. I wouldn't have wings. I would control my flight with my brain. I would think of flying, put my arms by my sides, take a deep breath, and fly into the air. I would be able to fly fast or slow. If I thought, "I want to go fast," I would go fast. My brain would send messages to my body.

I would use my superpower in different ways. I would help people in emergencies and accidents. I would get to them faster than an ambulance and do first aid! I would always fly to school so that I didn't have to wait for the school bus every day. And if a class was boring, I would fly out of the classroom window and then fly back again quickly at the end of the class.

2 Look at Activity 1. Complete the sentences. Remember to use the correct punctuation.

- 1 If he he
wouldn't use wings.
- 2 If he he
would be able to fly fast or slow.
- 3 If he he
would help people.
- 4 If he he
wouldn't have to wait for the bus.



Writing strategy

Punctuation helps others to understand your writing more easily. Use commas in conditional sentences to make your writing easier to understand.

3



Find a picture of which superpowers you would like to have. Then go to the Workbook to do the writing activity.

Now I Know

1



How does our body work? Look back through Unit 3. Remember what you learned and choose a part of the body to write about.



2

Choose a project.



Teach a first aid technique.

- 1 Research one first aid technique.
- 2 Write a short description of what to do.
- 3 Make a list of useful items for a first aid kit.
- 4 Teach the class the technique.



Make a human body poster.

- 1 Draw an outline of a body.
- 2 Draw or stick pictures of the main internal organs.
- 3 Label the poster.
- 4 Write short explanatory sentences about the different parts.

or

Self-assessment

Check (✓) or cross (x).



I can't do this yet.



I can do this.



I liked doing this.

I can extract key details from extended monologs.

☐

I can understand the main information from dialogs.

☐

I can distinguish between fact and opinion.

☐

I can make inferences about characters' motives and feelings.

☐

I can talk about matters of personal interest.

☐

I can illustrate a statement by giving examples.

☐