

# 2 Get well soon!

## AfL Activity

Suggested answers:

There are some books. I can see some boys and girls. Emma is with her mum.

## 2 Get well soon!

### Lesson 1 Vocabulary 1

- ✓ Say three sentences about the picture.



- 1 🎧 Listen, point and say.

- 2 🎧 Listen, move and sing.

### Achoo!

I'm not very well.  
I'm not OK.  
I'm very tired.  
Can I stay at home today?

Earache, a sore throat,  
A temperature too.  
A headache, a stomach ache,  
Maybe it's flu?  
A cough, a cold,  
A dizzy head too.  
Achoo! Achoo! Achoo!

You're not very well.  
You're not OK.  
Stay in bed.  
No school for you today!

- 3 🕒 **Team Time** Close your book. Draw and guess eight health problems.

22 twenty-two

Key learning outcome: Name health problems Activity Book, p.22

## 2 Get well soon!

### Lesson 1 Vocabulary 1

- 1 Write the words.



- 1 headache  
2 temperature  
3 stomach ache



- 4 dizzy  
5 broken arm  
6 cut

- 2 Unscramble, write and match.

- 1 kics sick  c  
2 luf flu  e  
3 gohuc cough  d  
4 dolc cold  f  
5 reehaca earache  b  
6 rose rottah sore throat  a



22 twenty-two I can write about health problems 😊

**Objectives:** Name health problems; Write about health problems

**Vocabulary:** Health problems (*broken arm, cold, cough, cut, dizzy, earache, flu, headache, sick, sore throat, stomach ache, temperature*)

**Materials:** Classroom Presentation Kit, Flashcards

## Opening routine

To **energise** the class, do Communication routine 1 on p. 32.

## Pupil's Book, page 22

### ✓ Say three sentences about the picture.

Follow the **Assessment for learning routine** on p. 17. Focus pupils on the picture and ask questions, such as: *What is Emma doing?* (waiting at the health centre) *What are Mia, Liam and Adam doing?* (learning first aid) *How do they feel?* (Emma is feeling sick; Mia is having fun learning first aid)

### 1 2.1 Listen, point and say.

Follow the **Vocabulary presentation routine** on p. 17.

**Engage** Read out each word and ask the class to clap the number of syllables (e.g. for *stomach ache*, they should clap three times).

1 flu 2 headache 3 sore throat 4 dizzy  
5 temperature 6 sick 7 stomach ache 8 cold  
9 broken arm 10 earache 11 cough 12 cut

 Elicit how pupils say *headache*, *stomach ache* and *earache* in their own language. Does it follow the same pattern?

### 2 2.2 Listen, move and sing.

Follow the **Vocabulary practice routine** on p. 17.

**Engage** Before playing the song again, put the class into groups. Explain that each group is responsible for coming up with mimes for a different part of the song. If needed, suggest some mimes as you monitor, such as *I'm/You're not very well* = *cross index fingers in front of the chest*. After the groups have invented their mimes, have them teach these to the other pupils.

Ask pupils to do all these actions as you play the song again.

## Classroom management tip

To get pupils' attention after the song has finished, say *1, 2, 3, eyes on me* and ask them to reply *1, 2, eyes on you*. You may need to do this several times if this is the first time pupils have heard this attention-grabber.

### 3 Team Time Close your book. Draw and guess eight health problems.

**Support** Allow pupils to open their Pupil's Book to p. 119 if they need help remembering the health words.

**Reach higher** Ask pupils to extend this by saying one sentence to explain their health problem. For example, a pupil draws someone with a stomach ache and says *I ate too much chocolate!*

## Activity Book, page 22

### 1 Write the words.

## Classroom management tip

Less confident pupils often benefit from being given some time to prepare before speaking in front of the class. To give them this preparation time, tell six individual pupils (while they are completing the activity) that you will later be calling on them to give the answer to a specific question during whole-class feedback.

### 2 Unscramble, write and match.

**Support** Tell pupils to check the spelling of the words before writing them by looking at the Vocabulary & Grammar Review on p. 119 of their Pupil's Book.

## Closing routine

Do Mindfulness routine 1 on p. 32.

**Activity 1**

So that they can help at the fun run on Saturday.

**Find**

We say *I feel*.

Lesson 2 Grammar 1 **2**

**1** Listen and repeat. Why are the children learning first aid? Act out.

Emma: Hello, Mia. I'm at the health centre. I'm going to see the doctor.  
Mia: Oh dear! What's the matter?  
Emma: I've got a headache and I feel sick.  
Mia: Oh, I'm sorry. We're at the health centre too! We're learning first aid so that we can help at the fun run on Saturday.  
Emma: What's first aid?  
Mia: We're learning to help when somebody falls over and has got a cut or a broken arm.  
Liam: Hey, Emma. Tell Mia to stop moving her finger!  
Mia: Sorry, Liam! Bye, Emma. Get well soon.



**Find** Do we say *I've got* or *I feel* with sick?

**2** Look, listen and follow. Then make your own answers.

**have got and feel**

What's the matter?		
I/You/We/They	've got	a headache. a cut.
She/He	's got	earache. flu.
I/You/We/They	feel	sick.
She/He	feels	dizzy.

**Look**

's got = has got  
've got = have got

**3** **Team Time** Play *What's the matter with ...?*

Go to Activity Book, pp.128 and 131



What's the matter with Harry?  
He's got flu.

Activity Book, p.23 **Key learning outcome:** Talk about health problems twenty-three > 23

Lesson 2 Grammar 1 **2**

**1** Read and match.



1 What's the	a got a temperature.
2 He feels	b flu.
3 They've	c dizzy.
4 You've got	d matter?
5 They	e 's got a sore throat.
6 She	f feel sick.

**2** Read and complete.

flu got sick 's feel have I've matter



What's the <sup>1</sup> *matter* with me, doctor? I don't <sup>2</sup> *feel* very well.  
<sup>3</sup> *I've* got a headache and I feel <sup>4</sup> *sick*. My sister Jana feels dizzy.  
She <sup>5</sup> *'s* got a cough. My mum thinks we've got <sup>6</sup> *flu*. Is it true?



Well, a lot of people <sup>7</sup> *have* got flu at the moment. You've <sup>8</sup> *got* a temperature so, yes, I think it's probably flu. Now, let me have a look at your throat.

I can write about health problems twenty-three > 23

**Unit 2 Pupil B**

**What's the matter with ...?**

Work in two teams. **A** **B** What's the matter with Grandpa? He's got a headache.

Take turns to ask and answer.

Harry	Gemma	Sammy and Ben	Grandpa	He's got a headache.
Grandma	Mum	Maria	Ali	
			Sonia	
			Kelly and Mally	
			Uncle Jack	
			Aunty Mary	

**Objectives:** Talk about health problems; Write about health problems

**Grammar:** *have got* and *feel*

**Recycled language:** *broken arm, cut, dizzy, earache, flu, headache, sick*

**Materials:** Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

## Opening routine

To **energise** the class, play the *Achoo!* song from Lesson 1 again, encouraging pupils to sing along and perform the mimes.

## Pupil's Book, page 23

### 1 2.3 Listen and repeat. Why are the children learning first aid? Act out.

Follow the **Grammar presentation routine** on p. 19.

#### Find Do we say *I've got* or *I feel* with *sick*?

After checking the answer with the class, elicit other words we can use with *I feel* (e.g. good, bad, OK), and *have got* (direct pupils to the text in activity 1 for an example: *has got a cut or a broken arm*).

### 2 2.4 Look, listen and follow. Then make your own answers.

Follow the **Grammar table routine** on p. 19.

What's the matter?

I've got earache.

She's got a cut.

They feel sick.

### 3 **Team Time** Play *What's the matter with ...?*

Follow the **Grammar practice: Team Time routine** on p. 19.

Show the class both cutouts and explain that there is different information on each one (one has information about Grandpa, and one about Grandma). Give pupils some time to read and look at the cutouts, without speaking.

Then elicit a visual checklist of what they have to do in this activity. Write 1 on the board and draw a picture of two stick figures sitting, facing each other, with a pen and cutout in hand. Label them *pupil A* and *pupil B*. Then write 2 and draw a stick figure labelled *Pupil A*, with a speech bubble saying *Harry?* Then write 3 and draw a stick figure labelled *Pupil B*, with a speech bubble saying *flu*. Elicit from pupils the complete question and answer represented by these speech bubbles (*What's the matter with Harry? He's got flu.*). Finally, write 4, and draw *Pupil B* asking *Grandpa?* Explain that pupils should take turns asking and answering about the people on their cards.

## Activity Book, page 23

### 1 Read and match.

### 2 Read and complete.

**Reach higher** Ask pupils who need an extra challenge to write their own conversation with a doctor, substituting their own ideas for some of the information in the Activity Book.

**Engage** After completing the activity, put pupils into pairs to act out the dialogue (or a dialogue of their own).

## Closing routine

Do Communication routine 2 on p. 32.

Activity 1

Suggested answers: I think Lucky hides. / I think they can't find Lucky.

Science question

Suggested answer: They get help when Mr Timms is hurt / They look after Mr Timms' cat while he's in hospital

**Lesson 3 Story time**

**Before you read**

- Look at the story title. What do you think the story is about?
- Listen and read. Who looks after Lucky?

**Where's Lucky?**

- Mia, Adam and Liam were at the fun run. Emma was at home in bed.
- The children watched the runners.
- The children remembered their first aid training.
- Mr Timms needed to go to hospital, but he was worried about Lucky.

**Say and spell**

- Listen and repeat.  
first turns  
dirty Thursday
- Find the words in the story.

24 twenty-four

Key learning outcome: Listen, read and understand the story

Activity Book, p.24

How do Adam, Mia and Liam help their community in the story?

- The children fed Lucky after school every day.
- But on Thursday there was a problem.
- Everybody helped to look for Lucky, but they didn't find him.
- Mr Timms needed to go to hospital, but he was worried about Lucky.

**Lesson 4 Explore the story**

**After you read**

- Watch the video. Act out the story.
- Say the sentences in order to tell the story.
  - Mr Timms fell over and...
  - The children looked after Lucky.
  - Mr Timms fell over and went to hospital.
  - Lucky was outside the hospital with Mr Timms's hat.
  - Lucky ran away and the children couldn't find him.
- Ask and answer.
  - How can you help when somebody has a problem?
  - How do you feel when you help somebody?
  - How do you feel when you have a problem?
  - Who do you ask for help?

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Key learning outcome: Show compassion for someone by being kind and helpful

Activity Book, p.25

Activity 2

The children and Erin look after Lucky.

**Lesson 3 Say and spell**

- Listen. Circle the letters you hear. Write the words.
  - 1 dirty
  - 2 turn
  - 3 Thursday
  - 4 first
- Follow the lines. Then circle i or u to complete the words.
  - 1 burger
  - 2 grill
  - 3 burn
  - 4 surf
  - 5 bird
- Complete the words. Then listen and say the news report.

**Spelling Bee Challenge**

- Close your books.
- Ask a friend to test you.

How many words with **ir** or **ur** can you spell?

Spell 'burger'.

b-u-r-g-e-r

24 twenty-four

I can listen for, say and write words with **ir** or **ur**

**Objectives:** Listen, read and understand the story; Listen for, say and write words with *ir* and *ur*

**Recycled language:** *broken arm*

**Materials:** Classroom Presentation Kit

### Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

### Pupil's Book, pages 24–25

#### Science question

##### How do Adam, Mia and Liam help their community in the story?

This question relates to the social science topic of community.

Have the pupils identify the things that the children do to help their community (they get help for Mr Timms, they look after Lucky while Mr Timms is in hospital). Ask pupils: *Why is it important to help your community?*

#### Before you read

Follow the **Before you read routine** on p. 21.

#### 1 Look at the story title. What do you think the story is about?

Focus pupils on the first frame. Ask what the characters are doing (They're helping at the fun run.). Ask if pupils can remember how the club members prepared for this fun run (By doing first aid training).

#### 2 2.6 Listen and read. Who looks after Lucky?

Follow the **Story time routine** on p. 21.

To check pupils have understood the story, ask the following questions. Tell pupils to respond using the *Yes/No/Don't know* poses from Pupil's Book, p. 9.

*Does Mr Timms need to go to hospital?* (Yes)

*Does Lucky run away on Thursday?* (Yes)

*Do the club members feel sad and worried about Lucky running away?* (Yes)

*Does Lucky stay at the hospital all night?* (No)

### Say and spell

Follow the **Say and spell presentation routine** on p. 21.

Depending on pupils' home language, they may need additional support. Display these words on the board and lead a drill. Ask if the letters *ir* and *ur* make different sounds or the same sounds. If they think it's the same sound, pupils should wiggle their fingers in the air. If they think the sounds are different, they should pat their head (The sounds are the same.).

#### 1 2.5 Listen and repeat.

 Elicit how pupils would pronounce these sound combinations in their own language and whether the vowel sounds are long or short.

#### 2 Find the words in the story.

### Activity Book, page 24

Follow the **Say and spell practice** and **Spelling Bee Challenge routines** on p. 21.

#### 1 2.1 Listen. Circle the letters you hear. Write the words.

1 d-i-r-t-y – dirty

2 t-u-r-n – turn

3 T-h-u-r-s-d-a-y – Thursday

4 f-i-r-s-t – first

#### 2 Follow the lines. Then circle *i* or *u* to complete the words.

**Reach higher** Ask early finishers to think of two more words that have an *ir* or *ur*, as in these examples.

#### 3 2.2 Complete the words. Then listen and say the news report.

**Engage** Ask pupils to roll up a piece of paper to make a microphone to use when they say the news report. Put pupils into pairs, so one pupil is reading the news report and the other is acting as a camera person (holding an imaginary camera).

### Closing routine

Do TPR Dynamic routine 3 on p. 32.

**Lesson 3 Story time**

**Before you read**

- Look at the story title. What do you think the story is about?
- Listen and read. Who looks after Lucky?

**Where's Lucky?**

- Mia, Adam and Liam were at the fun run. Emma was at home in bed.
- The children watched the runners.
- The children remembered their first aid training.
- Mr Timms needed to go to hospital, but he was worried about Lucky.

**Say and spell**

- Listen and repeat.  
first turns  
dirty Thursday
- Find the words in the story.

24 twenty-four

Key learning outcome: Listen, read and understand the story

Activity Book, p.24

How do Adam, Mia and Liam help their community in the story?

- The children fed Lucky after school every day.
- But on Thursday, there was a problem.
- Everybody helped to look for Lucky, but they didn't find him.
- The children went to tell Mr Timms about Lucky.

**Lesson 4 Explore the story**

**After you read**

- Watch the video. Act out the story.
- Say the sentences in order to tell the story.
  - Mr Timms fell over and...
  - The children looked after Lucky.
  - Mr Timms fell over and went to hospital.
  - Lucky was outside the hospital with Mr Timms's hat.
  - Lucky ran away and the children couldn't find him.
- Ask and answer.
  - How can you help when somebody has a problem?
  - How do you feel when you help somebody?
  - How do you feel when you have a problem?
  - Who do you ask for help?

25

Activity Book, p.25

Key learning outcome: Show compassion for someone by being kind and helpful

twenty-five

**Where's Lucky?**

**Lesson 4 Explore the story**

**After you read**

- Read the story on Pupil's Book pages 24–25 again. Then read and circle **True** or **False**.
  - Mr Timms was a first aid helper at the fun run. True / False
  - Mia helped Mr Timms. True / False
  - Mia gave Lucky Mr Timms' hat. True / False
  - Lucky escaped from Adam. True / False
  - Lucky hid under a truck. True / False
  - Lucky waited for Mr Timms at the hospital. True / False
- Exam practice** Read Adam's Club Page. Choose the right words and write them on the lines.

**My Club Page**

It was a very exciting weekend. There was a fun run in the park. I was with Mia and Liam and we were first aid helpers. Emma wasn't with us because she was still sick. Mr Timms ran past us but he fell over. He needed to go to hospital because he had a broken arm. He was very worried about Lucky but we looked after him. We fed him every day, but one day he ran away and we didn't find him. When we went to the hospital to see Mr Timms, Lucky was there! He had Mr Timms's hat.

**Example:** team run aid  
1 flu sick cough  
2 jumped flew fell  
3 broken dizzy sick  
4 excited worried happy  
5 looked saw ran  
6 walked found ran

3 Read, circle and write.  
I think the story is \_\_\_\_\_.  
I like / don't like the part when \_\_\_\_\_.

I can read and understand the story

25

**Activity 2**

b Mr Timms fell over and went to hospital.

a The children looked after Lucky.

d Lucky ran away and the children couldn't find him.

c Lucky was outside the hospital with Mr Timms's hat.

**Activity 3**

*Suggested answers:*

- I can look for somebody to help. I can be kind.
- I feel happy.
- I feel bad/sad/worried/unhappy.
- I ask my teacher/family/friends.

**Objectives:** Read and understand the story; Social-emotional learning (SEL): Learn how to manage your anger; Exam practice: A2 Flyers Reading and Writing, Part 4

**Materials:** Classroom Presentation Kit, SEL Activity Card 2, SEL Poster 3

## Opening routine

To **energise** the class, do Communication routine 3 on p. 32.

## Pupil's Book, page 25

### After you read

#### 1 2.6 Watch the video. Act out the story.

Follow the **Before you watch** and **Watch the story video routines** on p. 23.

#### 2 Say the sentences in order to tell the story.

Follow the **After you read routine** on p. 23.

#### 3 Ask and answer.

Follow the **Social-emotional learning (SEL) routine** on p.23. Show frame 4 of the story on the board, and ask the following questions:

**Support** *Where is Mr Timms? How many people can you see? What is in Lucky's mouth?*

**Reach higher** *Why is Mr Timms worried about Lucky? Why do the club members offer to help look after Lucky?*

### Social-emotional learning: I help others

Ask the class to look at the story and think about how the children helped Mr Timms (They did first aid for him and looked after Lucky). Guide the class to realise that there are many ways to help someone (e.g. Liam got help when Mr Timms broke his arm). Elicit from pupils that it is important to help people if we can. This includes being kind. Tell pupils that it is also important to *accept* help when we need it.

To develop the SEL focus, you could explore it with your class by asking:

*How do you ask for help?*

*How do you feel when someone helps you?*

If time allows, ask pupils to think about a time when they asked for help (e.g. when they fell in the playground and hurt their leg). Hand out pieces of A5 card and ask pupils to write one sentence about one time they asked for help and another sentence about how they felt when someone helped them. They should then draw a picture. Make a wall display with their pictures.

## Activity Book, page 25

### 1 Read the story on Pupil's Book pages 24–25 again. Then read and circle *True or False*.

**Support** As you monitor, if a pupil needs support, read out one or two of the sentences, putting emphasis on the key words (e.g. Mia gave Lucky Mr Timms's hat). Encourage pupils to underline key words in the sentences, which they will look for in the story. Explain that looking for these key words can help them to find the correct answer in the story.

### 2 **Exam practice** Read Adam's Club Page. Choose the right words and write them on the lines.

#### Exam tip

#### A2 Flyers Reading and Writing, Part 4

Prepare pupils for this type of activity by asking them to read the text once to understand the main ideas. Then ask pupils to cover the options with their hand or a piece of paper and try to fill in the gaps. Encourage them to re-read the story to help with this. After they have tried to fill the gaps, have pupils uncover the options and choose the options that best fit the gaps.

### 3 Read, circle and write.

 Activity 3 allows pupils to interpret a story and give their **personal response** to it. Give example answers to help pupils complete the sentences.

## Closing routine

Do Mindfulness routine 3 on p. 32.



**Objectives:** Give advice; Write advice using *should* and *shouldn't*; Exam practice: A2 Flyers Reading and Writing, Part 1

**Vocabulary:** ambulance, bandage, chemist, dentist, doctor, medicine

**Grammar:** *should* and *shouldn't*

**Recycled language:** broken arm, cut, sore throat, temperature

**Materials:** Classroom Presentation Kit, Flashcards, Something for Everyone Book

**Optional:** A4 cards with the words from activity 1 written on them (one word per card, one complete set of words for every group of six pupils)

## Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

## Pupil's Book, pages 26–27

### 1 2.7 Listen and say. 2.8 Then listen and put in order.

Follow the **Vocabulary presentation routine** on p. 25.

**Engage** To give pupils a chance to move their bodies, adapt this activity into a more physical one. Put pupils into groups of six and give each group a set of A4 cards with a word from activity 1 written on each card. Each pupil should hold one card. Ask pupils to listen to the audio and arrange themselves to stand in the correct order.

medicine, ambulance, doctor, chemist, bandage, dentist

### 2 2.9 Watch and listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

### 3 2.10 Look, listen and follow. Then make your own sentences.

Follow the **Grammar table routine** on p. 25.

Focus pupils on the pronunciation of *should* and *shouldn't*. Lead a drill, and ensure pupils are aware that they don't pronounce the *l*.

You should go to a dentist.

She shouldn't take medicine.

We should call an ambulance.

Follow the **Grammar practice: Talk Partners routine** on p. 25.

### 4 **Talk Partners** Look and say *should* or *shouldn't*.

**Engage** After this activity, stick vocabulary flashcards of people with the following problems up around the room: *a broken leg, a sore throat, earache, a headache*. Put pupils into pairs or threes and ask them to walk around and look at the flashcards. Tell pupils in their pairs/groups to say what the person should or shouldn't do.

### 5 **Talk Partners** Talk to your friends. Give advice. What should you do when ...

Model the activity with a confident pupil and then explain or elicit the different stages of the activity: Choose a situation from the options (e.g. *You have toothache*). Ask one of your partners a question about this situation (e.g. *What should you do when you have toothache?*). Answer your partner's question and give them advice. Then repeat with a different partner.

## Activity Book, page 26

### 1 **Exam practice** Look and read. Choose the correct words and write them on the lines.

#### Exam tip

#### A2 Flyers Reading and Writing, Part 1

To help pupils approach tasks like this, remind them that if they don't know one answer, they should simply move on to the remaining questions. They can come back to the answers they didn't know later.

### 2 Read and complete the advice. Use *should* or *shouldn't*.

### 3 Write what you should and shouldn't do when ...

## Closing routine

Do TPR Dynamic routine 1 on p. 32.

Activity 1

Suggested answers: It is about first aid. / It is about how to help when people are sick/have an accident.

Science question

Suggested answer: It helps you to be more alert and safer in your community.

Lesson 6 Read the world

Before you read

1 Look at the pictures and think. What is the leaflet about?

# FIRST AID FOR KIDS

DO YOU WANT TO SAVE LIVES?

WE CAN HELP YOU TO HELP OTHERS. FOLLOW THESE IMPORTANT STEPS.

**STOP ACCIDENTS!**  
Most accidents happen in places where you spend a lot of time, like your home or your school. Watch out for things that are dangerous. Look out for signs and stickers to help you see these.

**ACT FAST!** When somebody has an accident or is ill, YOU can help!

**1 A CUT**

Don't touch the cut.

You should clean the cut carefully with **antiseptic**.

Then put on a plaster or a bandage.

**3 AN ACCIDENT**

Call for help or phone for an ambulance quickly.

You should stay calm and talk to the person.

Don't move the person.

You should put a **pillow** under their head to make them comfortable.

**5 AN INSECT STING**

Wash the area where the sting is with soap and water.

You should put ice or a cold cloth on the sting.

Don't scratch the sting.

**2 A BURN**

Put cold water on the burn for ten minutes.

You shouldn't cover the burn.

If necessary, see a doctor.

**4 SUN STROKE**

Move the person out of the sun straight away.

You should give the person some water to drink.

Lesson 6 Read the world

After you read

1 Circle the correct definitions. Use the pictures to help you.

- This liquid is poisonous. *Poisonous* means ...  
a medicine   b dangerous
- This material is flammable. *Flammable* means ...  
a it burns very easily   b it is difficult to burn
- The floor is slippery. *Slippery* means ...  
a easy to walk on   b difficult and dangerous to walk on
- Put a plaster on a cut. *A plaster* is ...  
a material you use to cover an area on your body  
b liquid you put on an area on your body
- Some insects can sting. *Sting* means ...  
a to make a loud noise   b to hurt

2 Think about the leaflet on Pupil's Book page 28. Read and write True or False.

- Accidents only happen in places you don't know well. False
- You shouldn't move someone with sun stroke. False
- You should clean a cut with antiseptic. True
- You should cover a burn. False
- You should wash an insect sting. True

I can use pictures to help me understand and I can reflect on what I have learned   twenty-seven 27

Activity 2

- Clean a cut carefully.
- Put cold water on a burn.
- After an accident, stay calm.
- Drink water when you feel dizzy in the sun.
- Wash an insect sting with soap and water.

Activity 3

- antiseptic
- pillow
- scratch

Activity 4

- He went to a First Aid Course.
- He learned how to help people with cuts and burns, for example, when you don't have a bandage.
- Phone (charger) near water, wet floor, broken corner of table (could cut someone).
- Pupils' own answers

**Objectives:** Read and understand a first aid leaflet; Use pictures to help understand new words (visual literacy); Reflect on what you have learned (critical literacy)

**Recycled language:** ambulance, bandage, cut, dizzy, doctor

**Materials:** Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

### Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

### Pupil's Book, pages 28–29

#### Science question

##### How can learning First Aid help your community?

This question relates to the social science topic of community.

Brainstorm ways in which learning First Aid can help the community (you know what to do if someone is injured or has an accident).

#### Before you read

Follow the **Before you read routine** on p. 27.

#### 1 Look at the pictures and think. What is the leaflet about?

#### After you read

Follow the **While you read** and **After you read routines** on p. 27.

#### 2 2.11 Read and listen. Complete the sentences.

#### 3 Find these words in the leaflet. Use the pictures to choose a definition.

#### Visual literacy: Use pictures to help understand new words

Ask pupils to describe the picture in the box. Encourage them to do this with all texts with images.

 Encourage pupils to keep a dictionary in their notebooks where they can add new words they learn from a text.

#### 4 Watch the video and answer.

#### Critical literacy: Reflect on what you have learned

Ask the class if the dangers in the video are things they already knew before this lesson. Explain that it is important to reflect on what we learn from texts or videos.

 In activity 4, pupils practise **relaying specific information** about the video.

Hi! I've just got home after my First Aid course. It was a really long day but it was really fun and we learned so much! They showed us how to do things like help someone with a burn or a cut. And at the end of the day they set us a First Aid safety challenge.

We have two minutes to find all of the things in our house that could be dangerous and think about what we can do to stop accidents. So ... I'm starting my timer ... here goes! Right, done! Here's one I found. My sister left her mobile phone charger next to the sink. You shouldn't have things like that near water.

Another one. My brother had a shower and there is water all over the floor. Typical! Someone could fall over. He should use his towel and the bath mat next time!

And here's one more. The corner of this table is broken and someone could cut themselves if they're not careful. I should tell Mum and Dad about that.

Well, that's it – this was my First Aid Safety Challenge. Can you do one too?

Follow the **Assessment for learning routine** on p. 27.

#### ESDC



#### How can you prevent accidents in your school?

This question relates to **SDG Goal 3: Good health and well-being**. Ask pupils about how often accidents happen in their school. Guide pupils to notice that, while accidents are a normal part of life, our own behaviour can have an impact on others. Elicit ways to prevent accidents at school, e.g. don't run in the hall, tell a teacher if there are food or water spills, learn First Aid, ask your teacher to invite safety experts such as fire fighters or health workers to give a talk.

### Activity Book, page 27

1 **Circle the correct definitions. Use the pictures to help you.** 

2 **Think about the leaflet on Pupil's Book page 28. Read and write True or False.** 

### Closing routine

Do TPR Dynamic routine 3 on p. 32.

**Activity 1**

*Suggested answers:*  
I've got a bad leg. /  
I've got earache.

Lesson 7 Listening & Speaking

**Real-world communication**

1 Look at the pictures. What do you think the children are saying? Listen and check.



- 2 Listen and answer.
- Why has the boy got a bad leg?  
a because he's got an insect sting  
b because he fell over
  - What does the boy want to do?  
a play basketball b play football
  - What does the girl need to do?  
a drink a lot of water b take some medicine
  - What shouldn't the girl do?  
a go to school b sleep

3 Watch or listen and say. Then practise in pairs.

A: Hello. Come in and sit down.  
What's the matter with you today?

B: I've got a stomach ache.

A: Where does it hurt?

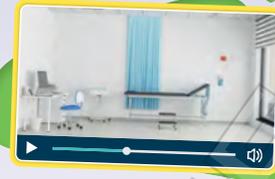
B: Here.

A: Do you feel sick?

B: No, not really.

A: Get plenty of rest. You should drink a lot of water, and don't eat too much.

B: OK. Thank you very much.

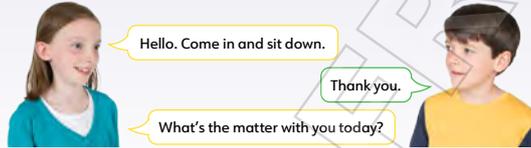


**Going to the doctor**

Come in and sit down. What's the matter with you today?  
Where does it hurt? Get plenty of rest.

4 Talk Partners Make new dialogues.

Go to Activity Book, p. 139



30 < thirty

Key learning outcomes: Use pictures to predict what you will hear; Say what the matter is

Activity Book, p. 28

Lesson 7 Listening & Speaking

**Real-world communication**

1 Listen and circle.

- Where does the boy's body hurt?  
a under his feet  
b under his knee
- How long should the boy rest for?  
a one week  
b two weeks
- What's the matter with the girl?  
a She's got earache.  
b She's got a headache.
- Where can she get the medicine?  
a from the doctor  
b from the chemist
- How many times a day should she take her medicine?  
a once  
b twice



2 Read and match.

- What's the matter? a does it hurt?
- Where? b go to bed.
- Come in and sit down. c matter with you today?
- Get plenty of rest. d sit down.
- You should... e rest.

3 Complete the dialogue. Then listen and check.



28 < twenty-eight I can understand people talking about their health problems

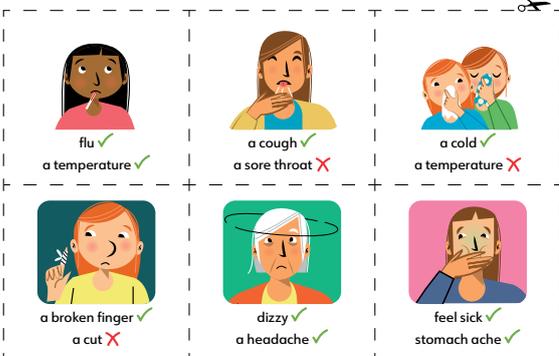
Team time Speaking

**Unit 2**

You are at the doctor's. Take turns to be the patient and the doctor.

**Doctor**

Illness	Ask	Treatment
A cold	A temperature?	sleep ✓ eat oranges ✓ play outside ✗
A cough	A sore throat?	medicine ✓ stay at home ✓ run ✗
Flu	A temperature?	stay in bed ✓ drink water ✓ go to school ✗
Broken finger	A cut?	put a bandage on ✓ rest your hand ✓ write ✗
Feel dizzy	A headache?	go to bed ✓ sleep ✓ stand up ✗
Feel sick	Stomach ache?	drink water ✓ get plenty of rest ✓ eat a lot ✗



one hundred and thirty-nine > 139

**Objectives:** Use pictures to predict what you will hear; Say what the matter is

**Functional language:** *Come in and sit down. What's the matter with you today? Where does it hurt? Get plenty of rest.*

**Recycled language:** *doctor, medicine, sick, stomach ache*

**Materials:** Classroom Presentation Kit, Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

**Optional:** Four sets of word cards (each set containing 11 pieces of paper with the following words written on them: *matter, hurt, knee, broken, week, earache, hear, ears, bed, tomorrow, better*)

## Opening routine

 Play the mindfulness animation or audio to **energise** pupils before they listen or have pupils sing and dance to the song *What's the matter?* from Lesson 5.

## Pupil's Book, page 30

1  **Look at the pictures. What do you think the children are saying? Listen and check.**

Follow the **Listening activity routine** on p. 29.

**Engage** In groups, have pupils think of words to describe the two pictures.

**Support** On the board, write *I've got ...* and tell pupils who need support to use this to guess what the children are saying.

 In activity 1, have pupils share their answers with a partner to practice interpreting and explaining the **main point** of a conversation to someone else.

2  **2.12 Listen and answer.**

### Listening skill: Use pictures to predict what you will hear

Point out to pupils that in activity 1, we imagined what the people were saying in the pictures, and this will help us to listen and understand the audio in activity 2.

**Doctor:** Hello, Billy. What's the matter with you today?

**Billy:** My leg hurts.

**Doctor:** Oh, dear. Let me see. Where does it hurt?

**Billy:** Here, under my knee.

**Doctor:** Did you fall over?

**Billy:** Yes, I did.

**Doctor:** Well, you haven't got a broken leg, but you should rest your leg for a week.

**Billy:** Can I play football?

**Doctor:** No, I'm afraid not. No football for a week.

**Billy:** OK. Thank you.

**Doctor:** Hello, Meg. Come in and sit down.

**Meg:** Thank you.

**Doctor:** What's the matter with you today?

**Meg:** I've got earache and I can't hear very well.

**Doctor:** Okay. Let me look in your ears. Have you got a temperature?

**Meg:** Well, I feel very hot.

**Doctor:** You need to take some medicine. You can go with your mum to the chemist to get the medicine, then you should go to bed. Take your medicine twice a day.

**Meg:** Can I go to school tomorrow?

**Doctor:** No. You shouldn't go to school until you are better.

3   **2.13 Watch or listen and say. Then practise in pairs.**

Follow the **Functional language: Video activity and speaking activity routine** on p. 29.

### Speaking skill: Going to the doctor

Ask pupils how they can help the doctor understand where they have pain (e.g. by gesturing or pointing to the place and using phrases like *It hurts here*).

4   **Talk Partners Make new dialogues.**

Follow the **Assessment for learning routine** on p. 29.

## Activity Book, page 28

1  **2.3 Listen and circle.**

**Engage** To re-energise pupils, put them into four groups each standing around a table. Put one set of word cards (see optional materials) in front of each group, facing up and spaced out. Pupils listen to the audio and when they hear one of the words, they grab it. The person in each group with the most words by the end is the winner.

2 **Read and match.**

3  **2.4 Complete the dialogue. Then listen and check.**

### Closing routine

Do Mindfulness routine 1 on p. 32.

**Activity 1**

It's for school children.

**Activity 2**

the classroom: You

should be careful with scissors. You shouldn't climb on tables or chairs.

the corridor: You shouldn't run in the corridor. You should never run down the stairs.

the playground: You should have a rest after lunch. You shouldn't play in the hot sun.

**Activity 3**

1 Six.

2 Two.

3 Pupils' own answers

1 Look at the leaflet. Who is it for?

**HOW TO STOP ACCIDENTS AT SCHOOL**

We want to have a happy and healthy school. Here's how you can stop accidents and stay healthy in the classroom, in the corridor and in the playground.

- You should be careful with scissors. Don't cut your finger!



- You shouldn't climb on tables or chairs. It's easy to fall off!



- You shouldn't run in the corridor. It's dangerous!

- You should have a rest after lunch. You don't want a stomach ache!



- You should never run down the stairs. You don't want a broken leg!



- You shouldn't play in the hot sun. You don't want a headache!

2 Read the leaflet and say which pieces of advice are for which place.

the classroom

the corridor

the playground

**Use bullet points**

We use bullet points to:

- make a list
- make information easy to read

3 Read the leaflet again and answer.

- How many bullet points are there?
- How many sentences are there next to each bullet point?
- Do you think the leaflet is easy to read?

4 Plan and make a leaflet.

Go to Activity Book, p.29

**What do you know now?**

Think about Unit 2.

Go to Activity Book, p.32

Key learning outcome: Write a leaflet

thirty-one > 31

**Plan** Think about safety problems at home. Read the questions and make notes.

- What areas or rooms of a house can be dangerous?
- What objects or machines in a house can be dangerous?
- What kind of actions shouldn't you do in some rooms?
- How can you make a house safer?
- What should you do in an emergency?

**Write** Write a leaflet about safety at home. Use bullet points.

**HOW TO STOP ACCIDENTS AT HOME**

- You should \_\_\_\_\_
  - You shouldn't \_\_\_\_\_
- Pupils' own answers*

**Check** Read and check your work with a friend.

- I used the Vocabulary & Grammar Review to check my spelling.
- I used bullet points to make the information easy to read.
- I said what you should and shouldn't do.
- I wrote at least five safety points.

I can plan and write a leaflet about safety at home twenty-nine > 29

**Objectives:** Plan and write a leaflet about safety at home

**Recycled language:** *broken, cut, headache, stomach ache*

**Materials:** Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

### Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

### Pupil's Book, page 31

#### 1 2.14 Look at the leaflet. Who is it for?

Follow the **Before you read routine** and the **Model text and writing sub skill routine** on p. 31.

Ask pupils if there are any leaflets or signs like this in their school. If time allows, ask pupils to go and look around the school to find examples. Depending on your school, pupils may take a photo of the leaflets or signs that they find with their mobile phones, and come back to class to show a partner what they found.

#### 2 Read the leaflet and say which pieces of advice are for which place.

 In activity 2, have pupils share their answers with a partner to practice interpreting and explaining a leaflet by **relaying specific information** about it to someone else.

#### 3 Read the leaflet again and answer.

#### Writing skill: Use bullet points

Ask pupils to point to the bullet points in the leaflet. Ask the class why bullet points are used in this text (A lot of information can be included in a small leaflet; It is easy to read quickly and get the information.). Explain that bullet points are common in leaflets.

If possible, ask pupils to open a book from another subject (e.g. Geography) and point to some examples of bullet points if they are used in their home language.

#### 4 Plan and make a leaflet.

Follow the **Writing activity routine** on p. 31.

### Activity Book, page 29

Follow the **Activity Book routine** on p. 31.

**Plan** Think about safety problems at home. Read the questions and make notes. 

#### Classroom management tip

Pupils will be more likely to finish the writing section of this activity at around the same time if they are all ready to *start* the writing at the same time. To help them do this, add a stage here for those who have finished planning to share their plan with another pupil who has also finished planning. This will allow those who need more time to make notes at the planning stage to finish their plan, while those who are ready can enjoy sharing their ideas with a partner.

**Write** Write a leaflet about safety at home. Use bullet points. 

**Check**  Read and check your work with a friend. 

### Pupil's Book, page 31

**What do you know now?** 

Follow the **Assessment for learning: Progress review routine** on p. 31.

#### Closing routine

Do TPR Dynamic routine 3 on p. 32.

# Review

## 1 Do the quiz.

### The Health Quiz

- 1 This vehicle takes you to hospital: an ambulance.
- 2 Name three aches you can have in your body: headache stomach ache earache.
- 3 Name three health problems beginning with the letter c: cough cold cut.
- 4 These two people help you with a health problem: a d octor a d entist.
- 5 This can make you better: m edicine.
- 6 Your body is hot. You have got a temperature.
- 7 It's difficult to speak. You have got a sore throat.
- 8 It's normally white and very long: a bandage.
- 9 James can't write because he has got a broken arm.
- 10 You think the room is moving. You need to sit down. You feel dizzy.
- 11 You don't feel well. You feel sick.
- 12 You buy things here to help you get better: a chemist.
- 13 You can give it to me and I can give it to you: flu.

## 2 Match the photos to some of the answers in Activity 1.



## 3 Complete the rhymes. Then listen and check.

shouldn't got 've Have got should feel

I go to bed when I've <sup>1</sup> got flu  
To make sure I don't give it to you.

When you <sup>2</sup> 've got  
a headache, get some rest  
And drink lots of water –  
that's the best.

When you've got a cold,  
You <sup>3</sup> shouldn't go out.  
When you've <sup>4</sup> got a sore throat,  
It's not good to shout!

When we <sup>5</sup> feel dizzy,  
We should sit down.  
It's a bad idea to run around.

When we've got a cough,  
We always know  
We <sup>6</sup> should cough into  
our elbow.

<sup>7</sup> Have you got a bad toothache?  
Go quickly to the dentist – don't wait!

How do you say I've got a cold in your language? Is it the same number of words? Do you use a? What about I've got a cough?

## 4 Complete the jokes.

Doctor, doctor, what's the  
<sup>1</sup> matter with me?

Doctor, doctor, <sup>2</sup> what's  
the matter with me? Why  
<sup>3</sup> does it hurt when I touch  
my head, my arm and my knee?

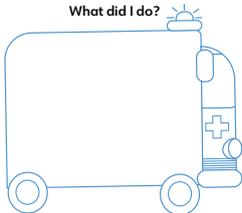
I think you've got a  
problem with your  
eyes – I'm a dentist!

Because you <sup>4</sup> 've/have got  
a broken finger!

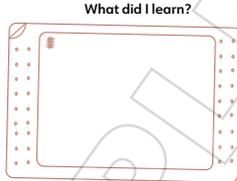
## Think about Unit 2

Read. Write or draw, circle and tick (✓) your answers.

What did I do?



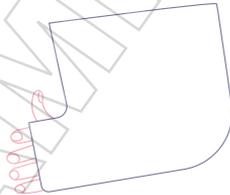
What did I learn?



How did I learn?



What was my favourite part?



### How well did I do?



### What can I do next?

- I can ...
- practise the new words.
- read the story again.
- make a safety list for my home.
- play the digital games.

Go to the map on pp.4–5 and draw your unit pass.

## Exam practice 2

### 1 Listen and draw lines. There is one example.



### Exam tip

Remember to read all the names first. Look at the picture very carefully. What are the people doing?

**Objectives:** Review vocabulary and grammar from Unit 2; Assessment for learning Unit 2;

Exam practice: A2 Flyers Listening, Part 1

**Materials:** Classroom Presentation Kit

## Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

## Activity Book, pages 30–33

- 1 Do the quiz.
- 2 Match the photos to some of the answers in Activity 1.
- 3  2.5 Complete the rhymes. Then listen and check.

**Reach higher** Ask pupils to write one or two more rhymes using health words. Ask your language assistant to monitor these pupils and to give them oral feedback on their rhymes.

I go to bed when I've got flu  
To make sure I don't give it to you.  
When you've got a headache, get some rest  
And drink lots of water – that's the best.  
When you've got a cold,  
You shouldn't go out.  
When you've got a sore throat,  
It's not good to shout!  
When we feel dizzy,  
We should sit down.  
It's a bad idea to run around.  
When we've got a cough,  
We always know  
We should cough into our elbow.  
Have you got a bad toothache?  
Go quickly to the dentist – don't wait!

 **How do you say I've got a cold in your language? Is it the same number of words? Do you use a? What about I've got a cough?**

Have pupils say the expressions in their own language and count together the number of words. Put them on the board so that they can notice and discuss the differences in structure.

## 4 Complete the jokes.

### Think about Unit 2

**Read. Write or draw, circle and tick (✓) your answers.**

Follow the **Assessment for learning: Progress review routine** on p. 31.

## Exam practice

- 1  2.6 Listen and draw lines. There is one example.

### Exam tip

#### A2 Flyers Listening, Part 1

Tell pupils that in this part of the exam, they will need to listen for names and descriptions. They need to draw lines from the name to the correct person in a large picture. Tell pupils to remember to read all the names first.

**Doctor:** Who's first on the list today?

**Nurse:** That's Peter. He's here with his mother.

**Doctor:** Oh, yes. I remember Peter. We have to look at his broken arm. It looks like it still hurts.

**Narrator:** Can you see the line? This is an example. Now you listen and draw lines.

1 **Doctor:** Who's next?

**Nurse:** Next is Mary. She's the girl with the bandage.

**Doctor:** Oh, yes. She has a cut on her finger. How did she do that?

**Nurse:** Chopping onions with a kitchen knife.

**Doctor:** People should be very careful with knives!

2 **Nurse:** Then it's Jill. She's got a bad stomach ache.

**Doctor:** The girl in the red jumper?

**Nurse:** Yes.

**Doctor:** Did she eat something bad?

**Nurse:** No, but she ate a lot of apple tarts! Poor Jill.

3 **Doctor:** And the girl with the sore throat – is that Veronica?

**Nurse:** Yes, that's Veronica in the yellow hat. She's also got a temperature.

**Doctor:** She should be in bed!

4 **Nurse:** Next we have William.

**Doctor:** What's the matter with William?

**Nurse:** He's got quite a bad cough. That's him there – in the yellow hat.

**Doctor:** William knows the right thing to do. I can see him coughing into his elbow.

5 **Nurse:** And finally it's Paul. He's got earache.

**Doctor:** Oh, yes, I know Paul. Yes, he likes swimming. He's got earache from water in his ear.

**Nurse:** Yes, he says his ear hurts a lot this time.

## Closing routine

Do Communication routine 3 on p. 32.