

Objectives

Grammar:

Reflexive pronouns; the first conditional

Reading

Reading about keeping healthy

Listening

Listening to a conversation between a doctor and her patients

Speaking

Talking about health problems

Writing

Writing a letter about health

LESSON 1 SB page 24

Outcomes:

- To match parts of the body with pictures
- To read about health and exercise
- To carry out an internet search about how fast the heart beats

Before using the book:

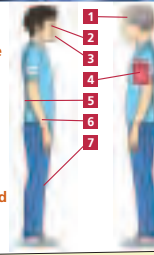
- Write the title of the unit **The body** on the board and ask the students to brainstorm a list of parts of the body in small groups.
- Ask each group to read out their list and award points for correct answers. Award double points for any correct answer which other groups didn't give, and find the winning team.



Lesson 1

1 Match the parts of the body to the pictures

back brain
eye heart knee
skin teeth



2 Read about health and find out why exercise is good for you

OBJECTIVES

- **Grammar** Reflexive pronouns; the first conditional
- **Reading** Reading about keeping healthy
- **Listening** Listening to a conversation between a doctor and her patients
- **Speaking** Talking about health problems
- **Writing** Writing a letter about health

Stay healthy!

We all want to be fit and healthy. Doctors can give us medicine that can help us when we are ill, but how can we look after ourselves, so that we don't become ill very often? Here are some ideas:

- If you brush your teeth every day, they will stay strong and healthy. Too much sugar will damage them, so don't eat too many sweets!
- Most of us will wear glasses at some time in our lives. It's a good idea to have an eye test every year.

• If you often listen to loud music, you won't be able to hear very well. So when you listen to music through earphones, don't have it too loud!

• Exercise is good for you. It makes the heart beat faster. It's also good for the brain, because exercise helps you to think clearly.

• Spend a few minutes preparing yourself for exercise. You will hurt your back if you lift a heavy weight without bending your legs at the knees.

• A little sun is good for you, but be careful. Unless you cover yourself when you go outside, your skin will burn in the sun.

3 Are these sentences true (T) or false (F)?

- ☒ Sugar is not good for your teeth.
- ☐ Most people never need to wear glasses.
- ☐ It is not healthy for you to often listen to loud music.
- ☐ You will always hurt your back when you lift a heavy weight.
- ☐ The sun can burn your skin.

Internet search →

How fast does a normal heart beat for a person of your age?

24

1 Match the parts of the body to the pictures

- 1 Draw attention to the Objectives box on page 24, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Now ask the students to look at the pictures. Call out each number in turn and elicit the parts of the body.
- 3 The students look at the words in the box and match them to the pictures. Invite different students to read out matching body parts and numbers.

Answers:

1 brain 2 eye 3 teeth 4 heart 5 back
6 skin 7 knee

2 Read about health and find out why exercise is good for you

- 1 Ask the students to read the title of the text and predict in pairs what kind of information will be included. Then invite them to share their ideas with the rest of the class.
- 2 Ask the students to read the text and then discuss

the answer in pairs. Tell them not to worry about any words they don't know at this point.

- 3 Check the answer as a whole class.

Answers:

It is good for you because it makes the heart beat faster and it is good for the brain.

3 Are these sentences true (T) or false (F)?

- 1 Ask the students to read the statements and work in pairs to try to answer them without referring to the text.
- 2 The students then read the text again to check their ideas. Check the answers as a whole class and check the meaning of any unknown vocabulary.

Answers:

2 F 3 T 4 F 5 T



Internet search

- 1 Ask the students how many times they think their heart beats in a minute. Time one minute and ask them to count their pulse. Invite different students to say how many beats there were per minute.
- 2 Tell the students that they are going to find out whether their heart beat is normal for a person of their age.
- 3 Ask them to look at the Internet search box. The students work in pairs to carry out an internet search to find out the answer. Ask different students what they found out.
- 4 Finally, ask them to compare their heart beat with the average for their age.

LESSON 2 SB page25 WB page16

Outcomes:

- To use reflexive pronouns
- To use the first conditional



SB Page 25

Lesson 2

UNIT 14

1 What do the underlined pronouns refer to?

- 1 How can we look after ourselves, so that we don't become ill very often?
- 2 Spend a few minutes preparing yourself for exercise.

2 Now underline the verbs in these sentences

- 1 If you brush your teeth every day, they will stay strong and healthy.
- 2 If you often listen to loud music, you won't be able to hear very well.
- 3 Unless you cover yourself when you go outside, your skin will burn in the sun.

GRAMMAR BOX

Reflexive pronouns

- When the object is the same as the subject of the verb, we use *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*:
Amir will hurt himself. Did you look at yourself in the mirror?
- Sometimes, we use a reflexive pronoun for emphasis:
Nobody helped me do the work. I did it myself.

The first conditional

- We use the first conditional to talk about what will probably happen *if/when* another action takes place. *Unless* is the same as *if ... not*:
If you don't eat, you will be hungry. Unless you eat, you will be hungry.
- We can put the *if/when/unless* half of the sentence first or second. If you put it first, always use a comma before the second half:
When I arrive, I'll phone you. I'll phone you when I arrive.
- You can make Yes/No questions or use a question word:
Will it be cold if you go to England? What will you do if you arrive late?

3 Complete the sentences with reflexive pronouns

- 1 That's a very nice picture! Did Amal paint it herself?
- 2 My father is painting our house
- 3 You look hungry, so help to the food on the table.
- 4 A cat doesn't need a bath. It can clean

4 Ask and answer questions using the first conditional

- 1 What/you do/very hot this weekend?
- 2 Where/you go tomorrow/unless/you/fill?
- 3 What/your parents say/you/do well in your exams?
- 4 What/you do/unless/you/have a lot of homework?



1 What do the underlined pronouns refer to?

- 1 Ask the students to look at the picture and say what they can see (*a doctor and a young patient*).
- 2 Then ask them to read the sentences and the underlined words. Ask them to work with a partner to discuss what they think the pronouns refer to.
- 3 Ask the students to read the section about reflexive pronouns in the Grammar box. Then ask them to work in small groups to write two more sentences for each rule.
- 4 Invite different groups to read out their sentences. Ask the rest of the class to say whether they have used the pronouns in the right way and to correct any errors.

Answers:

1 we 2 you

2 Now underline the verbs in these sentences

- 1 Ask the students to read the example sentence and look at the underlined verbs. Elicit which tenses are used (*present simple and future with will*).

- The students then copy the other sentences into their copybooks and underline the verbs. Ask different students to call out the underlined verbs in each sentence.
- Ask them whether the tenses are the same as the example sentence (*yes*). Ask why they think these tenses are used. Prompt them by asking *Are these things always true? (no) Are they often true? (yes)*
- Ask the students to read the rules about the first conditional in the Grammar box. Divide the class into small groups. Give each group one of the rules to write two extra examples. Go round and monitor while they are working, helping where necessary.
- Invite different groups to write their sentences on the board. Ask the rest of the class to check whether they have used the rules correctly.

Answers:

- If you often listen to loud music, you won't be able to hear very well.
- Unless you cover yourself when you go outside, your skin will burn in the sun.

3 Complete the sentences with reflexive pronouns

- Ask the students to read the example sentence and ask who *herself* refers to (*Amal*).
- The students then complete the rest of the exercise in pairs.
- Check the answers as a whole class.

Answers:

- 2 himself 3 yourself 4 itself

4 Ask and answer questions using the first conditional

- Ask two students to read out the question and answer shown in the speech bubbles. Say *If it's very hot this weekend, I'll go to the beach. What about you?* and invite several students to answer the question using the first conditional.
- Ask the students to work in small groups to write questions using the prompts. Invite different students to read out the questions and write them on the board.
- The students then work in pairs to ask and answer the questions, using the first conditional.

Go round and monitor while they are working, helping where necessary.

- Then invite different pairs of students to ask and answer each question.

Suggested answers:

- What will you do if it's very hot this weekend?
If it's very hot this weekend, I'll stay at home and read a book.
- What will you do tomorrow if you are ill?
If I'm ill, I'll stay in bed tomorrow.
- What will your parents say if you do well in your exams?
If I do well in my exams, they will say "well done!"
- Where will you go if you go on holiday in the summer?
If I go on holiday in the summer, I'll go to my grandparents' home in Sinai.

WB Page 16

UNIT
14

The body

1 Match the parts of the body to the sentences

back brain heart knees skin

1 These are in the middle of your legs. knees.....
2 Cover this in the sun, or it can burn.
3 You can't see this because it is behind you.
4 This is inside your head.
5 This beats faster when you run.

2 Match to make sentences

1 ☒ We took a photograph a help themselves.
2 ☐ If I don't use the computer for ten minutes, it b write the letter yourself.
3 ☐ If your friends want a glass of water, they can c turns itself off.
4 ☐ The small boy smiled when he d of ourselves by the pyramids.
5 ☐ I can't help you. You must e saw himself on the television.

3 Complete the sentences using the verbs in brackets to make the first conditional

1 If we visit (visit) Paris, we will see (see) the Eiffel Tower.
2 If my cousin (do) well in his exams, he (go) to university.
3 Unless you (eat) enough for breakfast, you (be) very hungry before lunchtime.
4 Ahmed (live) in Cairo if he (get) the new job?
5 You (not get) the bus unless you (run) quickly.

16

1 Match the parts of the body to the sentences

- Point to the photo at the top of the page and elicit the body part (*knees*). Then ask the students to call out other parts of the body they know.

- Ask them to read the example answer in exercise 1 and explain that they have to match the body parts in the box with the descriptions.
- The students complete the exercise in pairs. Then check the answers as a whole class.

Answers:

2 skin 3 back 4 brain 5 heart

2 Match to make sentences

- Ask the students to look at the example sentence and ask which tense is used (*the past simple*). Elicit the rules for the tense.
- Explain that the students have to match the sentence halves.
- The students complete the exercise. Then invite different students to read out the full sentences.

Answers:

2 c 3 a 4 e 5 b

3 Complete the sentences using the verbs in brackets to make the first conditional

- Ask the students to look at the photo in exercise 3 and encourage them to say what and where it is (*the Eiffel Tower in Paris, France*). Ask the students to read the example sentence and explain that they have to complete the sentences with the verbs in brackets, using the first conditional.
- The students complete the exercise in pairs. Then invite different students to read out the sentences.

Answers:

2 does, will go 3 eat, will be 4 Will, live, gets
5 won't get, run

LESSON 3 SB page 26

Outcomes:

- To learn vocabulary for illnesses and injuries
- To listen to a doctor talking to patients and complete some notes
- To ask and talk about health problems

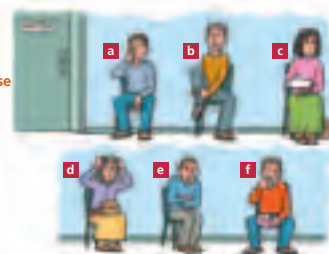


UNIT 14

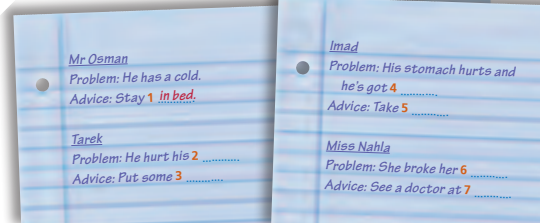
Lesson 3

1 What's the matter with these people? Read and match

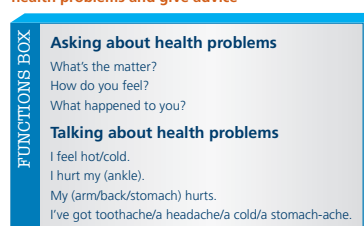
- ☒ He hurt his ankle.
- ☐ He's got a cold.
- ☐ She's got a headache.
- ☐ He's got toothache.
- ☐ He's got a stomach-ache.
- ☐ She broke her arm.



2 Listen to a doctor talking to her patients and complete the notes



Take turns to be a doctor and a patient. Talk about health problems and give advice



1 What's the matter with these people? Read and match

- Ask the students to look at the pictures. Ask the students to identify where the people are (*in a doctor's waiting room*). Call out a letter and invite ideas about what's wrong with each person.
- The students then work in pairs to read the problems and match them with the people in the pictures.
- Check the answers as a whole class. Then drill pronunciation for each of the problems.

Answers:

2 f 3 d 4 a 5 e 6 c

2 Listen to a doctor talking to her patients and complete the notes

- Tell the students that they are going to listen to a doctor talking to her patients. Ask them to read through the notes and explain that they are going to listen and complete them.
- Play the recording and then ask the students to

compare their answers with a partner. Play the recording again before checking the answers as a whole class. Write **medicine** on the board for the students to check the spelling.

- 3 Ask the students whether there is any other advice they would give for each problem (e.g. *Mr Osman: take some medicine; Tarek: rest your ankle; Imad: don't eat too much; Miss Nahla: take some medicine, rest your arm*).



Tapescript

- 1
Doctor: Good morning, Mr Osman. You don't look well. What's the matter?
Mr Osman: I've got a headache and I feel hot.
Doctor: I think you've got a cold. If you stay in bed, you'll soon feel better.
- 2
Doctor: What happened to you, Tarek?
Tarek: I fell when I was playing football, Doctor. I hurt my ankle.
Doctor: If you put some ice on it, it won't hurt so much.
- 3
Doctor: How do you feel, Imad?
Imad: My stomach hurts and I've got toothache, too.
Doctor: I'm sorry to hear that. If you take this medicine, you will soon feel better.
- 4
Doctor: What's the matter with your arm, Miss Nahla?
Miss Nahla: I was walking in the street and I fell. Now my arm hurts and I can't move it.
Doctor: You probably broke your arm. You need to see a doctor at the hospital.

Answers:

- | | | |
|-----------------|-------------|----------------|
| 2 ankle | 3 ice on it | 4 toothache |
| 5 this medicine | 6 arm | 7 the hospital |

3 Take turns to be a doctor and a patient. Talk about health problems and give advice

- 1 Ask the students to look at the advice given to each person in exercise 2. Ask what form the verbs are (*the imperative: the infinitive without to*).
- 2 Ask them to read the phrases in the Functions box and ask two students to read out the questions and sentences shown in the speech bubbles.

- 3 The students then work in pairs to hold similar dialogues, taking turns to be the doctor and patient. They should use the health problems and advice from exercise 2 as well as the phrases in the Functions box. Go round and monitor while they are working, helping where necessary.
- 4 Ask different pairs to hold mini-dialogues for the rest of the class to listen. Ask the class whether they think the advice is good and to suggest alternatives for each problem.

Answers:

Students' own answers

LESSON 4 SB page27 WB page17

Outcomes:

- To talk about exercise and staying fit
- To listen to instructions for exercises
- To write instructions for exercises



SB Page 27

Lesson 4

1 Complete the sentences with these verbs

Bend
Hold
Lift
Stretch
Touch

Unit 14

STAY FIT!

It is important to do some exercises before you play sports. Here are some ideas.

1 Touch your toes.

2 your knees.

3 your leg.

4 your arms.

5 your hands behind your head.

2 Listen to the instructions and put the pictures in the correct order

a

b

c f

d

e

3 PROJECT

1 You are going to write instructions for the exercises in the pictures above. First, write a list of words for parts of the body and the verbs from exercise 1.

2 Now write instructions for each picture.

1 Bend your knees and lift the weight carefully.

Workbook page 17

1 Complete the sentences with these verbs

- 1 Ask the students what they do to stay fit.
- 2 Ask them to look at the text and pictures in exercise 1. Elicit that the pictures show different types of exercise.
- 3 Then ask the students to read the words in the box and check their meanings.
- 4 The students then complete the sentences underneath the pictures in pairs. Check the answers as a whole class.

Answers:

2 Bend 3 Lift 4 Stretch 5 Hold

2 Listen to the instructions and put the pictures in the correct order

- 1 Ask the students to look at the pictures in exercise 2 and say what the person is doing in each one, using the vocabulary in exercise 1 (*a = bending, b = stretching, c = bending, d = lifting, e = holding*). You may need to teach them the word *weight*.
- 2 Tell the students that they are going to listen to some instructions and that they should put the pictures in the correct order.
- 3 Play the recording. The students listen and order the pictures. The students check their answers in pairs.
- 4 Play the recording again if necessary and then check the answers as a whole class.
- 5 Ask the students whether they do any exercises like this and why they think the exercise might be useful.



Tapescript

- 1 *Bend your knees when you lift the weight. If you don't bend them, you will hurt your back.*
- 2 *Sit on the floor. Stretch your legs in front of you. Now hold your hands behind your head.*
- 3 *Stand on one leg. Don't bend your knees. Now lift the other leg. Do it slowly! If you don't do it slowly, you'll fall!*
- 4 *Stretch your arms. Stretch them as high as you can! Try and touch the sky!*
- 5 *Bend slowly and touch your toes.*

Answers:

2 e 3 d 4 b 5 a

3 Project

- 1 Tell the students that they are going to write instructions for the exercises in the pictures in exercise 2.
- 2 First ask the students to look at the pictures in exercise 2. Elicit parts of the body and ask them to write a list. Ask them to add the verbs from exercise 1.
- 3 Refer the students to the example picture and instruction. Elicit the form of the verbs (*the imperative*).
- 4 The students then work in pairs to write instructions for the other pictures in exercise 2. Go round and monitor while they are working, helping where necessary.
- 5 Invite different pairs of students to read out their instructions.
- 6 If there is time, play a game of Teacher Says. Give instructions in the following way: *Teacher says, bend your knees. Teacher says, stretch your arms.*, and so on. The students must stand up and do the action. Then give some instructions without *Teacher says*, for example, *Touch your toes*. Any students who do the action without *Teacher says* are out of the game. Mix up the instructions, so that some of them have *Teacher says* and some don't.

Answers:

Students' own answers

1 Complete the sentences with these words

ankle broke cold headache stomach-ache toothache

- Adel walked home in the rain and now he has a *cold*.
- Mazin hurt his when he was playing football.
- Manal fell and her arm.
- Hala ate too much and now she has a
- Hussein always eats sweets and now he has
- Mr Medhat worked on the computer all day and now he's got a

2 Answer the questions



- What can you bend, a plastic ruler or a pencil? *You can bend a plastic ruler...*
- What can you lift easily, a chair or a car?
- What can you stretch, a jumper or a pen?
- What can you hold, air or a ruler?
- What can you touch, your ears or your brain?

3 Choose the correct words to complete the dialogue

Doctor: Hello Hassan. 1 *What's/How's* the matter?
Hassan: I 2 *hurt/stretched* my back.
Doctor: When did you do this?
Hassan: It started after I 3 *lifted/touched* some weights.
Doctor: Did you 4 *hold/bend* your knees and lift the weight carefully?
Hassan: Yes, I always do that when I lift weights.
Doctor: Did you stretch your 5 *head/arms* before you lifted the weights?
Hassan: No, I didn't.
Doctor: Remember that it is important to 6 *stretch/hurt* before you do exercises.

Answers:

- You can lift a chair easily.
- You can stretch a jumper.
- You can hold a ruler.
- You can touch your ears.

3 Choose the correct words to complete the dialogue

- Write the exercise verbs the students have learned in this unit on the board and elicit their past tense forms (*bent, held, lifted, stretched, touched*).
- The students then work in pairs to complete the dialogue, choosing the correct alternative.
- Invite different students to read out each sentence in the dialogue for the rest of the class to decide whether the option chosen is correct.

Answers:

- 2 hurt 3 lifted 4 bend 5 arms 6 stretch

REVIEW SB page 28 WB page 18

Outcomes:

- To review and practise the vocabulary and structures of the unit
- To practise using hyphens in numbers and ages

1 Complete the sentences with these words

- Ask the students to call out the health problems they have learned about in the unit so far.
- Ask them to complete the sentences as in the example. Then invite different students to read out their answers.

Answers:

- 2 ankle 3 broke 4 stomach-ache
 5 toothache 6 headache

2 Answer the questions

- Ask the students to identify what the boys are doing to the objects in the picture in exercise 2 (*bending*). Ask the students to call out the verbs they learned for doing exercise, e.g. *bend, touch*.
- Then ask them to read the example sentence and complete the rest of the exercise in pairs.
- Invite different students to read out their answers.

Before using the book:

- Write **The body** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.



UNIT 14
Review

Now you can ...

- talk about parts of the body

1 Read and match

<ol style="list-style-type: none"> 1 <input checked="" type="checkbox"/> This is where the leg bends. 2 <input type="checkbox"/> You can lie on this when you sleep. 3 <input type="checkbox"/> This covers all the body. 4 <input type="checkbox"/> We use this to think and learn. 5 <input type="checkbox"/> This beats all the time. 	<table border="0"> <tr> <td>a back</td> <td>b brain</td> </tr> <tr> <td>c heart</td> <td>d knee</td> </tr> <tr> <td>e skin</td> <td></td> </tr> </table>	a back	b brain	c heart	d knee	e skin	
a back	b brain						
c heart	d knee						
e skin							

• use reflexive pronouns

2 Complete the sentences with reflexive pronouns

- 1 I don't need any help, thank you. I can do it *myself*.
- 2 Could you dress when you were two years old?
- 3 We all read the book at home.
- 4 Ashraf bought a cold drink.
- 5 The computer turns off after five minutes.

• use the first conditional

3 Complete the first conditional sentences

- 1 If you go to England, *you will speak English every day*.
- 2 Unless you leave now,
- 3 Mona will go to university
- 4 when I finish my homework.
- 5 Hassan will see the sea

• talk about health problems

4 Complete the dialogue

break feel better hurt
stomach-ache the matter

Doctor: Hello. What's 1 *the matter*, Ali?

Ali: I ate lunch at a café and now I've got a 2

Doctor: If you take this medicine, you'll 3

Ali: Also, I was running for the bus and I fell. I 4 my ankle.

Doctor: Let me see. Don't worry, you didn't 5 it.

Writing skills

We use hyphens to write numbers with two parts: *twenty-one, seventy-five, etc.*

We also use hyphens with ages, when the age is an adjective: *Hazem is twelve years old. Hazem is a twelve-year-old boy.*

Workbook page 18

1 Read and match

- 1 Elicit the parts of the body that the students have learned in this unit.
- 2 The students complete the exercise in pairs, matching the body parts with their definitions, as in the example. Then check the answers as a whole class.
- 3 Invite different students to describe a body part in a similar way for the rest of the class to guess. Provide an example first, for example *These help you walk. (legs)*

Answers:

2 a 3 e 4 b 5 c

2 Complete the sentences with reflexive pronouns

- 1 Elicit the reflexive pronouns and their use (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves* – these are used when the object is the same as the subject of the verb. They are sometimes used for emphasis). Invite some example sentences from

the students using reflexive pronouns (e.g. *I hurt myself when I fell off my bike.*).

- 2 The students then complete the sentences in pairs, as in the example.
- 3 Invite different students to read out the completed sentences.

Answers:

2 yourself 3 ourselves 4 himself 5 itself

3 Complete the first conditional sentences

- 1 Now ask the students to look at the picture in exercise 3 and tell you where they think the boy is (*in England*).
- 2 Elicit the form and use of the first conditional and invite the students to provide some example sentences in the first conditional (e.g. *If it rains this afternoon, I'll go to the cinema.*).
- 3 The students then work in pairs to complete the sentences, using their own ideas.
- 4 Invite several students to read out the different sentences.

Suggested answers:

- 2 you will be late for school.
- 3 if she passes all her exams.
- 4 I will read a book
- 5 when he visits his grandparents.

4 Complete the dialogue

- 1 Ask the students to read the dialogue and the missing words in the box. Explain that they have to complete the dialogue, as in the example.
- 2 The students complete the dialogue in pairs. Then invite different students to read out each line of the dialogue to check the answers.
- 3 Invite two students to read out the whole dialogue.

Answers:

- 2 stomach-ache 3 feel better 4 hurt
- 5 break

Writing skills

- 1 Before you start this activity, write some numbers on the board without hyphens, for example, **twenty two, forty seven, sixty one.**

Ask the students if they know what's missing and encourage them to add the hyphens.

- Then ask the students to read the example numbers in the Writing skills section.
- Then ask the students to read the example ages in the Writing skills section. Ask the students to compare the two sentences and say what is different about them (*the second one uses the age as an adjective before the noun*).

WB Page 18

Unit 14

1 Write these numbers as words

1 32 *thirty-two* 4 78

2 29 5 124

3 45

2 Rewrite the sentences to have the same meaning, using hyphens

1 A boy of four painted this picture.
A four-year-old boy painted this picture...

2 I read a book about a boy who is twelve.
.....

3 A woman who is eighty made this cake.
.....

3 Complete the letter

Cairo 4 North Street 4 May 2015 Best wishes, Dear Eman, Sara

1 *4 North Street...*

2

3

4

I am sorry to hear that you broke your leg. What happened to you?

Did you hear about Lamia? Lamia is my twelve-year-old cousin. She was playing tennis after school when she hurt her ankle badly last week. Usually, she exercises carefully before she starts playing. She holds her hands behind her head, then she touches her toes. This time, she forgot. Perhaps that is why she hurt her ankle.

Write to me soon and tell me your news,

5

6

4 Write a letter to a friend who has a health problem

- Ask the friend about his/her problem.
- Tell your friend about a person you know who has a health problem.
- Use hyphens with two-part numbers or when an age is an adjective.

Remember to organise your letter correctly.

.....

.....

.....

1 Write these numbers as words

- Ask the students to look at the example and tell them that they have to write the words for the rest of the numbers.
- The students complete the exercise individually and check their answers with a partner.
- Write the numbers on the board as the students are working, then check the answers by inviting different students to come to the board and write the numbers with hyphens. Point out that no hyphen is needed with *one hundred and* in item 5, as it is not a two-part number.

Answers:

2 twenty-nine 3 forty-five 4 seventy-eight
5 one hundred and twenty-four

2 Rewrite the sentences to have the same meaning, using hyphens

- Ask the students to look at the picture in exercise 2 and elicit that it was painted by a young person. Ask the students to read the example and elicit the part of speech for *four-year-old* (*adjective*).
- The students then write their sentences individually. Go round and monitor while they are working, helping where necessary.
- Ask the students to check each other's work before inviting different students to read out their sentences. Write the numbers with hyphens on the board for the students to check their use.

Answers:

2 I read a book about a twelve-year-old boy.
3 An eighty-year-old woman made this cake.

3 Complete the letter

- Ask the students to read the letter quickly and say what it is about (*people who have hurt themselves*).
- The students then complete the letter, using the words in the box.
- Check the answers as a whole class.

Answers:

2 Cairo 3 4 May 2015 4 Dear Eman
5 Best wishes, 6 Sara

4 Write a letter to a friend who has a health problem

- Ask the students to read the instructions and discuss some ideas in pairs.
- The students then write their letter. They should start their answer in the Workbook and continue in their copybooks if they need more space. Remind them to use some of the language they have practised in the unit, and to include one example each of a two-part number and an age as an adjective.
- Go round and monitor while they are working, helping where necessary. The students then

read each other's work, making corrections to spellings and grammar where appropriate.

- 4 Invite different students to read out their letters.

Answers:

Students' own answers

Assessment

Speaking task

Outcome: to talk about health problems

Use SB page 26, exercises 1 and 3

In pairs, students take turns to ask and answer about health problems using ideas from exercise 1, using expressions from Lesson 3.

Reading task

Outcome: to read instructions about keeping healthy

Use SB page 24, exercise 2 text

On the board, write these prompts:

1 teeth 2 eyes 3 ears 4 heart 5 knees/back 6 skin

Students read the text then close their books. They use the prompts to write five pieces of advice based on the text.

Writing Task

Outcome: to write a letter about health

On the board, write the following:

Dear _____,

How are you? I hope you are well.

I've got a bad cold at the moment. I had a cold last month too. I want to be healthier! What can I do?

I hope you can help!

Best wishes,

In pairs, students plan how to reply, then write their letters. Check that they set the letters out correctly, and that they begin and end with a suitable greeting.

Listening task

Outcome: to understand a conversation between a doctor and her patients

Use the recording for SB page 26, exercise 2

On the board, write the following incomplete extracts from the tapescript:

1 I think you've got _____. If you stay in bed, you'll soon _____.

2 If you put _____ on it, it won't _____ so much.

3 If you take this _____, you will soon feel better.

4 You need to see a doctor _____.

Students complete the missing words as you play the recording, pausing as necessary.