

# Unit learning outcomes

#### Students learn to:

- talk about parts of the body and health problems
- understand and use comparatives and superlatives, including *as* ... *as*
- use want to
- use *need to* to give advice
- read about bones, joints, and yoga
- read and act out a short play

Materials globe / world map (optional), pictures from Digital photo bank of Indonesia including Krakatau (optional), posters or leaflets with health advice (optional), copy of the Mission worksheet (Teacher's Resource Book page 34), digital Mission poster

#### Self-assessment

- **SA** Say Open your Student's Books to page 32. Students look at the title and the picture. Check comprehension of body and review healthy.
- Draw a stick person on the board, with hair, a face, and ears. Call students to the front to point to a part of the body, say the word, and write it (*arm, body, ear, foot/feet, hand, head, leg, eyes, nose, mouth, face, hair*).
- Say Look at the picture. Where is she? (At the beach) What's she doing? (Yoga) Why? (It's good for your body.) Talk about the importance of exercise to keep our bodies healthy. Ask What exercise do you do?
- Use self-assessment (see Introduction). Say OK. Let's learn.

#### Warm-up

- Point to the stamp of Krakatau and write the name on the board. Explain that Krakatau is a volcanic island in Indonesia. If possible, show pictures of Indonesia and show where it is on a globe/map.
- Point to the main picture again. Say *Point to her head.* Students point. Repeat with different parts of the body.
- Put the students in pairs. They take turns giving instructions, e.g., *Point to your leg. / Hold up your hands. / Touch your ear.*

**Extension** Write questions on the board, e.g., *Who is the healthiest person in your family? Why? What's your favorite type of exercise? Do you usually eat healthy food? Which unhealthy food do you eat?* 

# Student's Book, page 32

## **1** Watch the video. Ask and answer.

- Say *In this unit we're talking about health and the body.* Say *Let's watch the video.* To introduce the topic of the unit, play the video.
- Pause the video while you watch to ask students for any vocabulary they know and to say what they can see and what they think is happening.

• Discuss with a few students the questions on the Student's Book page and then students ask and answer in pairs.

# mission Become a health expert

- Point to the Mission box or the digital Mission poster and say *Our Mission is: Become a health expert.* Check comprehension of *expert.* Ask *Who asks for help from a health expert?* Students share ideas (e.g., athletes, people who are going to the gym, actors, people who are sick).
- Say Let's look at the Mission stages: 1 Create a health plan. Show the worksheet in the Teacher's Resource Book page 34 and say *This is the health plan.* Explain it has three sections and that students are going to complete it as they work through the unit. Alternatively, if you do not have the Teacher's Resource Book, write the following headings on the board: 1 Parts of the body you take care of, 2 Problem and doctor's advice, 3 Healing tips.
- Say 2 Visit the doctor. Ask When did you last see a doctor? What did he/she ask you? What did you say? Briefly talk about the conversations we have at the doctor's (the doctor asks what the matter is and we describe our symptoms). Tell students they will practice visiting the doctor in English.
- Say 3 Add some healing tips to my health plan. Explain the meaning of tip.
- Ask What's the last stage? (Make a health advice poster.) Teach advice and ask Where do you see posters with health advice? (At the doctor's. / In hospitals and health centers. / At the pharmacy.) Say Health experts give advice. They write posters, leaflets, books, or websites. Show examples of health posters or leaflets, if possible. Tell students they are going to make their own health poster.
- Ask students to cover the page. See if they can remember the stages of the Mission. Say *This is our Mission*.

# Workbook, page 32

## My unit goals

- Go through the unit goals with the learners. You can read these, or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say This is our Mission page.

## **Ending the lesson**

• Students recreate the stick person from the selfassessment stage (with the labels) in their notebooks. They compare their pictures in pairs. Students call out the words so you can recreate the picture on the board.



More Information



# Vocabulary 1

Learning outcomes By the end of the lesson, students will be able to talk about parts of the body. New language back, bandage, elbow, finger, knee, neck, scissors, shoulder, stomach, toe, weights, What's the (pink one) for? It's for (my finger). What are the (green ones) for? They're for (my shoulders).

Recycled language parts of the body, *beach, do exercise, drop, fall (fell), pick up, strong, yesterday,* present progressive, simple past, questions Materials video, Parts of the body flashcards, word cards (optional), a real bandage (if possible), audio

#### Warm-up

• Play "Simon says" using parts of the body and action verbs.

#### Presentation

- Hold up each Parts of the body flashcard and say the word. Students repeat. Show a real bandage if possible. Students share experiences of when someone needed to wear a bandage.
- Display the flashcards in turn. Students say the words.
- Students stand up. Give instructions and teach mimes to practice the new words, e.g., *Touch your toes. Wave* your fingers in the air. Turn your back to me. Touch your neck. Shrug your shoulders. Rub your stomach. Bend your elbows/knees. Put on a bandage.

# Student's Book, page 33

# **1** $\Omega_{1,32}$ Listen. How did Ivan cut his finger?

- Say Open your Student's Books to page 33. Who is in the picture? (Ivan, Su-Lin, Jim, Jenny, and Pablo) Where are they? (At the beach) What's Ivan doing? (Exercise)
- Ask What else can you see in the picture? Teach weights. Mime lifting weights and ask Does anyone in your family lift weights?
- Read the caption. Ask What type of exercise can you do at the beach? (Running, dancing, aerobics, soccer, volleyball, bat, and ball games)
- Point to Ivan's bandages and ask Where's the yellow bandage? (On his neck) Where are the green bandages? (On his shoulders)
- Ask *How did Ivan cut his finger? Let's listen.* Play the audio. Check comprehension of *scissors*.
  - Track 1.32

**TB33** 

Diversicus is in Indonesia. This morning Ivan is exercising at the beach. The children are watching him.

Pablo:	Look at Ivan. He's very strong.
Su-Lin:	Hmm. What are those yellow things on your neck,
	Ivan?
Ivan:	They're bandages. The yellow ones help my neck.
Jenny:	And the green ones? What are they for?
Ivan:	They're for my shoulders.
Jim:	Ah! So the blue one's for your elbow and the red
	ones are for your knees.
Ivan:	Yes, that's right.
Jenny:	What about the pink one? Does that help your
	finger?
Ivan:	Er, no. It doesn't.
Pablo:	So, what's the pink one for?

Ivan:	I cut my finger with the scissors this morning.
Pablo: Su-Lin:	Oh, no. I'm sorry.
Ivan:	What's the black one for? Is it for your stomach? My stomach? There's nothing wrong with my
Ivun.	stomach. It's for my back. It helps my back when
	I pick up my weights.
Jim:	Your weights are here, Ivan. Why aren't you
	picking them up today?
Ivan:	Not today Today I'm doing different exercises.
Jenny:	Ah! And what about that white one on your big toe? How does that help you?
Ivan:	It doesn't. I dropped one of my weights
	yesterday and it fell on my toe.
Kids:	Ooh! Ow! Ouch!
Su-Lin:	That's terrible! You didn't have a good day
	yesterday.
Ivan:	No, I didn't.

Key: He cut his finger with the scissors.

**Extension** Write questions on the board and play the audio again.

- 1 What are the green bandages for? (Ivan's shoulders)
- 2 Does Ivan have a problem with his back? (No, he hasn't.)
- 3 What is the black bandage for? (It helps his back when he picks up his weights.)
- 4 What is the white bandage for? (Ivan's toe)
- 5 What happened to Ivan yesterday? (He dropped a weight on his toe.)

# 2 $\Omega_{1.33}$ Say the chant.

• Say *Listen and say the chant.* Play the audio or video. Students point to the parts of the body and chant.

[x2]

**Track 1.33** Neck, stomach, back, Shoulder, elbow, knee, Finger, toe, and bandage.

## **3** $\underset{1.34}{\bigcirc}$ Listen and say *yes* or *no*.

- Play the audio. Pause for students to answer.
  - Track 1.34
  - 1 It's nighttime.
  - 2 They're at the beach.
  - 3 Ivan's doing exercise.
  - 4 The yellow bandage is for Ivan's elbow.
  - 5 The green bandages are for Ivan's shoulders.
  - 6 Ivan hurt his toe.

Key: 1 no 2 yes 3 yes 4 no 5 yes 6 yes

# 4 🛃 Write two sentences about the picture.

• Students write sentences in their notebooks. Call students to write sentences on the board.

# Workbook, page 33

# See pages TB128–140

## Ending the lesson

• Say We learned about parts of the body. Show the flashcards. Ask Do you know the words? Use the self-assessment technique (see Introduction). Students show how they feel.



More Information



**Learning outcomes** By the end of the lesson, students will have encountered comparative, superlative adjectives, and *as* ... *as* in context.

New language best, famous, soccer player, high, island Recycled language parts of the body, action verbs, adjectives, acrobat, Be careful, carry, mountain, river, water, weights, comparative and superlative adjectives, as ... as Materials video, Parts of the body flashcards, word cards (optional), audio

#### Warm-up

- Practice parts of the body with the flashcards and by giving instructions.
- Define a part of the body, using a comparative, e.g., *I'm* thinking of a part of the body. It's smaller than my head. There are two of them. They're more beautiful than my ears. (Eyes) Repeat for different parts of the body, e.g., *They're longer* than my toes but shorter than my legs. They're on my hands. (Fingers) Mine is longer and curlier than Elena's. (Hair)
- **SA** Use self-assessment techniques to check how well students think they understand the vocabulary. See Introduction.

**Extension** Ask Who has the straightest hair in the class? Who has the longest hair? Who has the longest legs? Who has the strongest arms? Who has the lightest hair?

# Student's Book, page 34

# The Diversicus song

 Play the song at the beginning of the cartoon story. Students listen and sing. Track 1.33

See the Diversicus song on page TB5

# Diversicus

- Say Open your Student's Books to page 34. Ask Who can you see in picture 1? Remind the students that the man is Pablo's father and ask What does he do? (He's a teacher.)
- Point to picture 1 and ask What are the children doing? (They're having a lesson.) What are the children studying? (Geography) What's on the whiteboard? (Mountains and a lake) Say Look at the other pictures. Where do they go after the geography lesson? (To watch the acrobats) Explain that the children are comparing the different acrobats in Diversicus.
- Ask *Who's the best jumper in Diversicus?* Write the question on the board and check comprehension of *best.* Say *Let's find out.* Play the audio or video. Students listen and read.
- Check answers. (*Lily is the best jumper*.)

Track 1.33 and 1.34

The Diversicus song + see cartoon on Student's Book page 34

- Check comprehension of *high* and *island*.
- Play the audio or video again. Pause after each picture and ask, e.q., Which is the highest mountain in Indonesia? (Puncak Jaya) Which is the highest mountain in the world? (Everest) Which is the longest river in the world? (The Nile) Is the Nile as big as the Amazon? (No, it isn't.) Who's the strongest man in Diversicus? (Ivan) In picture 6, is Jenny taller than her father? (Yes, she is.) Why can't Pablo play soccer in picture 7? (Because it's not a ball – it's a weight.) Whose toe is bigger at the end of the story? (They are the same – Pablo's toe is as big as Ivan's.) **Extension** Put students into pairs to retell the story. (e.g., The children are having a geography lesson. Pablo's dad asks them questions about mountains and rivers. The children want to know who is the strongest acrobat *in the circus. They go to watch the acrobats. They think* Lily is the best jumper and Marc is the best catcher. Ivan is the strongest. Pablo wants to play soccer but he kicks a weight. His toe is in a bandage. It's as big as Ivan's toe.) **Extra support** Retell the story yourself, but pause for students to tell you the next word.

## **1** $\Omega_{1.36}$ Listen and say the number.

• Read the instructions. Play the audio. Pause after each sentence for students to answer.

Track 1.34

THOUGH 210 I		
Jim:	Lily is the best jumper.	
Jenny:	This is more exciting than watching the others.	
Pablo:	I'm not as tall as you.	
Miguel:	He's stronger than all the acrobats in	
Diversicus.		
Jim:	The Nile, but it isn't the biggest.	
Miguel:	Which is the highest mountain in Indonesia?	
Ivan:	You can't play soccer with that!	
Su-Lin:	The Nile isn't as big as the Amazon River.	

**Key:** Picture 5, Picture 6, Picture 8, Picture 4, Picture 2, Picture 1, Picture 7, Picture 3

## Workbook, page 34

See pages TB128–140

#### **Ending the lesson**

- **SA** Repeat the self-assessment technique used at the beginning of the lesson to see how well students think they understand the vocabulary. Is there any change?
- Make sentences about places and characters in the story. Students say the name, e.g., It's the longest river in the world. (The Nile) It's the highest mountain in the world. (Everest) He's the strongest acrobat in the circus. (Ivan) She's the best jumper in the circus. (Lily) His toe is as big as Ivan's. (Pablo)

**TB34** 



More Information

#### Language practice 1

**Learning outcomes** By the end of the lesson, students will be able to use comparative and superlative adjectives and *as* ... *as*.

**New language** I'm not as strong as you. Jenny is taller than you. Ivan is the strongest man here. (at the) bottom, (in the) middle, (at the) top, smart, fit, human tower, interesting, loud, quiet, try

**Recycled language** adjectives, comparative and superlative adjectives, family, *Would you like to ...*? **Materials** Teacher's Resource Book page 34 worksheets, 20 small pieces of paper with an adjective on each one (optional), digital Mission poster, stickers

**Note:** You may wish to present the grammar using the Grammar spotlight table before doing the activities on the page.

#### Warm-up

- Write adjectives on the board in a column: happy, old, beautiful, fat, tall, hot, easy, boring. Ask What's the opposite of (happy)? Write each opposite next to the adjective (sad, new/ young, ugly, thin, short, cold, difficult, interesting/exciting). Teach loud and quiet. Practice saying the pairs of adjectives.
- Erase one adjective from each pair. Ask different students *What's the opposite of (interesting)?*
- Students ask and answer in pairs.

#### Presentation

- Ask questions with comparatives, e.g., What's more exciting – going to the movie theater or going skating? Which is more difficult – playing an instrument or speaking a different language? The class votes on the answers. Ask students their reasons (e.g., Going skating is more exciting because you move and it's fast.)
- Say True or false? Cats are as nice as dogs. Students discuss (e.g., False, because cats aren't always happy to see you.) Write more sentences with as ... as on the board for students to discuss, e.g., English is as easy as science. Old houses are as beautiful as new houses. Reading a book isn't as interesting as watching TV.

**Stronger students** Students write their own example sentences with *as* ... *as* ... or comparatives for a partner to give their opinion.

# Student's Book, page 35

# **1** Look at the picture. Which part of their body do you think is the strongest?

• Say Open your Student's Books to page 35. Look at the picture. Read the question. Students make suggestions.

2 Choose the words to complete the text.

- Students circle the words and compare in pairs.
- Check comprehension of at the bottom/top and in the middle.

**Key:** 2 most 3 strongest 4 big 5 stronger 6 smaller 7 thinner 8 easier 9 as 10 more

## 🗛 Grammar spotlight

- Point to the Grammar spotlight. Write the same sentences on the board.
- Students copy.
- Play the audio. Pause for students to repeat each sentence.

**Track 1.37** See Student's Book page 35

• For a full Grammar reference, see page 121.

#### 3 Make sentences about your family. Use these words.

- Ask different students about their family, e.g., *Is your grandfather funnier than your dad? Is your brother as tall as you? Who's the smallest person in your family?*
- Read the instructions and the speech bubbles. Check comprehension of the words in the box. Students write sentences and then compare with a partner.

# mission Stage 1

- Point to the Mission box or show the students the first stage of the digital Mission poster. Say *This is Stage 1 of our Mission. Let's create a health plan!*
- Read the instructions. Check comprehension of *fit*. Write parts of the body on the board and ask how to take care of them, e.g., *stomach eat healthy food, eat fiber, do exercise; teeth don't eat lots of candy, brush your teeth every day*.
- Students complete the worksheet task in the Teacher's Resource Book page 34 (see teaching notes on TRB page 27).
- Alternatively, if you do not have the Teacher's Resource Book, draw an outline of a body on the board for students to copy. They label the outline with the body parts. In pairs, they choose three body parts and talk about how to look after them.
- Collect the worksheets.

## Workbook, page 35

See pages TB128-140

## Workbook, page 32

• Students open page 32 of the Workbook and complete the Mission diary and "can do" statement (see page TB9).

#### **Ending the lesson**

• Go back to Stage 1 on the digital Mission poster. Say *We created a health plan.* Add a checkmark to the *Create a health plan* stage. Use self-assessment (see Introduction).



More Information



# CAMBRIDGE

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## Vocabulary 2 and song

Learning outcomes By the end of the lesson, students will have practiced the language through song. New language backache, (be) sick, cold, cough, hurt, sore throat, stomachache, fever, My (back) hurts. I have a (backache). What's the matter/problem? Recycled language parts of the body, doctor, quick, Does (your back hurt)? Yes, it does. / No, it doesn't. Materials video, Parts of the body flashcards, Health flashcards, word cards (optional), audio

#### Warm-up

- Show the Parts of the body flashcards. Students say the words.
- Hand out the flashcards, face down, around the class. Students with cards look and think of an instruction using this part of the body (e.g., *Touch your shoulders!*)
- Call a student without a flashcard to the front. He/She chooses a classmate with a flashcard. That student gives the instruction he/she thought of. The student at the front does the correct action.
- **SA** Use self-assessment techniques to check how well students think they understand the vocabulary.

#### Presentation

- Act having a cold and say *I have a cold*. Show the flashcard. Students say the word. Repeat for *cough* and *fever*.
- Rub your back and mime backache. Say *Ow! My back hurts. I have a backache.* Teach *stomachache, arm-ache* and *toothache* in a similar way. Act having a sore throat and say *My throat hurts. I have a sore throat.* Practice with the flashcards. Write the phrases on the board.
- Mime a health problem. Students say *You have an (arm-ache).*

# Student's Book, page 36

# Listen and match the names to the words. Then sing the song.

- Say Open your Student's Books to page 36. Ask Where are they? (At the doctor's) Say They're sick. Ask Where's (the doctor)? (Behind the door)
- Read the instructions. Make sure students know that they match the colored words with the named people.
  Play the audio or video. The first time students listen and match only. Check answers. Ask Who has a (cough)?
  Track 1.38

See song on Student's Book page 36

**Key:** Charlie – cough and fever, Claire – sore throat and cold, Paul – backache, Sally – stomachache

• Play the audio or video again. Teach the song in sections. Check comprehension of *Please be quick* and *What's the problem/matter?* Once they have practiced the song, students stand up and perform it.

**Extension** Once students are confidently singing along to the song, try singing the karaoke version as a class.

#### **2** Play the guessing game. Ask and answer.

- Read the instructions and the speech bubbles. Say I'm thinking of a health problem. What is it? Students ask, e.g., Does your throat hurt? Answer Yes, it does. / No, it doesn't. If they ask more than three questions, you win; if they guess before the fourth question, they win. Keep score on the board.
- Put the class in pairs to play the same game.

## **3** $\bigcap_{140}$ **E** Listen. Write the words.

- Spell some words letter by letter, e.g., *knee, shoulder*. Students write them. Spell out some phrases (e.g., *come quick, be careful, stay alive, chocolate syrup*) and say *new word* to tell the students when to leave a space.
- Play the audio. Students write the words in their notebooks. Repeat the audio for students to check spelling.
- Choose students to write the words on the board and check as a class.

Track 3.09

1	t-o-o-t-h-a-c-h-e	toothache
2	s-i-c-k	sick
3	c-o-u-g-h	cough
4	f-e-v-e-r	fever
5	h-u-r-t	hurt
6	s-o-r-e new word t-h-r-o-a-t	sore throat
7	c-o-l-d	cold
8	s-t-o-m-a-c-h-a-c-h-e	stomachache
9	i-l-l	ill
10	m-a-t-t-e-r	matter

• Show the picture of Rose Quartz in the bottom righthand corner. Read out the question. Individual students answer. Ask What's your doctor's name? Who takes care you when you are sick? Who do you tell at school when you feel sick?

#### Workbook, page 36

See pages TB128–140

#### **Ending the lesson**

- **SA** Repeat the self-assessment technique used at the beginning of the lesson to see how well students think they understand the vocabulary. Is there any change?
- Play the song again. Students join in with actions.