

3

How does our body work?

SKILLS

- Listening:** Can extract the key details from extended informational monologs.
Can understand the main information from dialogs on unfamiliar topics.
- Reading:** Can distinguish between fact and opinion in a simple text.
Can make simple inferences about characters' motives and feelings in straightforward narrative texts.
- Speaking:** Can talk about matters of personal information and interest in some detail.
- Writing:** Can illustrate a general statement by giving specific examples.

GRAMMAR

- Grammar 1:** Can describe possible future outcomes of a present action or situation using the First Conditional.
- Grammar 2:** Can describe hypothetical results of a current action or situation using the Second Conditional.

VOCABULARY

- Key vocabulary 1:** appetite, brain waves, cells, hormones, internal organs, intestines, kidneys, liver, paralyzed, pulse, spine, veins
- Key vocabulary 2:** allergic, bleeding, crutches, emergency room, hiccups, muscle cramps, nosebleed, recovery position, sprain, swelling, unconscious, vomit

- Video vocabulary:** chamber, facilities, innovate, oxygen, physiologist, precisely, research (v)
- Reading 1 vocabulary:** adrenaline, blood pressure, detoxify, digest, heartbeat, neurons, shiver, tissues, wound, blast, contract, endorphines, release (v)
- Reading 2 vocabulary:** air conditioning, lose consciousness, ointment, overexcited, wasp, ravenous, swell
- Passive vocabulary:** graze, sip
- Revised vocabulary:** ankle, blood, bone, brain, health, heart, muscle
- Academic vocabulary:** filtering, literally
- Expressions:** We would like to apologize ...
We are extremely sorry that ...

PROJECTS

- Teach a first aid technique
Make a human body poster

VIDEOS

- Technobabble: Sports Performance Centre (3-1)
School Rules: A Healthy Eating Day? Parts 1-2 (3-2, 3-3)

VALUE

- Find the positive in difficult situations

Unit opener

OBJECTIVES

- Listening:** Can understand the main points in extended talks on topics of general interest.
- Speaking:** Can talk about matters of personal information and interest in some detail.
- Vocabulary:** Video vocabulary

MATERIALS

- SB pp. 36-37
WB p. 32
WB key p. 260
Video 3-1
Video script p. 290
Pearson English Platform

Big Question

- Read the Big Question *How does our body work?* aloud. Ask students to think of answers.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about improving athletes' performance.

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.

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- 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.

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

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SB Act. 1 p. 37

COMMUNICATION

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

- Ask students to consider the inside and outside of the body. (**Suggested answers:** lip, leg, liver, lung, skin, spine, stomach, skull, hair, head, hand, heart)

SB Act. 2 p. 37

CRITICAL THINKING

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

WB Act. 1 p. 32

What changes occur in our body over 24 hours? What would you like to learn about how the body works?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 32

CRITICAL THINKING

Circle the words related to the body and write two more. What else do you think you will learn about how the body works?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act.3 p. 37

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

SB Act.4 p. 37

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

- Play the video. Students check if they were correct.
- Play the video again. Students do the activity.

Extra activity

CRITICAL THINKING

Students work in pairs to come up with three jobs that would benefit from visits to the center. Students report back one of these, saying how and why the center could help.

WB Act. 3 p. 32

Watch the video. Circle the words mentioned in the video.

WB Act. 4 p. 32

Watch the video again and answer the questions.

Objective review

Ask students to recall how the center can improve athletes' performance. Praise their effort.

OBJECTIVES

Reading:	Can distinguish between fact and opinion in a simple text.
Speaking:	Can talk about matters of personal information and interest in some detail.
SB vocabulary:	adrenaline, blood pressure, detoxify, digest, heartbeat, neurons, shiver, tissues, wound
WB vocabulary:	blast, contract, endorphines, release (v)
Passive vocabulary:	graze
Revised vocabulary:	blood, bone, brain, health, heart, muscle
Academic vocabulary:	filtering, literally

MATERIALS

SB pp. 38–39
WB p. 33
WB key p. 260
SB audio track 1-15
Pearson English Platform

Warm-up

Write on the board *There is life on other planets*. Elicit that it's an opinion, not a fact. Ask students to brainstorm words/phrases to use with opinions, e.g., *I think, I figure, In my opinion*.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 38

COMMUNICATION

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

- Elicit the meanings of *sneeze* and *hiccup* by asking a student to act them out.
- Students discuss in pairs what they think prompts these reactions.

Reading strategy

Explain the reading strategy: Use certain phrases to help you figure out what is fact and what is opinion.

SB Act. 2 p. 38

CRITICAL THINKING

Read and write *Fact or Opinion*.

- Remind students of the reading strategy.
- Students read the text and the sentences. They do the activity in pairs. Discuss the answers as a class.

Reading 1

Genre

Scientific article

This kind of text will often present the reader with detailed information about a topic. A lot of this information will be supported by facts, which are based on research.

SB Act. 3 p. 38



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

- Focus students' attention on the title and the pictures.
- Students read and listen to the text.
- Elicit the words that tell readers they're reading opinions. (**Answers: Opinions: They don't appear to have any rest at all., Sleep researchers believe that we're processing the information that we get during the day, filtering out what isn't important and keeping what's important., Sleep researchers think this is because our hunger hormones become confused when we don't get enough sleep.; Facts: There are many facts in the article.**)

Differentiation

Struggling learners: Tell students to use the reading strategy and look for the words *believe* and *think*.

Extra activity

SB vocabulary work

- Write on the board: *adrenaline, blood pressure, detoxify, digest, heartbeat, neurons, shiver, tissues, wound*. Ask students to find these words in the text and discuss their meaning.
- Ask *Which two words or phrases are related to the heart?* (blood pressure, heartbeat) *Which word is related to the stomach?* (digest) *And which to the brain?* (neurons).

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. **Opinion**

2 15 muscles in our faces move when we laugh. **Fact**

3 Our faces change when we laugh. **Fact**

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

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Reading 1

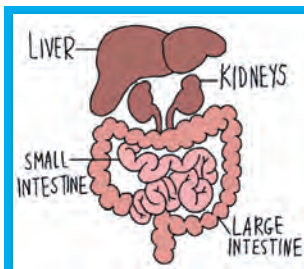
DO OUR BRAINS EVER REST?



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.



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.

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!

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

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SB Act. 4 p. 39

CRITICAL THINKING

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

- Students discuss the questions in pairs. For the second question, ask students to produce a list of at least five tips for sleeping well.
- Ask students to report back their tips.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COMMUNICATION

- Ask students to write two times (e.g., 10:30 p.m.) down on paper: their weekday bedtime, and the time they think they should go to bed.
- Students look at each other's times in pairs and try to guess what the times represent.
- Ask the same pairs to brainstorm some advantages and disadvantages of going to bed early. Note ideas on the board.

WB Act. 1 p. 33

Read *Laughing and Sneezing*. Underline one fact and circle one opinion.

- Remind students of their answers to Activity 2 on p. 38 in the SB.

WB Act. 2 p. 33

Read *Laughing and Sneezing* again. Answer the questions.

- Check students understand the questions. Explain that *trigger* means *cause*.

WB Act. 3 p. 33

COMMUNICATION

What do parts of the body do when you laugh or sneeze? Use the words in bold from Activity 1. Discuss with a friend.

- Ask students to underline the key information in the text.
- Students discuss the question in pairs. Then ask some pairs to report their answers back to the class.

Extra activity

WB vocabulary work

- Write the new words on the board: *blast*, *contact*, *endorphins*, *release*.
- Students work in pairs to find the words in the text and write definitions. If they can't figure out the meaning from the text, they can use a dictionary.

Objective review

Ask students what new words/phrases they've learned that introduce facts and opinions. Praise their effort.

OBJECTIVES

Listening: Can extract the key details from extended informational monologs, if delivered in clear standard speech.

Reading: Can distinguish between fact and opinion in a simple text.

Speaking: Can give reasons for a choice or course of action.

MATERIALS

SB pp. 38–39, 40

SB audio track 1-16

Pearson English Platform

Warm-up

Ask students to summarize in their own words how to differentiate facts from opinions in a text, e.g., opinions are signaled with words like *think*.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using certain phrases to help students figure out what is fact and what is opinion.

SB Act. 1 p. 40

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

- Remind students of the reading strategy from the previous lesson. Ask them to recall some of the words used for opinions.
- When checking answers, elicit the words that reveal the opinions, e.g., *seem, appear, believe*.

SB Act. 2 p. 40

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

- Refer students back to the text on SB pp. 38 and 39.
- Students read through the questions first and try to guess or recall the answers.
- Encourage students to scan the text, trying to find the parts that reveal the correct answers.
- Ask students if they found any facts surprising.

SB Act. 3 p. 40

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

- Review the words for the organs and elicit any other unknown words in the activity.
- Students scan the text to find the organs.
- Students read answers aloud to check. Correct any errors in pronunciation.

Differentiation

Struggling learners: Ask students what our organs do while we're asleep. Write ideas on the board, without confirming. Students read to check.

Stretch: Extend the activity by writing up further prompts: *When we sleep, our eyes/adrenaline/injuries ...*

Extra activity

CRITICAL THINKING

- Ask students to make a list of jobs in which it's helpful or necessary to know about internal organs. (*Suggested answers: doctor, nurse, sports trainer, nutritionist, biology teacher, research scientist, etc.*)
- Ask students which organs people in these jobs would need to know about.

Objective review

Ask students to recall some facts about sleep. Ask how they knew they were facts (*because they weren't signaled as opinions*). Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 40

CRITICAL THINKING

How do you think the brain communicates messages?

- Students work in pairs. Ask some pairs to tell their ideas to the class.
- Students can also share any ideas about the parts of the brain they can see in the diagram in SB Activity 5.

Listening strategy

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

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 calm down / rest
 - 3 our livers calm down / rest
 - 4 our intestines calm down / rest
 - 5 our temperature decreases
 - 6 our hearts slow down
 - 7 our breathing slows down
 - 8 our blood pressure goes down
 - 9 our appetite decreases
 - 10 our muscles become paralyzed

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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 blood pressure
coordination heartbeat
language memory movement
reading speech vision



Temporal lobe speech memory
Frontal lobe behavior movement
Parietal lobe language reading
Occipital lobe vision
Cerebellum coordination
Brain stem BP heartbeat

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

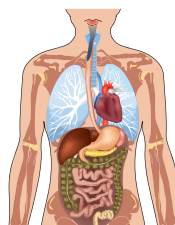
- 1 play tennis
- 2 learn English
- 3 do a math test
- 4 take a picture

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 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 liver, kidneys, and intestines, are resting.
- 2 He's hungry. His appetite is strong.
- 3 His brain is active. Brain waves are helping him walk and eat.
- 4 His heart is beating pretty slowly and his pulse is slow.
- 5 For a short while he won't be able to move. He will be temporarily paralyzed.

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.



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SB Act. 5 p. 40

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

- Allow students to read through the whole activity and ask questions.
- Play track 1-16 twice. Students listen and do the activity.
- Elicit and write answers on the board to check spelling.

Differentiation

Struggling learners: Say the words in the box and diagram clearly and individually. This should help students recognize them while listening to the audio. Be ready to pause at key moments so that students have time to think and apply the listening strategy.

Stretch: Ask students to recall and describe what each part of the brain does in their own words.

SB Act. 6 p. 40

COMMUNICATION

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

- Ask students to read back through their answers to Activity 5, then discuss with a partner.
- Students explain some of their answers to the class. (**Suggested answers:** play tennis: movement, coordination; learn English: language, reading, speech; do a math test: intelligence, memory; take a picture: vision)
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

COMMUNICATION

- Play *20 Questions*. Tell students you had another job before teaching. They have 20 questions to discover what it was. They can only ask yes/no questions referring to brain function, e.g., *Did you need good vision? Did you need to have good coordination?*
- Students could continue the game in small groups, taking turns thinking of a mystery job.

Objective review

Ask students to say the function of different parts of the brain. Praise their effort.

3

Vocabulary 1

OBJECTIVES

- Listening:** Can extract the key details from extended informational monologs, if delivered in clear standard speech.
- Speaking:** Can take part in a discussion on a topic of general interest, given time to prepare.
- SB vocabulary:** appetite, brain waves, cells, hormones, internal organs, intestines, kidneys, liver, paralyzed, pulse, spine, veins
- WB vocabulary:** calf, heel, joints, knuckles, palm, sole, thigh, waist

MATERIALS

- SB pp. 38–39, 41
WB pp. 34–35
WB key pp. 260–261
SB audio track 1-17
Pearson English Platform

Warm-up

Play *Stop!* Say an organ, e.g., *heart*. Move your hand, hovering over the surface of your body. When it's above your heart, students shout *Stop!* Students continue in pairs. Allow students to stand and tell them to use the diagram in Activity 2 to help settle uncertainty.

Lesson objective

Explain the lesson objective. To explore vocabulary from the reading used to name internal organs and describe how they work.

SB Act. 1 p. 41

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.

- Refer students back to the text on SB pp. 38 and 39.
- Give students two minutes to find and underline the words in the reading text and try to guess their meaning.
- Elicit the meaning of some of the words.
- Clarify these words when checking the answers.

SB Act. 2 p. 41

Listen and circle.

- Ask the class to read through the words first.
- Play track 1-17, pausing after each definition to allow students time to think.
- If students have problems with a definition, write key words that aid understanding on the board and elicit their meaning, e.g., *wrist*.
- Check answers. Then ask students if they can remember any of the definitions.

SB Act. 3 p. 41

Read and complete. Use words from Activity 1.

- Students work in pairs.
- Ask some pairs to read their answers to the class.

WB Act. 1 p. 34

Read and check (✓) the correct words.

WB Act. 2 p. 34

Label the diagram.

- Check answers by saying numbers and eliciting the word. Correct pronunciation.

WB Act. 3 p. 35

Write about the body. Use at least three words from Activity 2.

- Ask some students to read their texts to the class.

Extra activity

COLLABORATION

Tell students that the next activity is a quiz and they're going to help a partner prepare for it by testing each other's knowledge of the body. Show the class examples of the different ways this could be done: Student 1 says a word for an organ. Student 2 shows where it is on the diagram. Student 1 points to the part of the diagram with their pencil tip. Student 2 says the word. Student 1 gives the definition of a word. Student 2 says the word. Student 1 says a word. Student 2 gives the definition of it.

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
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- 3 our livers calm down / rest
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- 6 our hearts slow down
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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.

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coordination heartbeat
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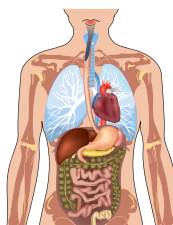
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Vocabulary 1

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kidneys liver paralyzed pulse spine veins

2 Listen and circle.



- 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 liver, kidneys, and intestines, are resting.
- 2 He's hungry. His appetite is strong.
- 3 His brain is active. Brain waves are helping him walk and eat.
- 4 His heart is beating pretty slowly and his pulse is slow.
- 5 For a short while he won't be able to move. He will be temporarily paralyzed.

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.



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SB Act. 4 p. 41

COMMUNICATION

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

- Read through the example. Highlight that students must prepare answers as well as questions.
- If you have a large class, you could organize this with one pair quizzing another pair.
- If there is enough time, ask students to repeat their quiz with another pair.

Differentiation

Struggling learners: Students can use the internet to find some suitable quiz questions that they could supplement their own quiz with.

Stretch: Students make up extra questions on the spot.

Vocabulary challenge: parts of the body

WB Act. 4 p. 35

Read and complete.

- Check answers and review the vocabulary by saying the body parts. Students respond by showing or pointing on their body.

WB Act. 5 p. 35

Circle the odd one out. What makes these words different? Write a short explanation.

Extra activity

CRITICAL THINKING

- Write on the board or dictate questions, e.g., *Why do we shiver? Why do we sweat? Why do we yawn? Why do we get goosebumps? Why do we blush?*
- Students discuss in pairs. They may not know what happens in the body when we experience these things, but they could say when they happen and how they help us.
- Ask each pair to choose one question and research it. They could do this digitally or ask someone they know. Different pairs choose different questions.
- Students report what they found out.

Objective review

Call out definitions. Students respond with a part of the body. Praise their effort.

OBJECTIVES

Grammar: Can describe possible future outcomes of a present action or situation using the First Conditional.

Speaking: Can talk about matters of personal information and interest in some detail.

MATERIALS

SB pp. 42–43
WB pp. 36–37
WB key p. 261
Video 3-2
Video script p. 290–291
Pearson English Platform
Grammar Book 6, Unit 5
Speaking and Vocabulary Book 6, Unit 3

Warm-up

Students interview a partner about their diet, e.g., *How often do you eat French fries?* Students report back how healthy their partner's diet is.

Lesson objective

Explain the lesson objective: To use the Zero Conditional to talk about things that are always true, and the First Conditional to talk about future possibilities.

SB Act. 1 p. 42

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

- Ask students to read the text next to the picture and suggest what the missing words could be.
- Play Part 1 of the video for students to complete. Check answers.

SB Act. 2 p. 42

Watch Part 1 of the story video again and answer.

- Ask students if they remember why Jade thinks Emily should stop eating fast food. (*She will get sick.*)

SB Act. 3 p. 42

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

- Explain that *if* can be used in different ways and today's lesson focuses on two of them.
- Focus students' attention on the grammar box and ask them to complete the activity in pairs.
- Help students to avoid confusing *if* and *when* for the Zero and First Conditional by asking questions that pinpoint correct use: *Can "when" be used instead of "if" for First Conditionals?* (no) *Can "if" be used instead of "when" for Zero Conditionals?* (yes)

SB Act. 4 p. 42

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

- Refer students back to the text on SB pp. 38 and 39.
- Ask students if they can remember any of the information.
- Students read the text and complete the sentences.

WB Act. 1 p. 36

Read and complete. Use the Zero Conditional.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 36

Read and complete. Use the First Conditional and the verbs from the box. Then number the sentences in order.

- Ask students to read one or two sentences of their answers aloud and help them say *I'll* correctly.

SB Act. 5 p. 43

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

- Ask students to suggest disabilities that some athletes may have, e.g., blindness, missing limbs, and how they can still compete.
- Do an example with the class to show how the activity works.

SB Act. 6 p. 43

Complete the sentences with your own ideas.

- This activity could be done orally first, with students working in pairs.

WB Act. 3 p. 37

Write about these situations. Use the First Conditional and *if* or *when*.

WB Act. 4 p. 37

Write two activities you want to do tomorrow. Use the First Conditional.

WB Act. 5 p. 37

Write sentences. Use the Zero Conditional and some of the verbs from the box.

- Elicit an example to get students started. Then ask them to work in pairs.

Grammar 1

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



If you eat lots of fast food,
you'll get sick.

2 Watch Part 1 of the story video again and answer.

- 1 Who did the burger wrappers belong to? Emily
2 What does Jade want Emily to stop doing? eating fast food

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 play a lot of sports,
you will get fit.

Zero conditional

We use Zero Conditional when:
Something is always true. ☒
Something might be true. ☐

sleep slow down

When we sleep, our
hearts slow down.

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

- 1 If you want to learn something by heart,
go over it in your mind just before you go to sleep.
2 When we're in a deep sleep, we don't dream.
3 If you have too little sleep, you often want to eat more.

42

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 see.
When he plays soccer, he hits it.
2 My friend is in a wheelchair. If she plays tennis,
the ball can bounce twice before she hits it.
3 My friend has a prosthetic leg.
When she runs, she 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.



1 If it snows this winter, ...



2 If I see my best friend tomorrow, ...



3 If I go shopping this weekend, ...



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

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

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

43

Extra activity

COLLABORATION

In pairs, students make Zero Conditional sentences about what they do when they feel certain emotions (e.g., bored, happy, lonely, scared, proud). They continue until they find two things they both have in common. Ask them to report back with *both*, e.g., *If we get bored, we both read*.

For more grammar practice, go to Grammar Book 6, Unit 5.

Speaking 1

SB Act. 7 p. 43

COMMUNICATION

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

- Elicit a further example with one of the other pictures. Supply students with words/phrases if needed.
- Drill an example exchange, e.g., *What will you do if you see your friend tomorrow? If I see my best friend tomorrow, we'll play chess.*

Differentiation

Struggling learners: Elicit and write on the board examples of how to complete the sentences in prompt form, e.g., *If I see my best friend tomorrow, play / chess; go / cinema.*

Stretch: Ask students to cover the sentences they've written and speak using only the picture prompts.

Extra activity

CREATIVITY

- Play *Conditional chain*. Write a sentence on the board from the previous activity: *If I see my best friend tomorrow, we'll play chess.*
- Ask a student to make a new sentence using the second half of this one, e.g., *If we play chess, I'll win.*
- Ask another student to continue the chain in the same way. They should be careful to keep the tenses accurate.
- Continue in groups with other examples.

Objective review

Listen in on the speaking activities and give learners feedback. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 6, Unit 3.

3 Pre-reading 2 • Reading 2

OBJECTIVES

Reading:	Can make simple inferences about characters' motives and feelings in straightforward narrative texts.
Speaking:	Can talk about matters of personal information and interest in some detail.
SB vocabulary:	air-conditioning, lose consciousness, ointment, overexcited, wasp
WB vocabulary:	ravenous, swell
Passive vocabulary:	sip
Revised vocabulary:	ankle
Expressions:	We would like to apologize ... We are extremely sorry that ...

MATERIALS

SB pp. 44–45
WB p. 38
WB key p. 261
SB audio track 1-18
Pearson English Platform

Warm-up

Draw a red cross to elicit *first aid*. Ask why it's important. In pairs, students brainstorm situations that require first aid.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 44

COMMUNICATION

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

- Monitor the activity and help with vocabulary.
- Ask some students to share experiences, and add topic-related vocabulary to the board as it comes up.

Reading strategy

Explain the reading strategy: Notice the words and sentences that indicate a change of mood in a text.

SB Act. 2 p. 44

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

- Ask students to suggest some things that can go wrong on school trips.
- Students read the text to check if they were correct.

Reading 2

Reading text in British English

This is one of the texts in Level 6 that is in British English. Focus students' attention on the difference between British and American English. Ask them if any words are different. Highlight the difference in date formats; *pupil/student*; *apologise/apologize*; *realise/realize*; *emergency department/emergency room*.

Genre

Epistolary fiction – Stories told through letters, diaries, and/or other documents

Some writers might present a whole story or just part of a story using letters or other documents. It's a way of presenting different characters' perspectives.

SB Act. 3 p. 44

1-18

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

- Elicit that students have to read two letters.
- Students read and listen to the texts. They mark where there is a change of mood in both texts. (**Answers:** No, the day wasn't a success. We notice a change of mood here: *We would like to apologize for what some parents are calling "the absolute chaos" at the First Aid event on Saturday.*)

Differentiation

Struggling learners: Do the first example with the class: *We would like to apologize*. Ask students why this shows a change of mood. (*If we apologize, then something must be wrong.*)

Stretch: Students write a short note to their teacher apologizing for late homework. Include a change of mood.

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



GCS **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.



Golden Coast School NEWSLETTER

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.



4 What advice would you give someone who is overexcited?



44

45

Extra activity

SB vocabulary work

- Write on the board: *air-conditioning, lose consciousness, ointment, overexcited, wasp*. Ask students to find these words in the text and explain their meanings.
- Ask *Is there air conditioning in your school? What should you do if someone loses consciousness? Have you ever felt overexcited? What health problems can you treat with ointment? Are you afraid of wasps?*

SB Act. 4 p. 45

CRITICAL THINKING



What advice would you give someone who is overexcited?

- Review the meaning of *overexcited*. Ask students how their parents respond when they get overexcited.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 1 p. 38

What's the mood of the newsletter? Read and check (✓). Write one phrase that indicates the mood.

- Remind students of their answers to Activity 2 on p. 44 in the SB.
- Ask students to summarize what was wrong on the trip. (*It got behind schedule.*)

WB Act. 2 p. 38

CRITICAL THINKING

Read *Blue Lake Trip* again. Answer the questions.

Extra activity

WB vocabulary work

- Dictate or write the new words on the board: *ravenous, swell*.
- Students work in pairs to find the words in the text and write definitions.
- Ask students to think of synonyms for these words, e.g., *ravenous* – very hungry, starving; *swell* – become bigger.

Value

Find the positive in difficult situations

Teach the proverb *Every cloud has a silver lining*. Ask students to tell you what the bad situation was in the text and what good came out of it.

Objective review

Ask students to tell you some common phrases used for signaling a change of mood, e.g., *We would like to apologize*. Praise their effort.

OBJECTIVES

Listening: Can understand the main information from dialogs on unfamiliar topics.

Reading: Can make simple inferences about characters' motives and feelings in straightforward narrative texts.

Speaking: Can give reasons for a choice or course of action.

MATERIALS

SB p. 44–45, 46

SB audio tracks 1-19 and 1-20

Pearson English Platform

Warm-up

Ask a student volunteer to come to the front and sit with their back to the board. Write a health problem on the board, e.g., *a cough*. Ask students to help the unsighted student to guess the word by describing treatments, e.g., *drink some tea, suck some sweets*.

Lesson objective

Explain the lesson objective: To apply the reading strategy by noticing the words and sentences that indicate a change of mood in a text.

SB Act. 1 p. 46

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

- Check answers as a class. Challenge students to sound apologetic when reading the circled answers.

SB Act. 2 p. 46

Read *First Aid Day* again and circle.

- Refer students back to the text on SB pp. 44 and 45.
- Students read through the statements first. Then ask them to scan the text in order to find the information efficiently.

SB Act. 3 p. 46

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

- Ask students to look back at the text to find some of the answers.

Differentiation

Struggling learners: Ask students to decide if the sentences describe positive or negative outcomes. This will help them predict the answer. Do an example with the class.

Stretch: Ask students to try and answer from memory, then check the text.

Extra activity

CRITICAL THINKING

- Ask students to predict the next word to recap some language in the text. Read some lines of text from the letter aloud, but stop. Ask students to try to remember or guess the next word, e.g., *He didn't lose consciousness, but he did get a ...* (nosebleed).
- Students continue the activity in pairs.

Objective review

Ask students how the words and phrases signaling a change of mood would make them feel as parents reading the letter. Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the text.

SB Act. 4 p. 46

COMMUNICATION

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.

- Ask students to think about all three questions for a few moments.
- Start a discussion about when it is and isn't necessary to call the emergency services. Students share ideas in pairs, then report back.
- Note the emergency services numbers in your area and important "life lessons" on the board, e.g., *Never call the emergency service as a prank because someone else may need them.*

Listening strategy

Explain the listening strategy: When writing down important details, don't guess. Listen again and check.

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. ☒

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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 Listen. Does Sasha know the injured person?

6 Listen again and complete the form. Circle and write.

Emergency service required	Fire / Police / Ambulance
Name of caller	Sasha Brown
Age of caller	11
Location	Main Street / Near Pricewise Supermarket
Injured person	Man / Woman / Boy / Girl / Don't know
Name of injured person	/ Don't know
Age of injured person	maybe 50 or 60 / 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 swelling around their face.
- 2 If someone is unconscious, they look asleep. Put them in the recovery position.
- 3 When there's bleeding from your nose, you have a nosebleed.
- 4 If you sprain your ankle, you can't walk easily. You might need crutches.
- 5 If you become very hot and have no water, you might get cramps in your muscles.
- 6 Hiccups make a funny noise, but they aren't dangerous.
- 7 The emergency room 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: recovery position
b	Condition: muscle cramps
	First aid: glass of water
c	Condition: sprained ankle
	First aid: crutches

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.

47

SB Act. 5 p. 46

Listen. Does Sasha know the injured person?

- Play track 1-19. Ask students to focus on this question when they listen for the first time. (Answer: no)

SB Act. 6 p. 46

Listen again and complete the form. Circle and write.

- Ask students to read through the form. They should try to predict the kind of missing information, e.g., Age of caller – a number.
- Elicit that forms like these are completed by the emergency services.
- Play track 1-20. Write answers on the board when checking.

Differentiation

Struggling learners: Play the track again and pause it after each piece of information to allow students time to "rehear" the detail and write it down. Elicit what to say in a real life situation: Hold on! / Wait, please.

Stretch: Ask what further details they can recall about the incident, e.g., It's safe.

Extra activity

COMMUNICATION

Dictate some statements to discuss. Ask students to: 1 Write the statement. 2 Decide if they agree/disagree/aren't sure. 3 Discuss with their partner. 4 Report back. Example statements: Everyone should carry ID. Children should learn first aid at school. Prank callers of emergency services should go to jail. You should try to help an injured person even if you don't know first aid.

Objective review

Ask students how well they were able to write the details in the listening activity. Ask them what helped them to do the activity. Praise their effort.

OBJECTIVES

Speaking: Can take part in a discussion on a topic of general interest, given time to prepare.

SB vocabulary: allergic, bleeding, crutches, emergency room, hiccups, muscle cramps, nosebleed, recovery position, sprain, swelling, unconscious, vomit

WB vocabulary: artistic, athletic, domestic, dramatic, energetic, fantastic, public, tragic

MATERIALS

SB p. 44–45, 47

WB pp. 39–40

WB key p. 261

Optional: sheets of paper

WB audio track 01

Pearson English Platform

Warm-up

Students work in pairs. They think of as many things as possible that you can find in a first aid kit. Write the words they found on the board, helping with vocabulary and pronunciation. Ask students to say what each thing is used for. Ask if anyone in the class would like to be a regular “First Aider.”

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading used to describe health problems that need first aid.

SB Act. 1 p. 47

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

- Refer students back to the text on SB pp. 44 and 45.
- Put students into pairs. Ask them to find the words in the text and read the sentences in which they're used to help them contextualize.
- Ask students which words they circled. Correct pronunciation errors. Selectively, ask them to justify choices and elicit the meaning of some of the words not circled.

SB Act. 2 p. 47

Read and complete. Use words from Activity 1.

- Ask students to read through the sentences first.

Differentiation

Struggling learners: Tell students that *collocations* can sometimes help you choose the correct word. Remind students about collocations: *words that often go together – like a partnership*. Do the first part of the first question as a class to show what you mean: *allergic to peanuts*. Quite a lot of people are allergic to peanuts so it's a common word partnership, and therefore a good collocation.

Stretch: Ask students to find other health collocations in *First Aid Day*, and on this page.

WB Act. 1 p. 39

Write the letters in order.

SB Act. 3 p. 47

Look at Activity 2 and complete the medical forms.

- Ask students to work in pairs to complete the activity.

WB Act. 2 p. 39

Listen and circle.

- This is a B1 Preliminary for Schools Listening Part 4 task.
- Ask students to look at the picture and read through the questions to help predict what they'll hear.

SB Act. 4 p. 47

COMMUNICATION

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

- Students prepare the role-play before starting, e.g., they choose two or three health problems and note down the correct treatment for each.
- Drill the useful phrases: *What's wrong? It isn't serious*. Students act out their role-plays, swapping roles for each health problem.
- One or two pairs act out for the class, who comment on the quality of the “treatment.” A volunteer could act out the patient's role.

WB Act. 3 p. 40

Read and complete. Use the words from Activity 1.

Extra activity

CREATIVITY

- Play *Charades* with some of the first aid or body words from the unit, including the WB.
- Ask a student to come to the front. Show them a word, phrase, or sentence, e.g., *She's sprained her ankle*.
- The student acts it out, without speaking. The class guesses what it is.
- To avoid too much shouting out, students should raise their hand if they want to answer. If a student makes an incorrect guess, they're blocked until the next item.

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 was 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. ☒

46

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 Listen. Does Sasha know the injured person?

6 Listen again and complete the form. Circle and write.

Emergency service required	Fire / Police / Ambulance
Name of caller	Sasha Brown
Age of caller	11
Location	Main Street / Near Pricewise Supermarket
Injured person	Man / Woman / Boy / Girl / Don't know
Name of injured person	/ Don't know
Age of injured person	maybe 50 or 60 / Don't know
Condition of injured person	conscious / unconscious
Condition of injured person	bleeding / Not bleeding
Condition of injured person	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 swelling around their face.
- 2 If someone is unconscious, they look asleep. Put them in the recovery position.
- 3 When there's bleeding from your nose, you have a nosebleed.
- 4 If you sprain your ankle, you can't walk easily. You might need crutches.
- 5 If you become very hot and have no water, you might get cramps in your muscles.
- 6 Hiccups make a funny noise, but they aren't dangerous.
- 7 The emergency room 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: recovery position
b	Condition: muscle cramps
	First aid: glass of water
c	Condition: sprained ankle
	First aid: crutches

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.

47

Word study: adjectives ending in -ic

WB Act. 4 p. 40

Complete the adjectives and match.

- Ask students if they remember the suffix and any of the words from the previous WB unit (-ize).
- Students complete the activity.
- Round off by asking students to cover the completed words, then test themselves or a partner by just looking at the definitions.

WB Act. 5 p. 40

Choose three adjectives from Activity 4 and write your own sentences.

- Ask students to read some of their sentences aloud.

Extra activity

COLLABORATION

- Students work in small teams. Give each team a piece of paper. Then give the class a short quiz on vocabulary, e.g., *What do you call the two sticks that help you walk when you have a bad leg?* (crutches)
- Each team should confer and write its answer.
- At the end of the quiz, each team passes their piece of paper to another team for marking. Provide the correct answers on the board. If the word is correct but spelled wrong, give half a point.

Objective review

Tell students to reflect on the game above and when they role-played a doctor and nurse in SB Activity 4. Ask which words were hard to remember and elicit some ideas for how to remember them in the future. Praise their effort.

OBJECTIVES

Grammar: Can describe hypothetical results of a current action or situation using the Second Conditional.

Speaking: Can talk about matters of personal information and interest in some detail.

MATERIALS

SB pp. 48–49
WB pp. 41–42
WB key p. 261
Video 3-3
Video script p. 291
Optional: three strips of paper per student
Pearson English Platform
Speaking and Vocabulary Book 6, Unit 3

Warm-up

Students work in pairs to find out three healthy things they both consumed yesterday and report back using the phrases *We both ate/drank ...*. Congratulate students who found three things. Ask the class why it's important to eat healthily.

Lesson objective

Explain the lesson objective: To use the Second Conditional to talk about things that might happen in the future and to give advice.

SB Act. 1 p. 48

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

- Ask students what they remember about Part 1 of the story video. Check that they remember why the children are worried about Emily. (*She eats too much fast food.*)
- Ask students to look at the video still and try to predict the answers.
- Play Part 2 of the story video for students to complete the sentences.

SB Act. 2 p. 48

Watch Part 2 of the story video again and circle.

- Students read the sentences. If they remember the answers, they can do the activity.
- Play the video and check answers.
- Discuss the video briefly. Ask students what it teaches them about friends.

SB Act. 3 p. 48

Read the grammar box. Complete and circle.

- Ask students to recall an example of the First Conditional from Grammar 1.
- Focus students' attention on the grammar box and ask them to complete the sentences. Then check the answers and ask students to summarize how to form the Second Conditional. Note the form on the board: *If + Past Simple, would ...*. Ask them to notice how it differs from the First Conditional (*If + Present Simple, will ...*).

SB Act. 4 p. 48

Read and check (✓) or cross (X).

- Ask students to explain their answers by referring to the grammar box.

WB Act. 1 p. 41

Read and choose *a*, *b*, or *c*. Then write answers.

- Focus students' attention on the grammar box before they do the activity.
- Note: Some questions show that *could* and *should* can be used (as well as *would* in the Second Conditional).

SB Act. 5 p. 49

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

- Gather ideas by asking students to come to the front and write four lists of famous people.
- Ask students to look at the example and write similar sentences.
- Students compare sentences. Ask some students to read a sentence aloud.

WB Act. 2 p. 41

Read and complete. Use the Second Conditional.

SB Act. 6 p. 49

What would you do? Complete with your own ideas.

- Ask students to do the activity and tell a partner. Encourage students to ask each other *Why?*

Extra activity

COMMUNICATION

- Hand out two or three strips of paper to each student. On each strip they should write their name and one of their sentences from Activities 5 or 6.
- Collect all the strips and put them in a bag.
- Students take turns drawing a strip at random and reading it aloud. The class guesses who wrote the sentence.

Grammar 2

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



better burgers exercise feel

Emily, if you ate fewer burgers, you would feel better. If you did more exercise, you would feel happier.

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

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

- 3 Read the grammar box. Complete and circle.

Grammar

Second conditional

if would

- If we eat / ate more salads, we would feel healthier.
- If I were you, I would learn / learned some first aid.
- If you had / have wings, where would you fly?
- What would you do if you see / saw an accident?

- 4 Read and check (✓) or cross (X).

- 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. X
to give advice. ✓
- Which sentences are in the second conditional?
If I see an accident, I'll know who to call. X
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.

- If I could fly,
- If I lived in a castle,
- If I had a pet elephant,
- If I had magical powers,
- If I could travel to the future,

Speaking 2

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

Speaking strategy

Look at the person you're talking to.

I want to improve my English.

I want to be fitter and healthier.

I want to play soccer better.

- 8 Now exchange advice with a friend.

I want to play soccer better.

If I were you, I'd train more.

WB Act. 3 p. 42

Read and write solutions. Use the Second Conditional.

- Ask students to suggest some difficulties students may have in class. Discuss solutions.
- Point out the use of *could* in the first question (*because this activity is focusing on ability*).

WB Act. 4 p. 42

Write sentences giving advice. Use the ideas from the box and the Second Conditional.

Speaking 2

Speaking strategy

Explain the speaking strategy: Look at the person you're talking to.

SB Act. 7 p. 49

Think of situations you need advice on. Make notes.

- Students complete the notes with a minimum of two more situations.

SB Act. 8 p. 49

COMMUNICATION

Now exchange advice with a friend.

- Drill the example exchange with the class. Students continue in pairs.

Differentiation

Struggling learners: Elicit kinds of problems and write them on the board, e.g., *food, sport, friends, health, parents, school*. Students can prepare by writing some problems down first. Then they take turns reading a problem to a friend.

Stretch: Ask students to work in groups of three. Student 1 reads a problem. Both Student 2 and Student 3 should offer their own separate advice. Student 1 chooses the best advice.

Objective review

Share with the class (real or imaginary) problems that you have, and ask students to give you advice. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 6, Unit 3.

OBJECTIVES

- Reading:** Can skim straightforward extended texts with a clear structure to get a general idea of the content.
- Speaking:** Can summarize the key information in basic diagrams, e.g., bar charts, timelines.
- Writing:** Can illustrate a general statement by giving specific examples.

MATERIALS

SB pp. 50–51
WB pp. 43–45
WB key p. 261
Pearson English Platform
Test Book 6, Unit 3

Warm-up

Review the Unit 2 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about a superpower they would like to have, while applying the writing strategy.

SB Act. 1 p. 50

Read and answer. How would Owen control his superpower?

- Check answers and then ask *How would Owen use his superpower?* (**Answer:** He would control his superpower with his brain. He would use it to help people, fly to school, and avoid boring lessons.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 2 p. 50

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

- Do an example on the board, highlighting the comma. (**Answers:** 1 could fly, 2 could control his speed with his brain, 3 could use his superpower in different ways, 4 could fly to school)
- Read the sentence aloud twice. Firstly, with a natural, slight pause where the comma is, and secondly, without a pause. Ask *Which is easier to understand?*

WB Act. 1 p. 43

Read and add commas to the conditional sentences.

SB Act. 3 p. 50

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

- Students use the activity as preparation for WB Activities 2 and 3.

WB Act. 2 p. 43

Plan your writing about a superpower. Read and complete.

WB Act. 3 p. 43

In your notebook, write about a superpower you would like to have. Use your ideas from Activity 2.

- Remind students of the writing strategy. Students can use the text in the SB to help them.

WB Act. 4 p. 43

Check yourself. Check (✓) what your writing has.

Objective review

Ask students to read a partner's text and say if the commas helped them understand it. Praise their effort.

Now I Know

Warm-up

Ask students to make a list of new words they've learned in the unit. Put them into pairs to discuss and find similarities or differences.

Lesson objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING

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

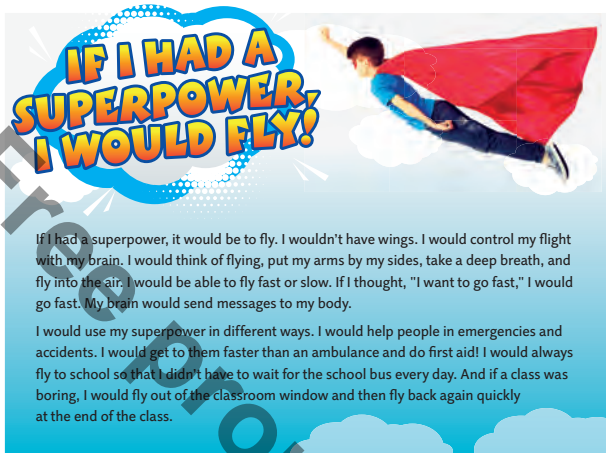
- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 44

Complete the chart.

Writing

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



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

- If he he wouldn't use wings.
- If he he would be able to fly fast or slow.
- If he he would help people.
- 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.

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

Make a human body poster.

- Draw an outline of a body.
- Draw or stick pictures of the main internal organs.
- Label the poster.
- 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.

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50

51

WB Act. 2 p. 44

Read and complete. Use the words from Activity 1. Then circle T (true) or F (false).

WB Act. 3 p. 45

Read and complete. Use the First, Second, or Zero Conditional.

WB Act. 4 p. 45

Read and circle. Complete the sentences.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping each other learn.

Things I learn

WB Act. 1 p. 45

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 45

Write two things you found interesting about what happens to our body when we sleep and treating minor injuries or illnesses.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

What new things do you know about how our body works?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 51

Check (✓) or cross (X).

- Students decide how many of the activities they can do and check or cross the sentences.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 6, Unit 3.