

Friends 6 Lesson 31		What's the matter?		Grammar & Functions	
Aims	Talking about parts of the body	Contents	Vocabulary Health	Checklist	3 master handouts – one for each student
	Identifying parts of the body		Parts of the body; <i>stomach, stomach ache, earache, backache, cough, cold</i>		- parts of the body – quick revision
	Expressing that a body part aches		Everyday English: <i>Let me see</i>		- follow – up – a body part that aches - a follow – up - a body part that aches
Language Analysis					
<i>ache</i> /eɪk/ - verb and noun e.g. <i>My had began to <u>ache</u>. I've got a <u>headache</u>.</i> <i>painful</i> /'peɪnf(ə)l/ – adjective to express that a part of the body is painful e.g. <i>my wrist feels painful</i> <i>Let me see</i> – used when you want to think for a moment about something, here the speaker wants to know what happened to the person that suffers pain. *** <i>backache</i> /'bækeɪk/ <i>cold</i> /kəʊld/ <i>cough</i> /kɒf/ <i>earache</i> /'ɪəreɪk/ <i>headache</i> /'hedeɪk/ <i>stomachache</i> /'stʌməkeɪk/ <i>toothache</i> /'tu:θeɪk/					

Procedure

Warm-up Off the screens

1. Pre teach the phrases: *What's the matter?* Elicit by showing you've got a headache and somebody asks: *What's the matter*, you point to your head, express pain and say: *I've got a headache*. Ask students to listen and repeat: *What's the matter?* Go round the room with each student asking this key question to the next one - check pronunciation individually and chorally.
2. Revise parts of the body.
3. Give out Handout 1.

Handout 1

1 	h□ir
2 	n□s□
3 	□ar□
4 	mo□th
5 	□y□s

4. When finished, ask students to spell the words.

Key: 1 hair 2 nose 3 ears 4 mouth 5 eyes

Screen 2

Mum: Alex, wake up! It's time for school.

Alex: Oh Mum. I can't go to school today

Mum: What's the matter?

Alex: I don't feel well. I have a terrible stomachache!

Mum: Let me see ...

Alex: Owwwww!

Mum: Kim, hurry up! Eat your dinner.

Kim: Oh Mum. I can't eat anything.

Mum: What's the matter?

Kim: I don't feel well. I have a toothache!

Mum: Let me see.

Kim: Owwwww!

Dad: Sam, come on! Help me.

Sam: Oh Dad. I can't help you.

Dad: What's the matter?

Sam: I don't feel well. I have an earache.

Dad: Let me see.

Sam: Owwwww!

Ben: Hurry up Lucy! Let's go to the park.

Lucy: Oh Ben. I can't go outside today.

Ben: What's the matter?

Lucy: I don't feel well. I have a cold.

Ben: Let me see

Lucy: uugghhhh

Teacher: What's the matter, Sue?

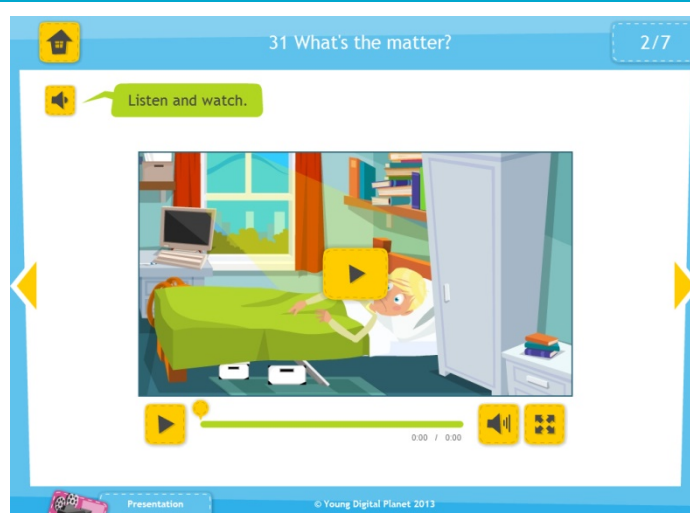
Sue: I've got a cough.

Teacher: Oh dear .

Sue: Please can I get a drink of water?

Teacher: Yes, of course ...

Sue: cough-cough-!



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Imitate different painful situations and ask students to guess what you are showing. Listen and repeat the phrases.

Additional activity

Give out Handout 2

Handout 2

Mum: Alex, wake up! It's time for school.

Alex: Oh Mum. I can't (1) _____ to school today

Mum: What's the (2) _____ ?

Alex: I don't feel (3) _____. I have a terrible stomachache!

Mum: Let me (4) _____ ...

well

see

go

matter

Mum: Kim, hurry up! Eat your dinner.

Kim: Oh Mum. I can't (5) _____ anything.

Mum: What's the (6) _____ ?

Kim: I don't feel (7) _____. I have a (8) _____ !

Mum: Let me see.

matter

eat

toothache

well

Dad: Sam, come on! (9) _____ me.

Sam: Oh Dad. I can't help you.

Dad: What's the (10) _____ ?

Sam: I don't feel well. I have an (11) _____ .

Dad: Let (12) _____ see.

matter

earache

Help

me

Ben: Hurry up Lucy! Let's go to the park.

Lucy: Oh Ben. I can't go outside today.

Ben: What's (13) _____ matter?

Lucy: I don't (14) _____ well. I have a (15) _____ .

Ben: (16) _____ me see.

Let

the

feel

cold

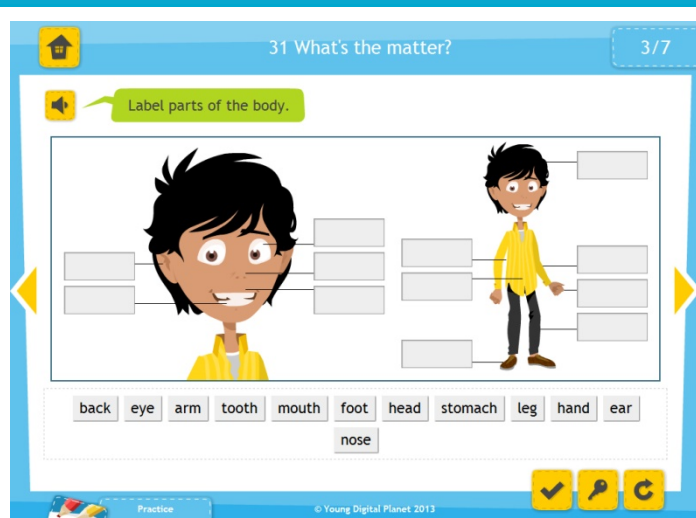
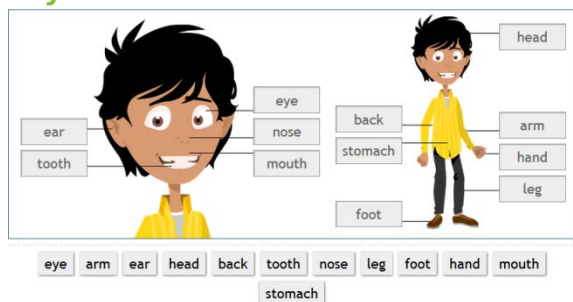
Ask students to complete the dialogues. In stronger groups remove the box with the suggestions.

For key – see the audio script above.

In weaker groups divide the texts so that each pair/ group gets only one set of four.

Screen 3

Key:

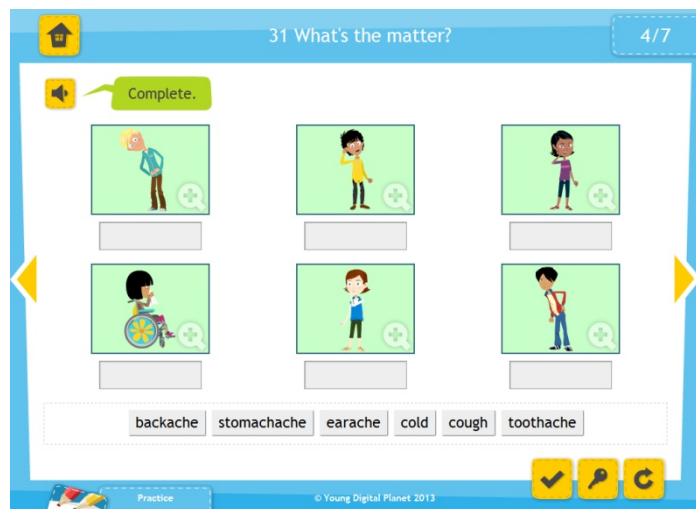


Listen and repeat the words once the activity is done.

Screen 4

Key: (from left to right)

1 stomachache 2 earache 3 toothache
4 cold 5 cough 6 backache



Screen 5

Audio 1:

What's the matter, Alex?

I don't feel well. I've got a stomachache.

Audio 2:

What's the matter, Sam?

I don't feel well. I've got an earache.

Audio 3:

What's the matter, Kim?

I don't feel well. I've got a toothache.

Audio 4:

What's the matter, Lucy?

I don't feel well. I've got a cold.

Audio 5:

What's the matter, Sue?

I don't feel well. I've got a cough.

Audio 6:

What's the matter, Mr. Brown?

I don't feel well. I've got a headache.

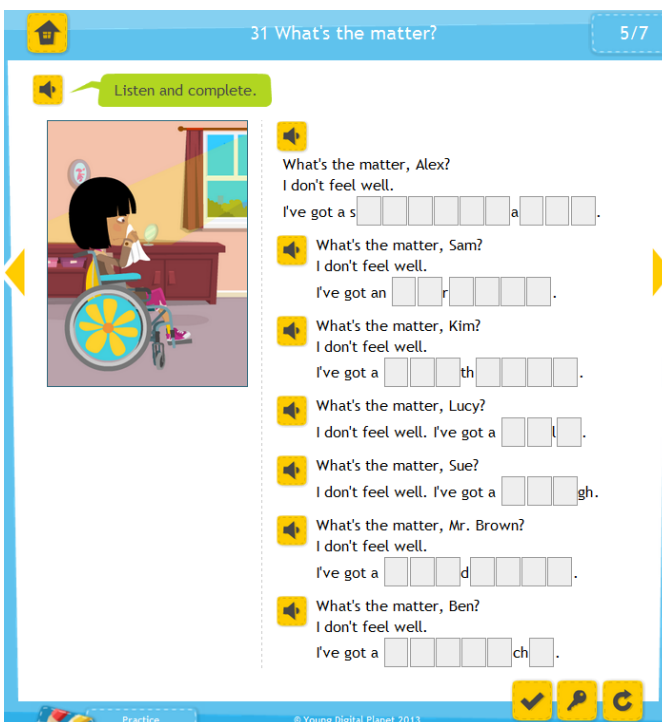
Audio 7:

What's the matter, Ben?

I don't feel well. I've got a backache.

Key:

1 stomachache **2** earache **3** toothache
4 cold **5** cough **6** headache **7** backache



31 What's the matter? 5/7

Listen and complete.

What's the matter, Alex?
I don't feel well.
I've got a s _ _ _ _ _ a _ _ _ .

What's the matter, Sam?
I don't feel well.
I've got an _ _ _ _ _ .

What's the matter, Kim?
I don't feel well.
I've got a _ _ _ _ _ th _ _ _ _ _ .

What's the matter, Lucy?
I don't feel well. I've got a _ _ _ _ _ l _ _ .

What's the matter, Sue?
I don't feel well. I've got a _ _ _ _ _ gh.

What's the matter, Mr. Brown?
I don't feel well.
I've got a _ _ _ _ _ d _ _ _ _ _ .

What's the matter, Ben?
I don't feel well.
I've got a _ _ _ _ _ ch _ _ .

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Screen 6

Key:

1 stomachache
2 earache
3 toothache
4 cold
5 cough
6 headache
7 backache



31 What's the matter? 6/7

Play the game.

Now it's your turn. Work in pairs and ask questions "What's the matter with ...?"

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and sentences are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.
7. Ask students to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

Additional activity

Give out Handout 3, it may be done individually, as a pair-work or group work.

Handout 3

1

A. Oh dear..	
B. What's the matter, Sue?	
C. Yes, of course ...	
D. Please can I get a drink of water?	
E. I've got a cough.	

2

A. Let me see ...	
B. Hurry up Lucy! Let's go to the park.	
C. What's the matter?	
D. Oh Ben. I can't go outside today.	
E. I don't feel well. I have a cold.	

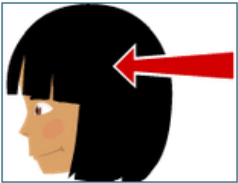
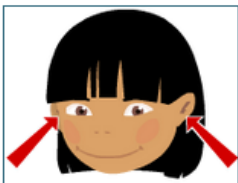
Ask students to put the lines of the conversations in the right order. They should number

the sentences from 1 to 5.

In weaker groups you may split the conversations and give one conversation per student / pair or group.

For the key go to audio script from the second screen (Presentation).

Handout 1

1 	hair
2 	nose
3 	ear
4 	mouth
5 	eyes

Handout 2

Mum: Alex, wake up! It's time for school.

Alex: Oh Mum. I can't (1) _____ to school today

Mum: What's the (2) _____ ?

Alex: I don't feel (3) _____. I have a terrible stomachache!

Mum: Let me (4) _____ ...

well
see
go
matter

Mum: Kim, hurry up! Eat your dinner.

Kim: Oh Mum. I can't (5) _____ anything.

Mum: What's the (6) _____ ?

Kim: I don't feel (7) _____. I have a (8) _____ !

Mum: Let me see.

matter
eat
toothache
well

Dad: Sam, come on! (9) _____ me.

Sam: Oh Dad. I can't help you.

Dad: What's the (10) _____ ?

Sam: I don't feel well. I have an (11) _____ .

Dad: Let (12) _____ see.

matter
earache
Help
me

Ben: Hurry up Lucy! Let's go to the park.

Lucy: Oh Ben. I can't go outside today.

Ben: What's (13) _____ matter?

Lucy: I don't (14) _____ well. I have a (15) _____ .

Ben: (16) _____ me see.

Let
the
feel
cold

Handout 3

1

<i>A. Oh dear..</i>	
<i>B. What's the matter, Sue?</i>	
<i>C. Yes, of course ...</i>	
<i>D. Please can I get a drink of water?</i>	
<i>E. I've got a cough.</i>	

2

<i>A. Let me see ...</i>	
<i>B. Hurry up Lucy! Let's go to the park.</i>	
<i>C. What's the matter?</i>	
<i>D. Oh Ben. I can't go outside today.</i>	
<i>E. I don't feel well. I have a cold.</i>	

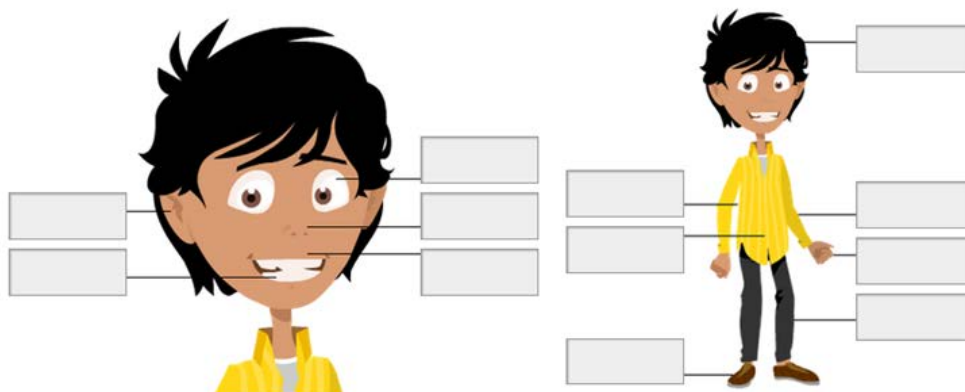
Friends 6 Lesson 32		<i>I've got a cold.</i>		Grammar & Functions	
Aims	Describing illnesses	Contents	Grammar <i>I've got + ailment, he's / she's got</i>	Checklist	2 master handouts for individual work (parts of the body, vocab to talk about body parts that ache)
			Vocabulary <i>temperature, hurt</i>		
			Everyday English: <i>that's a pity</i>		
Language Analysis					
<i>ache</i> /eɪk/ - verb and noun e.g. <i>My head began to <u>ache</u>. I've got a <u>headache</u>.</i> <i>painful</i> / 'peɪnf(ə)l/ – adjective to express that a part of the body is painful e.g. <i>my wrist feels painful</i> *** <i>backache</i> / 'bækeɪk/ <i>cold</i> /kəʊld/ <i>cough</i> /kɒf/ <i>earache</i> / 'ɪəreɪk/ <i>headache</i> / 'hedɪk/ <i>hurt</i> /hɜː(r)t/ <i>stomachache</i> / 'stʌməkeɪk/ <i>temperature</i> / 'temprɪtʃə(r)/ <i>toothache</i> / 'tuːθeɪk/					

Procedure

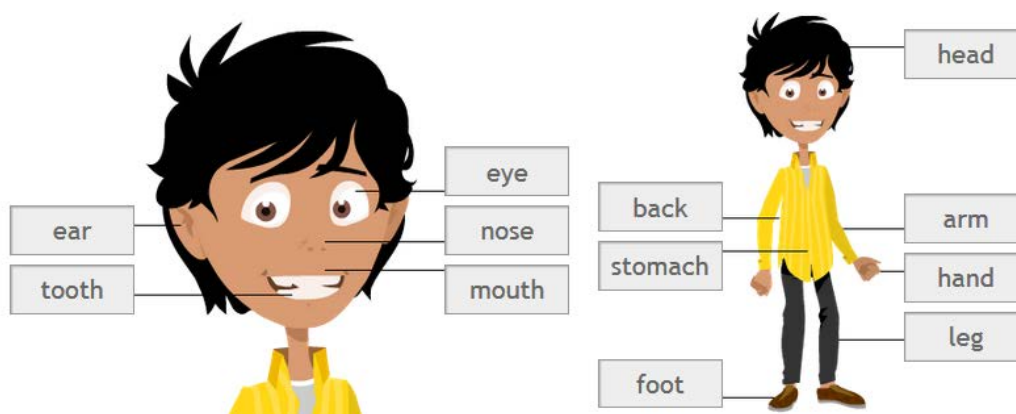
Warm-up Off the screens

1. Revise body parts and where they hurt.
2. Give out Handout 1.

Handout 1



Key:



3. Give out Handout 2

Handout 2



- 1 I've got a _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

4. Revise vocabulary to talk about pains. Encourage students to use full sentences.

Key:

1 I've got a toothache.

2 I've got a stomachache.

3 I've got a cold.

4 I've got a backache.

5 I've got an earache.

Screen 2

Audio 1:

Miss Green: Good morning class. Let's see who's here today... Alex?

Audio 2:

Boy: He isn't here, Miss Green. He went swimming in the lake. He's got an earache.

Audio 3:

Miss Green: Oh, poor Alex... Kim?

Audio 4:

Girl: She isn't here, Miss Green. She hurt her back at karate class. She's got a backache.

Audio 5:

Miss Green: Oh, no! ... Lucy?

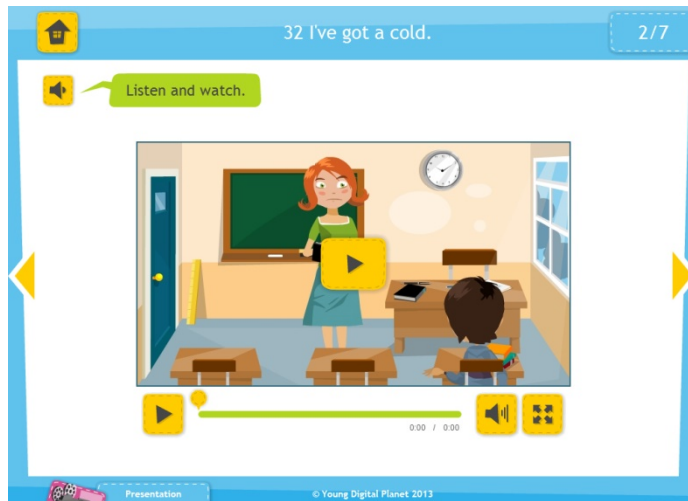
Audio 6:

Boy: She isn't here, Miss Green. She ate too much cake. She's got a toothache.

Audio 7:

Miss Green: Well, that's a pity... Sam?

Audio 8:



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Girl: He isn't here, Miss Green. He's got a temperature. He is in bed.

Audio 9:

Miss Green: Wow, lots of people don't feel well today.

Screen 3

Audio 1:

Miss Green: Good morning class. Let's see who's here today... Alex?

Audio 2:

Boy: He isn't here, Miss Green. He went swimming in the lake. He's got an earache.

Audio 3:

Miss Green: Oh, poor Alex... Kim?

Audio 4:

Girl: She isn't here, Miss Green. She hurt her back at karate class. She's got a backache.

Audio 5:

Miss Green: Oh, no! ... Lucy?

Audio 6:

Boy: She isn't here, Miss Green. She ate too much cake. She's got a toothache.

Audio 7:

Miss Green: Well, that's a pity... Sam?

Audio 8:

Girl: He isn't here, Miss Green. He's got a temperature. He is in bed.

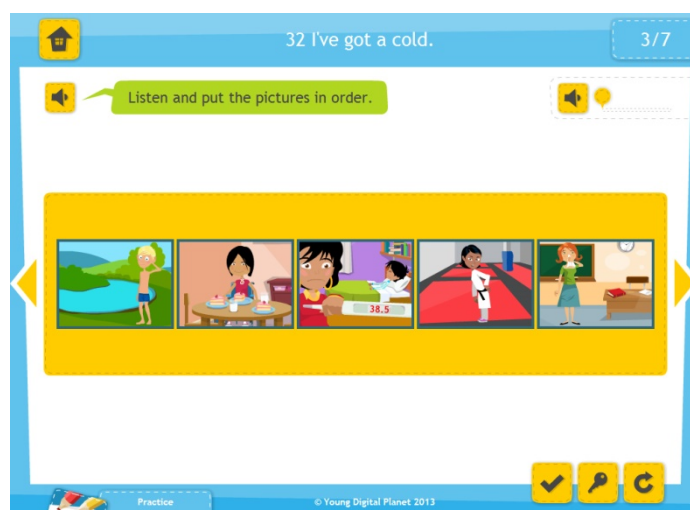
Audio 9:

Miss Green: Wow, lots of people don't feel well today.

Key:

1 Alex **2** Kim **3** Lucy **4** Sam

5 Miss Green



Screen 4

Audio 1:

Lucy ate lots of cake. Now she's got a toothache.

Audio 2:

Sam is in bed. He's got a temperature.

Audio 3:

Kim went to karate class. Now she's got a backache.

Audio 4:

Miss Green doesn't feel well. She's got a cold.

Audio 5:

Alex went swimming in the lake. Now he's got an earache.

Key:

1 toothache 2 temperature 3 backache
4 cold 5 earache



32 I've got a cold. 4/7

Complete the sentences.

Lucy ate lots of cake.
Now she's got a .

Sam is in bed. He's got a .

Kim went to karate class.
Now she's got a .

Miss Green doesn't feel well.
She's got a .

Alex went swimming in the lake.
Now he's got an .

toothache backache earache temperature
cold

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Screen 5

Audio 1:

Child: Have you got a cold, Mr. Hill?

Male: Yes, I have. I don't feel well.

Audio 2:

Child: Has Alex got a cough?

Male: Yes, he has. He doesn't feel well.

Audio 3:

Child: Has Kim got a headache?

Male: Yes, she has. She doesn't feel well.

Audio 4:

Child: Have Lucy and Sam got a stomachache?

Male: Yes, they have. They don't feel well.

Audio 5:

Child: Have I got a temperature, Mum?

Female: Yes, you have. Time for bed!

Key:

1 have, don't 2 has, doesn't
3 has, doesn't 4 have, don't 5 have



32 I've got a cold. 5/7

Choose.

Have you got a cold, Mr. Hill?
Yes, I have / has.
I don't / doesn't feel well.

Has Alex got a cough?
Yes, he have / has.
He don't / doesn't feel well.

Has Kim got a headache?
Yes, she have / has.
She don't / doesn't feel well.

Have Lucy and Sam got a stomachache?
Yes, they have / has.
They don't / doesn't feel well.

Have I got a temperature, Mum?
Yes, you have / has. Time for bed!

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Screen 6

Audio:

Have you got a cold?

Yes, I have.

What's the matter?

I don't feel well. I've got a stomachache.

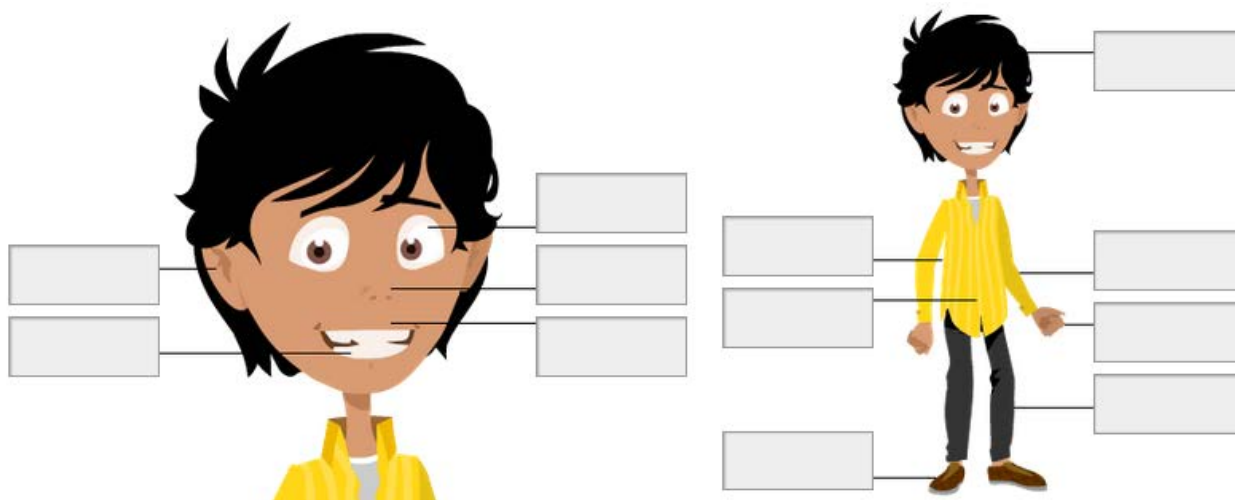
Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the question.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the sentences into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and ask and answer the questions.

Handout 1



Handout 2



- 1 I've got a _____.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.

Friends 6 Lesson 33		She hasn't got a temperature.		Grammar & Functions	
Aims	Describe symptoms of illness	Contents	Grammar <i>Has got/ hasn't got</i>	Checklist	2 master handouts for individual work (to practise illnesses): positive and negative sentences and sentence completion.
			Vocabulary Parts of the body and vocabulary to talk about the body when it aches <i>stomach, stomach ache, earache, backache, cough, cold</i>		
Language Analysis					
Affirmative	Affirmative – short forms	Negative	Negative – short forms	Questions	Short answers
<i>I have got</i>	<i>I've got</i>	<i>I have not got</i>	<i>I haven't got</i>	<i>Have I got</i>	<i>Yes, I have. No, I haven't.</i>
<i>You have got</i>	<i>You've got</i>	<i>You have not got</i>	<i>You haven't got</i>	<i>Have you got</i>	<i>Yes, you have. No, you haven't.</i>
<i>He has got</i>	<i>He's got</i>	<i>He has not got</i>	<i>He hasn't got</i>	<i>Has he got</i>	<i>Yes, he has. No, he hasn't.</i>
<i>She has got</i>	<i>She's got</i>	<i>She has not got</i>	<i>She hasn't got</i>	<i>Has she got</i>	<i>Yes, she has. No, she hasn't.</i>
<i>It has got</i>	<i>It's got</i>	<i>It has not got</i>	<i>It hasn't got</i>	<i>Has it got</i>	<i>Yes, it has. No, it hasn't.</i>
<i>We have got</i>	<i>We've got</i>	<i>We have not got</i>	<i>We haven't got</i>	<i>Have we got</i>	<i>Yes, we have. No, we haven't.</i>
<i>You have got</i>	<i>You've got</i>	<i>You have not got</i>	<i>You haven't got</i>	<i>Have you got</i>	<i>Yes, you have. No, you haven't.</i>
<i>They have got</i>	<i>They've got</i>	<i>They have not got</i>	<i>They haven't got</i>	<i>Have they got</i>	<i>Yes, they have. No, they haven't.</i>
<i>It's got ... / It hasn't got ...</i> <i>Has (it) got ...? Yes, it has. / No, it hasn't.</i> <i>Is it ...? Yes, it is. / No, it isn't.</i>					

Procedure

Warm-up Off the screens

1. Revise **has got**.
2. Give out Handout 1.

Handout 1

1. She _____ a temperature.	✗
2. He _____ a stomachache.	✗
3. She _____ a headache.	✓
4. She _____ a stomachache.	✓
5. He _____ a temperature.	✗
6. He _____ an earache.	✓
7. He _____ a temperature.	✓
8. He _____ a headache.	✗
9. He _____ a toothache.	✓
10. She _____ a backache.	✗
11. She _____ a stomachache.	✗
12. He _____ a toothache.	✗
13. He _____ an earache.	✗

3. Ask students to complete the sentences with *has* or *hasn't got*.
4. Use tick and crosses to help you where tick means they will need a positive sentence, cross means they will need a negative sentence.

Key:

1. She hasn't got a temperature.
2. He hasn't got a stomachache.
3. She's got a headache.
4. She's got a stomachache.

5. He hasn't got a temperature.
6. He's got an earache.
7. He's got a temperature.
8. He hasn't got a headache.
9. He's got a toothache.
10. She hasn't got a backache.
11. She hasn't got a stomachache.
12. He hasn't got a toothache.
13. He hasn't got an earache.

Screen 2

Audio 1:

Male: *What's the matter with Lucy?*

Female: *She hasn't got a temperature. She hasn't got a stomachache. She's got a headache.*

Audio 2:

Male: *What's the matter with Alex?*

Female: *He hasn't got a temperature. He hasn't got a headache. He's got a toothache.*

Audio 3:

Male: *What's the matter with Kim?*

Female: *She hasn't got a temperature. She hasn't got a backache. She's got a stomachache.*

Audio 4:

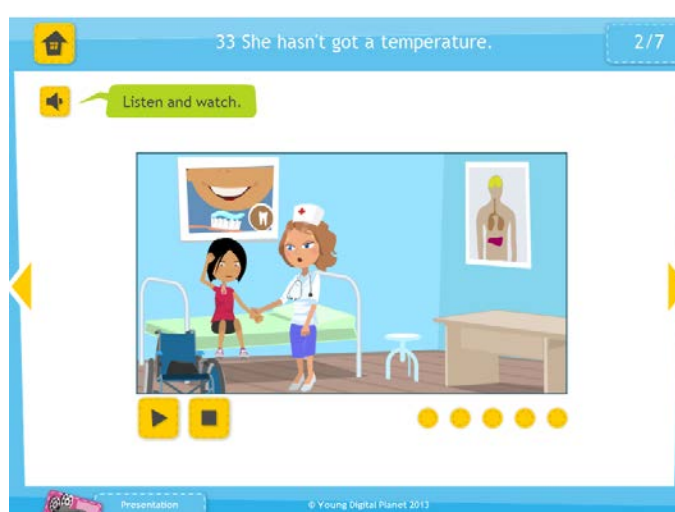
Male: *What's the matter with Sam?*

Female: *He hasn't got a temperature. He hasn't got a toothache. He's got an earache.*

Audio 5:

Male: *What's the matter with Robot?*

Female: *He hasn't got a stomachache. He hasn't got an earache. He's got a temperature. Time for bed!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Screen 3

Audio 1:

*What's the matter with Lucy?
She hasn't got a temperature. She
hasn't got a stomachache. She's got a
headache.*

Audio 2:

*What's the matter with Alex?
He hasn't got a temperature. He hasn't
got a headache. He's got a toothache.*

Audio 3:

*What's the matter with Kim?
She hasn't got a temperature. She
hasn't got a backache. She's got a
stomachache.*

Audio 4:

*What's the matter with Sam?
He hasn't got a temperature. He hasn't
got a toothache. He's got an earache.*

Audio 5:

*What's the matter with Robot?
He hasn't got a stomachache. He hasn't
got an earache. He's got a temperature.
Time for bed!*

Key:

1 F, T

2 T, T

3 F, T

4 T, F

5 F, T

33 She hasn't got a temperature.
3/7

Listen and choose.



		True	False
	Lucy's got a temperature.	☐	☐
	Lucy's got a headache.	☐	☐
	Alex hasn't got a headache.	☐	☐
	Alex has got a toothache.	☐	☐
	Kim's got a temperature.	☐	☐
	Kim's got a stomachache.	☐	☐
	Sam hasn't got a temperature.	☐	☐
	Sam's got a backache.	☐	☐
	Robot's got an earache.	☐	☐
	Robot's got a temperature.	☐	☐

✓
🔍
↺

Enlarge the pictures after the activity is done.
Ask students to name the illnesses.

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Additional activity

Give out Handout 2 and ask students to match the pictures with the sentences, then talk about the pictures, the names are there to help them.

Handout 2

1 Lucy's



a) has got a toothache.

2 Alex



b) got a temperature.

3 Kim's



c) got a headache.

4 Sam's



d) got an earache.

5 Robot's



e) got a stomachache.

Key:

1 c 2 a 3 e 4 d 5 b

Screen 4

Doctor: Hello, Mrs Brown. What's the matter with Kim?

Mrs. Brown: She doesn't feel well.

Doctor: Has she got a temperature?

Mrs Brown: No, she hasn't.

Doctor: That's good. Has she got a stomachache?

Mrs Brown: No, she hasn't. She likes to eat. She is always hungry!

Doctor: OK. Has she got a headache?

Mrs Brown: Not today, but she had one yesterday.

Doctor: Has she got a cough?

Mrs Brown: Yes, she has. She has a bad cough.

Doctor: Well, she's got a cold. Time for bed, Kim!

Mrs Brown: Thank you, doctor.

Key:

1 Kim 2 hasn't 3 hasn't 4 hasn't 5 has
6 has 7 bed



33 She hasn't got a temperature. 4/7

Choose.

Kim / Mrs Brown doesn't feel well.

Kim has / hasn't got a temperature.

Kim has / hasn't got a stomachache.

Kim has / hasn't got a headache today.

Kim has / hasn't got a cough.

Kim has / hasn't got a cold.

Kim is going to school / bed.

Practice © Young Digital Planet 2013

Screen 5

Doctor: Hello, Mrs Brown. What's the matter with Kim?

Mrs. Brown: She doesn't feel well.

Doctor: Has she got a temperature?

Mrs Brown: No, she hasn't.

Doctor: That's good. Has she got a stomachache?

Mrs Brown: No, she hasn't. She likes to eat. She is always hungry!

Doctor: Okay. Has she got a headache?

Mrs Brown: Not today, but she had one yesterday.

Doctor: Has she got a cough?

Mrs Brown: Yes, she has. She has a bad cough.

Doctor: Well, she's got a cold. Time for



33 She hasn't got a temperature. 5/7

Listen again. Complete.

Doctor: Hello, Mrs Brown. What's the m with Kim?

Mrs. Brown: She doesn't feel .

Doctor: Has she got a t t ?

Mrs Brown: No, she hasn't.

Doctor: That's good. Has she got a stomacha ?

Mrs Brown: No, she hasn't. She likes to eat. She is always hungry!

Doctor: Okay. Has she got a h ?

Mrs Brown: Not today, but she had one yesterday.

Doctor: Has she got a c ?

Mrs Brown: Yes, she has. She has a bad c .

Doctor: Well, she's got a d. Time for bed, Kim!

Mrs Brown: Thank you, doctor.

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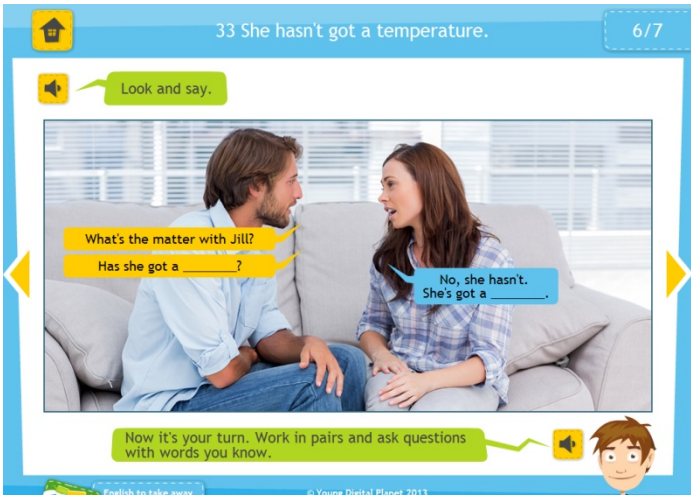
bed, Kim!

Mrs Brown: *Thank you, doctor.*

Key:

1 matter **2** well **3** temperature **4** stomachache **5** headache **6** cough **7** cough **8** cold

Screen 6



33 She hasn't got a temperature. 6/7

Look and say.

What's the matter with Jill?
Has she got a _____?

No, she hasn't.
She's got a _____.

Now it's your turn. Work in pairs and ask questions with words you know.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the question. Think about how to answer it.
3. Answer the question so it is true for you. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and ask and answer the questions.

Handout 1

1. She _____ a temperature.	✗
2. He _____ a stomachache.	✗
3. She _____ a headache.	✓
4. She _____ a stomachache.	✓
5. He _____ a temperature.	✗
6. He _____ an earache.	✓
7. He _____ a temperature.	✓
8. He _____ a headache.	✗
9. He _____ a toothache.	✓
10. She _____ a backache.	✗
11. She _____ a stomachache.	✗
12. He _____ a toothache.	✗
13. He _____ an earache.	✗

Handout 2

1 Lucy's



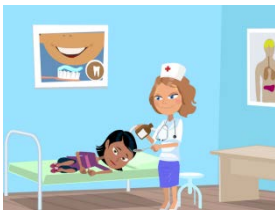
a) has got a toothache.

2 Alex



b) got a temperature.

3 Kim's



c) got a headache.

4 Sam's



d) got an earache.

5 Robot's



e) got a stomachache.

Friends 6 Lesson 34		Are you feeling better?		Skills	
Aims	Talking about illnesses in the past	Contents	Grammar Past simple	Checklist	Master handouts – individual work (revision of the past): change sentences to past simple
	Talking about their current health situation		Vocabulary Health (and illnesses) <i>fine, all right</i> Everyday English: (Past tense) <i>What was the matter?</i>		
Language Analysis					
<i>fine</i> /fain/ – if you feel fine, you feel good <i>all right</i> /ɔ:lraɪt/ – if you feel all right, you feel satisfactory <i>ache</i> /eɪk/ - verb and noun e.g. <i>My head began to <u>ache</u>. I've got a <u>headache</u>.</i> <i>painful</i> /peɪnf(ə)l/ – adjective to express that a part of the body aches <i>temperature</i> /'tempɹɪtʃə(r)/ <i>hurt</i> /hɜ:(r)t/ <i>backache</i> /'bækeɪk/ <i>cold</i> /kəʊld/ <i>cough</i> /kɒf/ <i>earache</i> /'ɪəreɪk/ <i>headache</i> /'hedeɪk/ <i>stomachache</i> /'stʌməkeɪk/ <i>toothache</i> /'tu:θeɪk/					

Procedure

Warm-up Off the screens

1. Revise the past simple.
2. Give out Handout 1.

Handout

1. *What is the matter with you?*

2. *I go swimming in the lake.*

3. *I have an earache.*

4. *I hurt my back at karate class.*

5. *I have a backache.*

6. *I eat too much cake.*

7. *I have a toothache.*



3. Change the sentences into the past simple.

Key:

1. What was the matter with you?
2. I went swimming in the lake.
3. I had an earache.
4. I hurt my back at karate class.
5. I had a backache.
6. I ate too much cake.
7. I had a toothache.

Screen 2

Miss Green: *Good morning class. Let's see who's here today ... Alex?*

Alex: *Here, Miss Green.*

Miss Green: *Alex, you're here! What was the matter with you?*

Alex: *I went swimming in the lake. I had an earache.*

Miss Green: *Are you feeling better?*

Alex: *Yes, thank you.*

Miss Green: *Great! Kim?*

Kim: *Here, Miss Green.*

Miss Green: *Kim, you're here, too! What was the matter with you?*

Kim: *I hurt my back at karate class. I had a backache.*

Miss Green: *Are you feeling better?*

Kim: *Yes, much better, thank you.*

Miss Green: *Excellent! ... Lucy?*

Lucy: *Here, Miss Green.*

Miss Green: *Lucy, nice to see you! What was the matter with you?*

Lucy: *I ate too much cake. I had a toothache.*

Miss Green: *Are you feeling better?*

Lucy: *Yes, I'm fine, thank you.*

Miss Green: *Well, that's good ... Sam?*

Sam: *Here, Miss Green.*

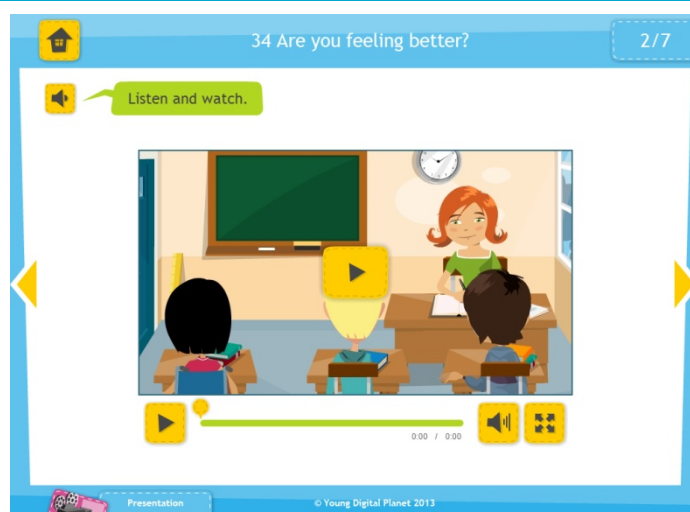
Miss Green: *Sam, welcome back! What was the matter with you?*

Sam: *I had a temperature.*

Miss Green: *Are you feeling better?*

Sam: *Yes, I'm all right now, thank you.*

Boy: *How about you Miss Green? You had a cold. Are you feeling better?*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Miss Green: *I'm feeling much better, children. Thank you!*

Screen 3

Miss Green: *Alex?*

Alex: *Here, Miss Green.*

Miss Green: *Alex, you're here! What was the matter with you?*

Alex: *I went swimming in the lake. I had an earache.*

Miss Green: *Are you feeling better?*

Alex: *Yes, thank you.*

Miss Green: *Great!*

Key:

Miss Green: Alex?

Alex: Here, Miss Green.

Miss Green: Alex, you're here!

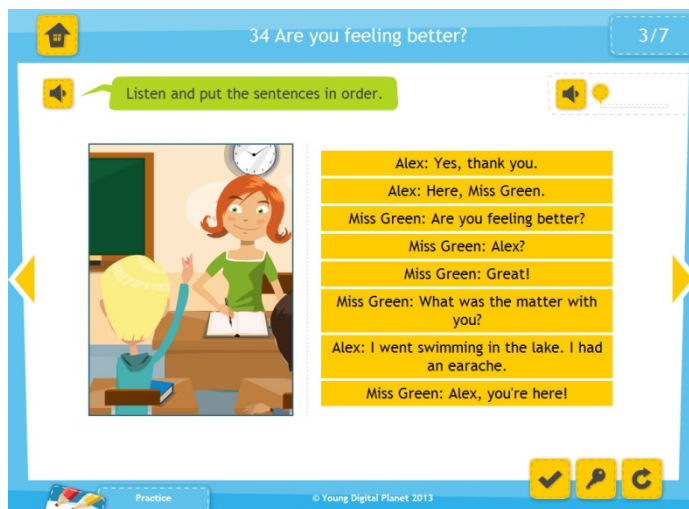
Miss Green: What was the matter with you?

Alex: I went swimming in the lake. I had an earache.

Miss Green: Are you feeling better?

Alex: Yes, thank you.

Miss Green: Great!



34 Are you feeling better? 3/7

Listen and put the sentences in order.

Alex: Yes, thank you.

Alex: Here, Miss Green.

Miss Green: Are you feeling better?

Miss Green: Alex?

Miss Green: Great!

Miss Green: What was the matter with you?

Alex: I went swimming in the lake. I had an earache.

Miss Green: Alex, you're here!

Practice © Young Digital Planet 2013

Screen 4

Miss Green: *Kim, you're here, too!*

What was the matter with you?

Kim: *I hurt my back at karate class. I had a backache.*

Miss Green: *Are you feeling better?*

Kim: *Yes, much better, thank you.*

Miss Green: *Excellent! ... Lucy?*

Lucy: *Here, Miss Green.*

Miss Green: *Lucy, nice to see you!*

What was the matter with you?

Lucy: *I ate too much cake. I had a toothache.*

Miss Green: *Are you feeling better?*

Lucy: *Yes, I'm fine, thank you.*

Miss Green: *Well, that's good ... Sam?*

Sam: *Here, Miss Green.*

Miss Green: *Sam, welcome back! What was the matter with you?*

Sam: *I had a temperature.*

Miss Green: *Are you feeling better?*

Sam: *Yes, I'm all right now, thank you.*

Miss Green: *Fantastic, everyone is better!*

Key:

1 F 2 T 3 F 4 F 5 T 6 T 7 F

34 Are you feeling better?
4/7

Listen again. True or false?

	True	False
Kim had a headache.	☐	☐
Kim is feeling better now.	☐	☐
Lucy ate too much pizza.	☐	☐
Lucy had a backache.	☐	☐
Lucy is fine now.	☐	☐
Sam had a temperature.	☐	☐
Sam is not better today.	☐	☐

Screen 5

Doctor: Hello, Kim. How are you today?

Kim: I'm fine, thank you.

Doctor: Are you feeling better?

Kim: Yes, much better, thank you.

Doctor: Is your head better?

Kim: Yes, it's all right.

Doctor: Is your cold better?

Kim: Yes, it's okay now. Can I go back to school?

Doctor: Yes, you can!

Kim: Thank you!

Key: (random order of sentences)

1

How are you today?

I'm fine, thank you.

2

Are you feeling better?

Yes, much better, thanks.

3

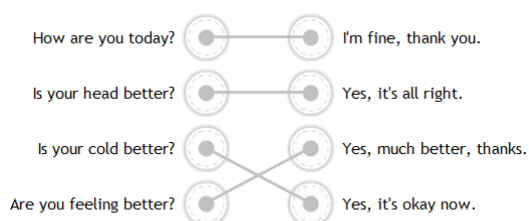
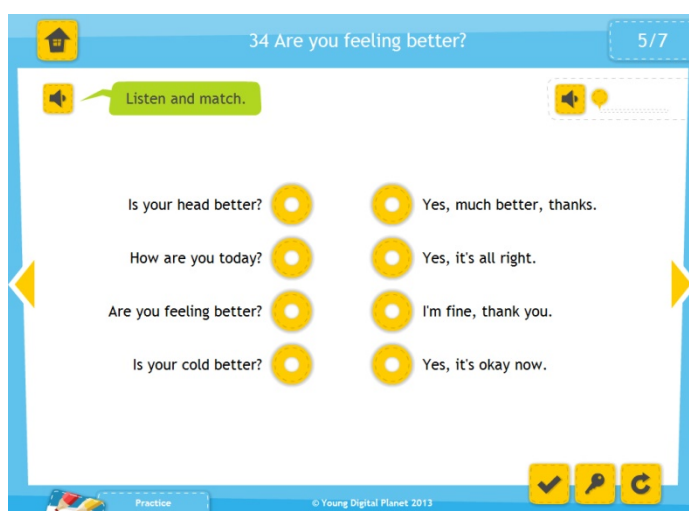
Is your head better?

Yes, it's all right.

4

Is your cold better?

Yes, it's okay now.

Screen 6

Miss Green: Good morning class. Let's see who's here today... Alex?

Alex: Here, Miss Green.

Miss Green: Alex, you're here! What was the matter with you?

Alex: I went swimming in the lake. I had an earache.

Miss Green: Are you feeling better?

Alex: Yes, thank you.

Miss Green: Great! Kim?

Kim: Here, Miss Green.

Miss Green: Kim, you're here, too! What was the matter with you?

Kim: I hurt my back at karate class. I had a backache.

Miss Green: Are you feeling better?

Kim: Yes, much better, thank you.

Miss Green: Excellent! ... Lucy?

Lucy: Here, Miss Green.

Miss Green: Lucy, nice to see you! What was the matter with you?

Lucy: I ate too much cake. I had a toothache.

Miss Green: Are you feeling better?

Lucy: Yes, I'm fine, thank you.

Miss Green: Well, that's good ... Sam?

Sam: Here, Miss Green.

Miss Green: Sam, welcome back! What was the matter with you?

Sam: I had a temperature.

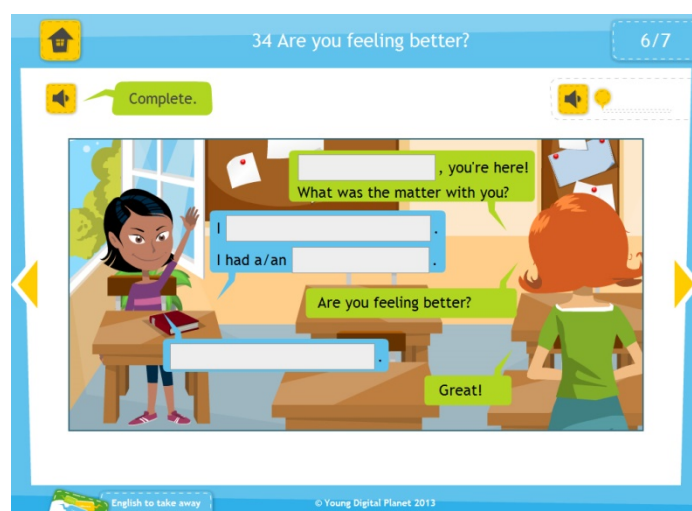
Miss Green: Are you feeling better?

Sam: Yes, I'm all right now, thank you.

Miss Green: Fantastic, everyone is better!

Boy: How about you Miss Green? You had a cold. Are you feeling better?

Miss Green: I'm feeling much better, children. Thank you!



Give the Ss these instructions for the activity. The aim is to practise talking about illnesses.

1. Look at the words and the text.
2. Click the audio and listen again.
3. Complete the sentences with suitable words.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Handout

1. *What is the matter with you?*

2. *I go swimming in the lake.*

3. *I have an earache.*

4. *I hurt my back at karate class.*

5. *I have a backache.*

6. *I eat too much cake.*

7. *I have a toothache.*



Friends 6 Lesson 35		What's his job?		Vocabulary	
Aims	Talking about people in healthcare roles	Contents	Grammar Present simple <i>What's his job?</i> <i>Where does he work?</i>	Checklist	2 master handouts
			Vocabulary Health <i>doctor, nurse, dentist, vet, optician, hospital</i> <i>dentist's surgery</i>		Handout 1 individual or pair work Handout 2 individual work talking about illnesses jobs + places
Language Analysis					
<i>dentist</i> / 'dentɪst/ <i>dentist's surgery</i> / 'sɜ:(r)dʒəri/ <i>doctor</i> / 'dɒktə(r)/ <i>hospital</i> / 'hɒspɪt(ə)l/ <i>nurse</i> /nɜ:(r)s/ <i>optician</i> /ɒp'tɪʃ(ə)n/ <i>vet</i> /vet/					
Questions about job in the present simple tense:					
<i>What's his/her job?</i> <i>Where does he/she work?</i> <i>He/she works <u>at</u>... (the school/ hospital etc.)</i>					

Procedure

Warm-up Off the screens

1. Revise illnesses and a dialogue when students do not feel well. List the illnesses and suggest a mini-dialogue
2. Give out Handout 1.

Handout 1

1

A. Yes, thank you.	
B. Are you feeling better?	
C. I went swimming in the lake. I had an earache.	
D. Alex, you're here! What was the matter with you?	

2

A. Are you feeling better?	
B. I hurt my back at karate class. I had a backache.	
C. Excellent!	
D. Kim, what was the matter with you?	
E. Yes, much better, thank you.	

3

A. Yes, I'm fine, thank you.	
B. Are you feeling better?	
C. I ate too much cake. I had a toothache.	
D. Lucy, nice to see you! What was the matter with you?	

4

A. Are you feeling better?	
B. I had a temperature.	
C. Fantastic!	
D. I'm all right now, thank you.	
E. Sam, welcome back! What was the matter with you?	

3. Ask students to put the sentences in the right order. They may do it individually or in pairs.

Key:

1

Alex, you're here! What was the matter with you?

I went swimming in the lake. I had an earache.

Are you feeling better?

Yes, thank you.

2

Kim, what was the matter with you?
I hurt my back at karate class. I had a backache.
Are you feeling better?
Yes, much better, thank you.
Excellent!

3
Lucy, nice to see you! What was the matter with you?
I ate too much cake. I had a toothache.
Are you feeling better?
Yes, I'm fine, thank you.

4
Sam, welcome back! What was the matter with you?
I had a temperature.
Are you feeling better?
I'm all right now, thank you.
Fantastic!

Screen 2

Audio 1:

A: What's his job? **B:** He's a doctor.

A: Where does he work?

B: At the hospital.

Audio 2:

A: What's her job? **B:** She's a nurse.

A: Where does she work?

B: At the school.

Audio 3:

A: What's his job? **B:** He's a dentist.

A: Where does he work?

B: At the dentist's surgery.

Audio 4:

A: What's her job? **B:** She's a vet.

A: Where does she work?

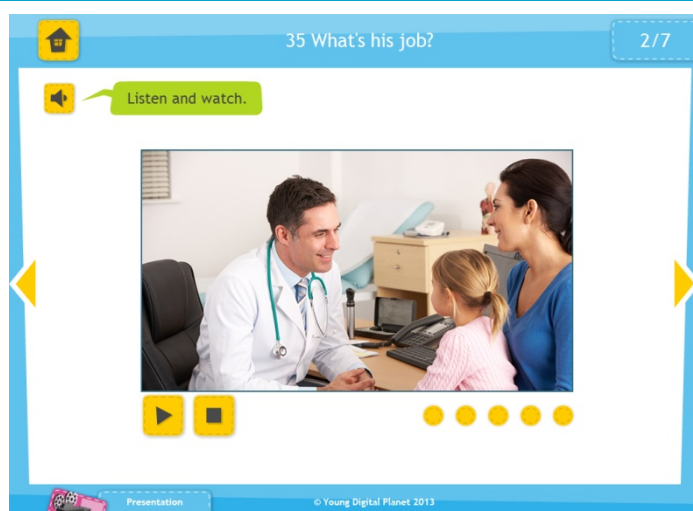
B: At the animal hospital.

Audio 5:

A: What's his job? **B:** He's an optician.

A: Where does he work?

B: At the optician's.



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Play the slideshow again, ask students to listen and repeat the names of the jobs.

Screen 3

Audio 1:

A: *What's his job?*

B: *He's a doctor.*

A: *Where does he work?*

B: *At the hospital.*

Audio 2:

A: *What's her job?*

B: *She's a nurse.*

A: *Where does she work?*

B: *At the school.*

Audio 3:

A: *What's his job?*

B: *He's a dentist.*

A: *Where does he work?*

B: *At the dentist's surgery.*

Audio 4:

A: *What's her job?*

B: *She's a vet.*

A: *Where does she work?*

B: *At the animal hospital.*

Audio 5:

A: *What's his job?*

B: *He's an optician.*

A: *Where does he work?*

B: *At the optician's.*

Key:



nurse



vet



doctor



dentist



optician

35 What's his job?
3/7

Listen and match.

dentist

optician

vet

doctor

nurse

Practice
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Screen 4

Audio 1:

Female voice: *What's the matter, Sam?*

Sam: *I've got a stomachache.*

Audio 2:

Female voice: *What's the matter, Kim?*

Kim: *I've got a toothache.*

Audio 3:

Female voice: *What's the matter,*

Lucy?

Lucy: *I've got a temperature.*

Audio 4:

Female voice: *What's the matter, Mr Brown?*

Mr Brown: *I can't see! I need glasses.*

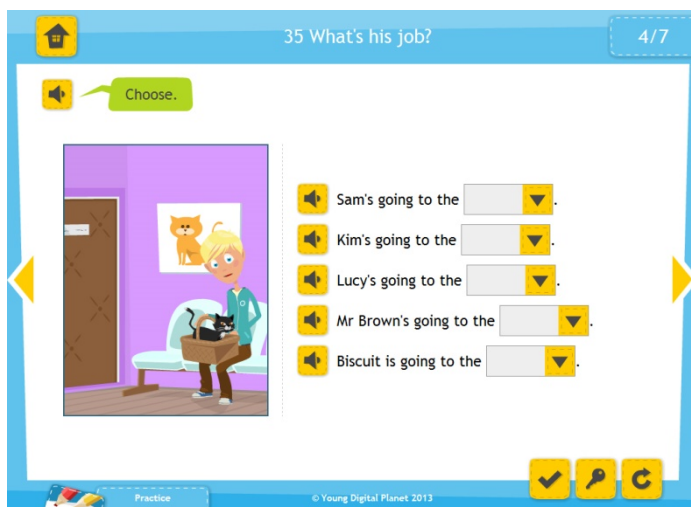
Audio 5:

Female voice: *What's the matter with Biscuit, Alex?*

Alex: *He's got a cold.*

Key:

1 doctor **2** dentist **3** nurse **4** optician **5** vet's



35 What's his job? 4/7

Choose.

Sam's going to the .

Kim's going to the .

Lucy's going to the .

Mr Brown's going to the .

Biscuit is going to the .

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Screen 5

Audio 1:

A: *What's his job?*

B: *He's a doctor.*

Audio 2:

A: *What's her job?*

B: *She's a nurse.*

Audio 3:

A: *What's his job?*

B: *He's a dentist.*

Audio 4:

A: *What's her job?*

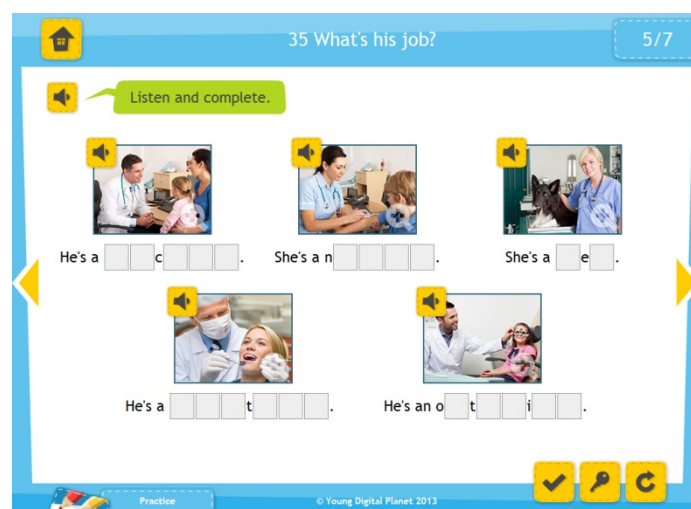
B: *She's a vet.*

Audio 5:

A: *What's his job?*

B: *He's an optician.*

Key: (from left to right)



35 What's his job? 5/7

Listen and complete.

He's a .

She's a n .

She's a .

He's a .

He's an o .

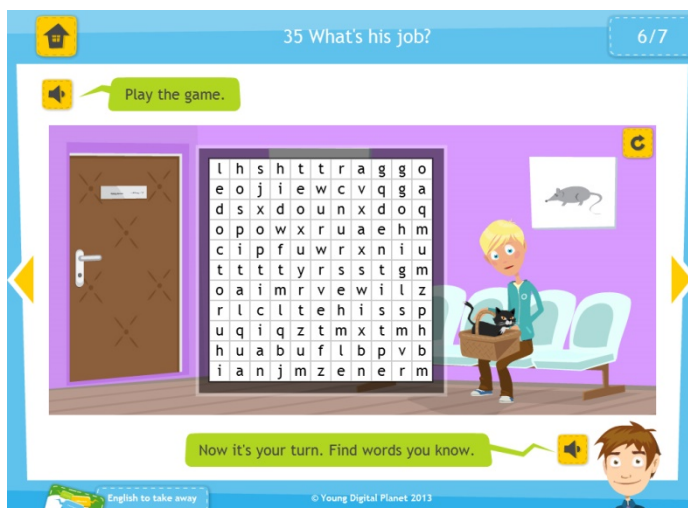
Practice © Young Digital Planet 2013

- 1 He's a doctor.
- 2 She's a nurse.
- 3 She's a vet.
- 4 He's a dentist.
- 5 He's an optician.

Screen 6

Key:

Dentist, doctor, optician, vet
Hospital



Give Ss these instructions for the Word Search game. The aim is to find letters and make words.

1. Look at the screen and look for letters, click the letters you need, they will turn green if they are OK.
2. Letters you do not need will be red.
3. Do it until you find all the words. When all of the words are found you will get a message: *Well done*.

Additional activity

Give out Handout 2.

Ask students to match the jobs with the pictures and then with the places people work at.

Handout 2

1 	A. vet	a) at the school
2 	B. optician	b) at the dentist's surgery
3 	C. doctor	c) at the optician's
4 	D. dentist	d) at the hospital
5 	E. nurse	e) at the animal hospital

Key:

- 1** D, b
2 E, a
3 B, c
4 A, e
5 C, d

After the activity is done, encourage students to produce sentences about the jobs:

A vet works at the animal hospital.

An optician works... etc.

Handout 1

1

A. <i>Yes, thank you.</i>	
B. <i>Are you feeling better?</i>	
C. <i>I went swimming in the lake. I had an earache.</i>	
D. <i>Alex, you're here! What was the matter with you?</i>	

2

A. <i>Are you feeling better?</i>	
B. <i>I hurt my back at karate class. I had a backache.</i>	
C. <i>Excellent!</i>	
D. <i>Kim, what was the matter with you?</i>	
E. <i>Yes, much better, thank you.</i>	

3

A. <i>Yes, I'm fine, thank you.</i>	
B. <i>Are you feeling better?</i>	
C. <i>I ate too much cake. I had a toothache.</i>	
D. <i>Lucy, nice to see you! What was the matter with you?</i>	

4

A. <i>Are you feeling better?</i>	
B. <i>I had a temperature.</i>	
C. <i>Fantastic!</i>	
D. <i>I'm all right now, thank you.</i>	
E. <i>Sam, welcome back! What was the matter with you?</i>	

Handout 2

1 	A. vet	a) at the school
2 	B. optician	b) at the dentist's surgery
3 	C. doctor	c) at the optician's
4 	D. dentist	d) at the hospital
5 	E. nurse	e) at the animal hospital

Friends 6 Lesson 36		Why don't you go to the dentist?		Grammar & Functions	
Aims	Suggesting and responding to suggestions	Contents	Vocabulary <i>Why don't you ...?</i> Everyday English: <i>It really hurts.</i> Healthcare roles (<i>doctor, nurse, vet</i> etc.), <i>hospital</i>	Checklist	3 master handouts for each student (revise illnesses and healthcare jobs, match illnesses with solutions, make suggestions when people have health problems)
Language Analysis					
<u>Suggestions</u> <i>Why don't you ... + verb</i> is one of the expressions used to make suggestions. There are other popular expressions: - <i>Let's + verb</i> - <i>How about + verb + -ing</i> - <i>How do you feel about + verb + -ing</i> - <i>We could + verb</i> - <i>It would be nice to + verb</i> etc. In the lesson we are teaching the following ways to agreeing with the suggestions: <i>Yes, you're right.</i> <i>Yes, good idea.</i> <i>OK, OK.</i> There are other ways too e.g. - <i>Why not?</i> - <i>Yes, I'd like to.</i> - <i>What a good idea!</i> - <i>That sounds like a good idea! etc.</i> Although it is not the focus of this lesson, there also ways of refusing suggestions:					

- No, let's not.
- No, I'd rather not.
- I don't feel like.
- What an awful idea!

Healthcare vocabulary

dentist /'dentɪst/

dentist's surgery /'sɜ:(r)dʒəri/

doctor /'dɒktə(r)/

hospital /'hɒspɪt(ə)l/

nurse /nɜ:(r)s/

optician /ɒp'tɪʃ(ə)n/

vet /vet/

Procedure

Warm-up Off the screens

1. Revise illnesses and jobs:
2. Give out Handout 1.

Handout 1

	A. vet	a) My dog has a stomachache.
	B. optician	b) I've got a toothache.
	C. doctor	c) I need glasses.
	D. dentist	d) I've got a backache.

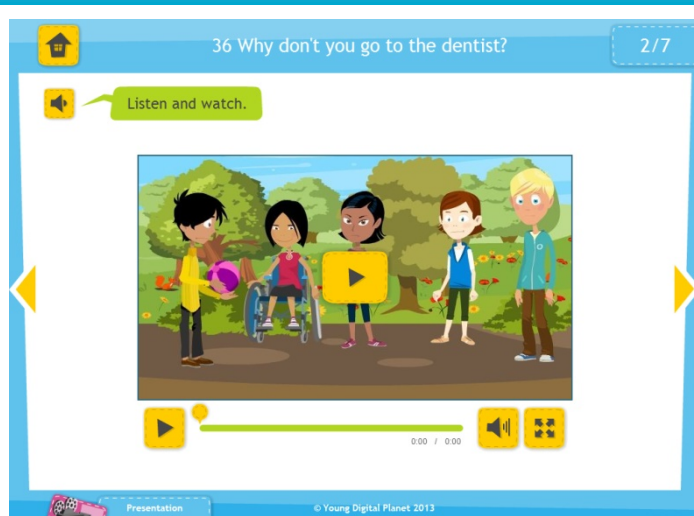
Key:

1 D, b 2 B, c 3 A, a 4 C, d

3. Ask students to match the problems with the possible doctors they should visit. Students should match the pictures with the jobs, too.

Screen 2

Lucy: What's the matter, Sam?
Sam: I have a toothache. It really hurts!
Lucy: Oh no, what happened?
Sam: I ate a lot of candy.
Lucy: Why don't you go to the dentist?
Sam: Yes, you're right.
Lucy: Kim, are you all right?
Kim: I have a backache. It really hurts.
Lucy: What happened?
Kim: I hurt my back at the sports centre.
Lucy: Why don't you go to the doctor?
Kim: Yes, good idea.
Lucy: Hey, Sue – are you OK?
Sue: I don't know. I always have headaches.
Lucy: Why do you have headaches?
Sue: My teacher says I need glasses.
Lucy: Why don't you go to the optician?
Sue: OKOK.
Lucy: Alex, what's the matter?
Alex: Oh Lucy, Biscuit has a stomachache.
Lucy: Why, what's wrong?
Alex: He doesn't eat and he sleeps a lot.
Lucy: Why don't you go to the vet?
Alex: Yes, good idea. Thanks, Lucy!



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

After watching the animation ask students to listen and repeat the sentences:

Why don't you... (go to the dentist, to the doctor etc.)

Screen 3

Lucy: What's the matter, Sam?
Sam: I have a toothache. It really hurts!
Lucy: Oh no, what happened?
Sam: I ate a lot of candy.
Lucy: Why don't you go to the dentist?
Sam: Yes, you're right.
Lucy: Kim, are you all right?
Kim: I have a backache. It really hurts.
Lucy: What happened?
Kim: I hurt my back at the sports centre.
Lucy: Why don't you go to the doctor?
Kim: Yes, good idea.
Lucy: Hey, Sue – are you OK?
Sue: I don't know. I always have headaches.
Lucy: Why do you have headaches?
Sue: My teacher says I need glasses.
Lucy: Why don't you go to the optician?
Sue: OKOK.
Lucy: Alex, what's the matter?
Alex: Oh Lucy, Biscuit has a stomachache.
Lucy: Why, what's wrong?
Alex: He doesn't eat and he sleeps a lot.
Lucy: Why don't you go to the vet?
Alex: Yes, good idea. Thanks, Lucy!

Key:

1 toothache 2 dentist 3 backache
4 doctor 5 headaches 6 optician 7 vet

36 Why don't you go to the dentist?
3/7

Listen and choose.

Lucy: What's the matter, Sam?
Sam: I have a / . It really hurts!
Lucy: Oh no, what happened?
Sam: I ate a lot of candy.
Lucy: Why don't you go to the / ?
Sam: Yes, you're right.

Lucy: Kim, are you all right?
Kim: I have a / . It really hurts.
Lucy: What happened?
Kim: I hurt my back at the sports centre.
Lucy: Why don't you go to the / ?
Kim: Yes, good idea.

Lucy: Hey, Sue – are you okay?
Sue: I don't know. I always have / .
Lucy: Why do you have headaches?
Sue: My teacher says I need glasses.
Lucy: Why don't you go to the / ?
Sue: OK.

Lucy: Alex, what's the matter?
Alex: Oh Lucy, Biscuit has a stomachache.
Lucy: Why, what's wrong?
Alex: He doesn't eat and he sleeps a lot.
Lucy: Why don't you go to the / ?
Alex: Yes, good idea. Thanks, Lucy!

Practice
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Screen 4

Audio 1:

Sam: *I have a toothache.*

Lucy: *Why don't you go to the dentist?*

Audio 2:

Kim: *I have a stomach ache.*

Lucy: *Why don't you go to the doctor?*

Audio 3:

Sue: *I have a headache.*

Lucy: *Why don't you go to the optician?*

Audio 4:

Alex: *Biscuit has a stomach ache.*

Lucy: *Why don't you go to the vet?*

Key:

- 1 Why don't you go to the dentist?
- 2 Why don't you go to the doctor?
- 3 Why don't you go to the optician?
- 4 Why don't you go to the vet?



Screen 5

Key:

- 1 matter
- 2 toothache
- 3 hurts
- 4 don't
- 5 go
- 6 dentist



Screen 6

Key:

- 1 matter
- 2 toothache
- 3 hurts
- 4 ate too many sweets
- 5 don't
- 6 go
- 7 dentist



36 Why don't you go to the dentist? 6/7

Look and say.

Lucy: What's the _____?
Sam: I have a _____.
It really _____!
Lucy: Oh no, what happened?
Sam: I _____.
Lucy: Why _____ you _____
to the _____?
Sam: Yes, you're right.
stomachache
hurts
matter
don't
go
doctor
ate too many sweets
toothache
dentist

Now it's your turn. Work in pairs and make more conversations with words you know.

English to take away © Young Digital Planet 2013

Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Drag and drop the words into the correct gap. (Note: it is not possible to insert a wrong answer so students need to try and find a word that is correct).
3. Ask students to read out the dialogue.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and practise the conversation.

Additional activity

Give out Handout 2

Handout 2



One of the students says what kind of problem he/she has.
Ask student to make suggestions to the situations from the pictures.
e.g. *I've got a toothache. Why don't you go to the dentist?*

Additional activity

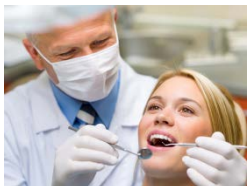
Give out Handout 3

Handout 3

a) My dog has a stomachache.	Why don't you...
b) I've got a toothache.	
c) I need glasses.	
d) I've got a backache.	

Ask students to make suggestions for the situations.

Handout 1

1 	A. vet	a) My dog has a stomachache.
2 	B. optician	b) I've got a toothache.
3 	C. doctor	c) I need glasses.
4 	D. dentist	d) I've got a backache.

Handout 2



Handout 3

a) My dog has a stomachache.	Why don't you...
b) I've got a toothache.	
c) I need glasses.	
d) I've got a backache.	

Handout 3

a) My dog has a stomachache.	Why don't you...
b) I've got a toothache.	
c) I need glasses.	
d) I've got a backache.	

Friends 6 Lesson 37		<i>Why don't we go swimming?</i>		Grammar & Functions	
Aims	Suggesting and responding to suggestions	Contents	Vocabulary <i>Why don't we ...?</i> <i>health, healthy</i> <i>I have an idea.</i> Fruit and vegetables (revision, year 4)	Checklist	1 master handout for each student to revise food vocabulary; matching words with food items
Language Analysis					
<u>Suggestions</u> <i>Why don't you / <u>we</u> ... + verb</i> is one of the expressions used to make suggestions. There are other popular expressions: - <i>Let's + verb</i> - <i>How about + verb + ing</i> - <i>How do you feel about + verb + ing</i> - <i>We could + verb</i> - <i>It would be nice to + verb etc.</i> In the lesson we are teaching the following ways to agreeing with the suggestions: <i>Yes, you're right.</i> <i>Yes, good idea.</i> <i>OKOK.</i> There are other ways too e.g. - <i>Why not?</i> - <i>Yes, I'd like to.</i> - <i>What a good idea!</i> - <i>That sounds like a good idea! etc.</i> Although it is not the focus of this lesson, there also ways of refusing suggestions:					

- *No, let's not.*
- *No, I'd rather not.*
- *I don't feel like.*
- *What an awful idea!*

Procedure

Warm-up Off the screens

1. Pre teach the word *healthy*. You can elicit the word by showing pictures of fruit and pizza.
2. Revise food:
3. Give out Handout 1

Handout

1. 		A. milk
2. 		B. banana
3. 		C. tomatoes
4. 		D. cheese
5. 		E. sugar
6. 		F. coffee
7. 		G. sandwich
8. 		H. fish
9. 		I. eggs
10. 		J. apples
11. 		K. potatoes
12. 		L. cucumber

Key: 1 d 2 e 3 h 4 k 5 c 6 l 7 g 8 b 9 a 10 f 11 j 12 i

4. Ask students to match the words with the pictures. (Revision of Year 4 vocabulary – you can go back to lessons in Year 4 to do some exercises).
5. Look at the food again (Handout 1) and ask students to point to the healthy items.
6. In stronger groups ask students to name food they find unhealthy.

Screen 2

Mr Hill: Today, let's talk about health. What can we do to be healthy?

Alex: I know! Why don't we go swimming? I love swimming!

Mr Hill: That's a great idea. We can go swimming at the sports centre. Anyone else? Kim?

Kim: I have an idea. Why don't we eat more fruit and vegetables?

Mr Hill: Fantastic idea! What are some good fruits and vegetables? Anyone?

Sam: Apples, pears, grapes, carrots, chips...

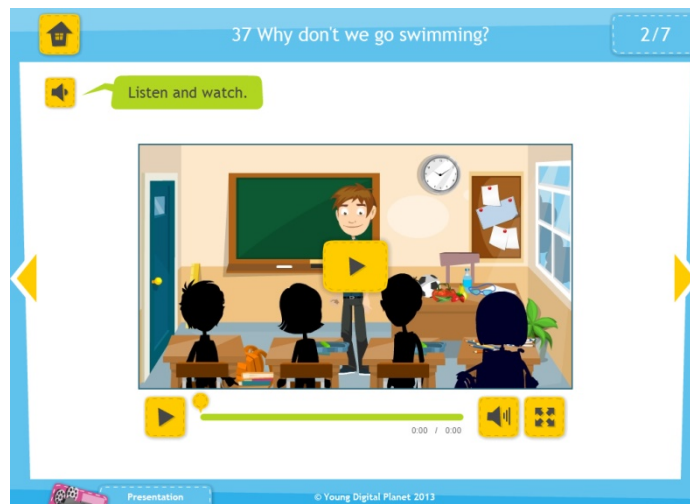
Lucy: Chips? I don't think so. I have an idea. Why don't we drink more water? Water is the best thing to drink.

Mr Hill; Yes, you're right Lucy. That's an excellent idea. Sam, how about you?

Sam: Why don't we play football? We can play at the park?

Mr Hill: That's another brilliant idea. Well done, children. I have an idea, too. Why don't we have a class picnic with healthy food?

Children: Yes! Great!



Exploit the scene by asking the Ss to describe what they can see. Read through the audio with the Ss before you listen to it as a class. This will help students with pronunciation and meaning.

Screen 3



Audio 1:

Mr Hill: Today, let's talk about health. What can we do to be healthy?

Alex: I know! Why don't we go swimming? I love swimming!



Audio 2:

Mr Hill: That's a great idea. We can go swimming at the sports centre. Anyone else? Kim?

Kim: I have an idea. Why don't we eat more fruit and vegetables?

Mr Hill: Fantastic idea! What are some good fruits and vegetables? Anyone?

Sam: Apples, pears, grapes, carrots, chips...



Audio 3:

Lucy: Chips? I don't think so. I have an idea. Why don't we drink more water? Water is the best thing to drink.



Audio 4:

Mr Hill: Yes, you're right Lucy. That's an excellent idea. Sam, how about you?

Sam: Why don't we play football? We can play at the park?

Mr Hill: That's another brilliant idea. Well done, children.


37 Why don't we go swimming?
3/7


Listen and match.





























Practice
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Audio 5:

I have an idea, too. Why don't we have a class picnic with healthy food?

Children: Yes! Great!

Key:

See pictures above (random order)

Screen 4

Key:

1 Mr Hill: What can we do to be healthy?

2 Alex: I know! Why don't we go swimming? I love swimming!

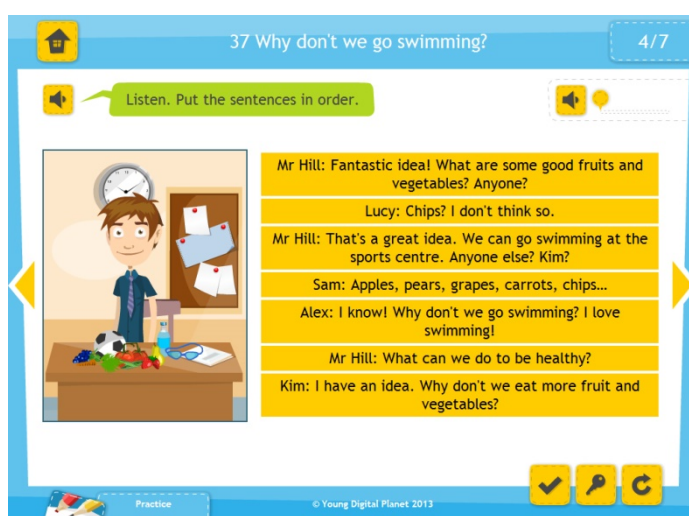
3 Mr Hill: That's a great idea. We can go swimming at the sports centre. Anyone else? Kim?

4 Kim: I have an idea. Why don't we eat more fruit and vegetables?

5 Mr Hill: Fantastic idea! What are some good fruits and vegetables? Anyone?

6 Sam: Apples, pears, grapes, carrots, chips...

7 Lucy: Chips? I don't think so.



37 Why don't we go swimming? 4/7

Listen. Put the sentences in order.

Mr Hill: Fantastic idea! What are some good fruits and vegetables? Anyone?

Lucy: Chips? I don't think so.

Mr Hill: That's a great idea. We can go swimming at the sports centre. Anyone else? Kim?

Sam: Apples, pears, grapes, carrots, chips...

Alex: I know! Why don't we go swimming? I love swimming!

Mr Hill: What can we do to be healthy?

Kim: I have an idea. Why don't we eat more fruit and vegetables?

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Screen 5

Audio 1:

Alex: *Why don't we go swimming?*

Audio 2:

Mr Hill: *That's a great idea Alex!*

Audio 3:

Kim: *Why don't we eat more fruit and vegetables?*

Audio 4:

Mr Hill: *Fantastic idea!*

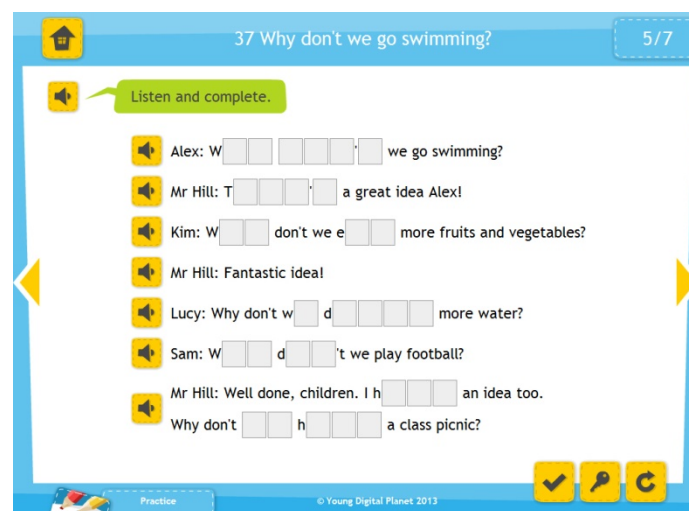
Audio 5:

Lucy: *Why don't we drink more water?*

Audio 6:

Sam: *Why don't we play football?*

Audio 7:



37 Why don't we go swimming? 5/7

Listen and complete.

Alex: W _ _ _ _ _ we go swimming?

Mr Hill: T _ _ _ _ _ a great idea Alex!

Kim: W _ _ _ _ _ don't we e _ _ _ _ _ more fruits and vegetables?

Mr Hill: Fantastic idea!

Lucy: Why don't w _ _ _ _ _ more water?

Sam: W _ _ _ _ _ d _ _ _ _ _ t we play football?

Mr Hill: Well done, children. I h _ _ _ _ _ an idea too.

Why don't _ _ _ _ _ h _ _ _ _ _ a class picnic?

Practice © Young Digital Planet 2013

Mr Hill: *Well done, children. I have an idea too. Why don't we have a class picnic?*

Key:

- 1 Why don't
- 2 That's
- 3 Why, eat
- 4 we drink
- 5 Why don't
- 6 have
- 7 we have

Screen 6

Alex: *Why don't we go swimming?*

Sam: *That's a great idea*



Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the question and answer into the correct speech bubbles.
4. Press 'pause' and listen again if you want to, to complete the exercise.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and ask and

answer the questions:

Why don't we...

Note: In stronger groups you may want to introduce other ways of responding to suggestions: please see Language Analysis above.

Handout

1.			A. milk
2.			B. banana
3.			C. tomatoes
4.			D. cheese
5.			E. sugar
6.			F. coffee
7.			G. sandwich
8.			H. fish
9.			I. eggs
10.			J. apples
11.			K. potatoes
12.			L. cucumber

Friends 6 Lesson 38		Don't worry!		Skills	
Aims	Integrated skills development	Contents	Vocabulary Revision of vocabulary Review of vocabulary in units 31 – 37. Added: terrible, Everyday English: <i>Don't worry, You'll be fine.</i>	Checklist	2 master handouts for each student
	Listening and responding to suggestions about health				(revise illnesses, practise making and responding to suggestions)
Language Analysis					
<u>Suggestions</u> <i>Why don't you ... + verb</i> is one of the expressions used to make suggestions. There are other popular expressions: - <i>Let's + verb</i> - <i>How about + verb + ing</i> - <i>How do you feel about + verb + ing</i> - <i>We could + verb</i> - <i>It would be nice to + verb etc.</i> In the lesson we are teaching the following ways to agreeing with the suggestions: <i>Yes, you're right.</i> <i>Yes, good idea.</i> <i>OKOK.</i> There are other ways too e.g. - <i>Why not?</i> - <i>Yes, I'd like to.</i> - <i>What a good idea!</i> - <i>That sounds like a good idea! etc.</i> Although it is not the focus of this lesson, there also ways of refusing suggestions:					

- *No, let's not.*
- *No, I'd rather not.*
- *I don't feel like.*
- *What an awful idea!*

Procedure

Warm-up Off the screens

1. Revise illnesses:
2. Give out Handout 1.

Handout 1

1 Lucy's



a) has got a toothache.

2 Alex



b) got a temperature.

3 Kim's



c) got a headache.

4 Sam's



d) got an earache.

5 Robot's



e) got a stomachache.

3. Ask students to match the names with the illnesses.

Key:

1 c 2 a 3 e 4 d 5 b

Screen 2

Audio 1:

Doctor: Good morning, Sam. How can I help you?

Sam: Oh doctor, I've got a terrible stomachache. It really hurts.

Doctor: Let me see...

Sam: Owwww!

Doctor: What did you eat for dinner yesterday?

Sam: A burger and chips.

Doctor: Why don't you eat some fruit and drink some water today?

Sam: Yes, that's a good idea.

Doctor: Don't worry. You'll be fine.

Audio 2:

Kim: Uggghhhh.... I've got a terrible cold. I've got a cough, too.

Nurse: Have you got a temperature? Let's see...

Nurse: Yes, you've got a temperature. Don't worry. Why don't you go home and drink some hot tea?

Audio 3:

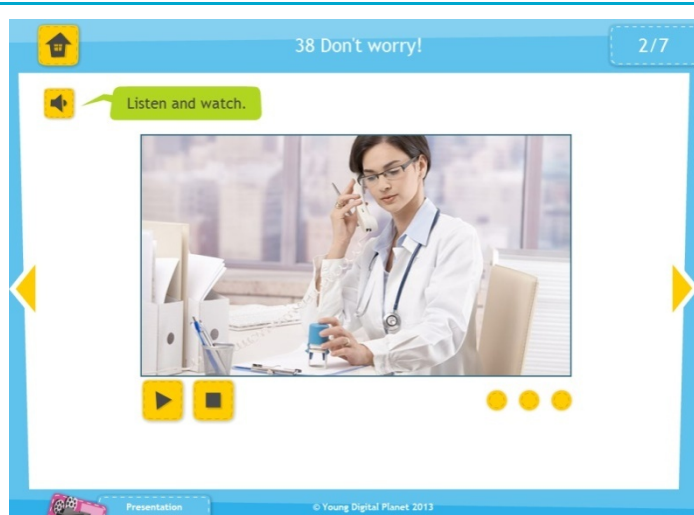
Dentist: Hi Lucy, how are you today?

Lucy: I've got a terrible toothache.

Dentist: Let me see...

Lucy: Owwww!

Dentist: Ah yes, I see. Why don't you close your eyes?



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask comprehension questions:

What did Sam eat? A burger and chips.

What's the matter with Kim? She's got a cough and a temperature. What's the matter with Lucy? She's got a terrible toothache.

Screen 3

Audio 1:

Doctor: Good morning, Sam. How can I help you?

Sam: Oh doctor, I've got a terrible stomachache. It really hurts.

Doctor: Let me see...

Sam: Owwww!

Doctor: What did you eat for dinner yesterday?

Sam: A burger and chips.

Doctor: Why don't you eat some fruit and drink some water today?

Sam: Yes, that's a good idea.

Doctor: Don't worry. You'll be fine.

Audio 2:

Kim: Uggghhhh.... I've got a terrible cold. I've got a cough, too.

Nurse: Have you got a temperature? Let's see...

Nurse: Yes, you've got a temperature. Don't worry. Why don't you go home and drink some hot tea?

Audio 3:

Dentist: Hi Lucy, how are you today?

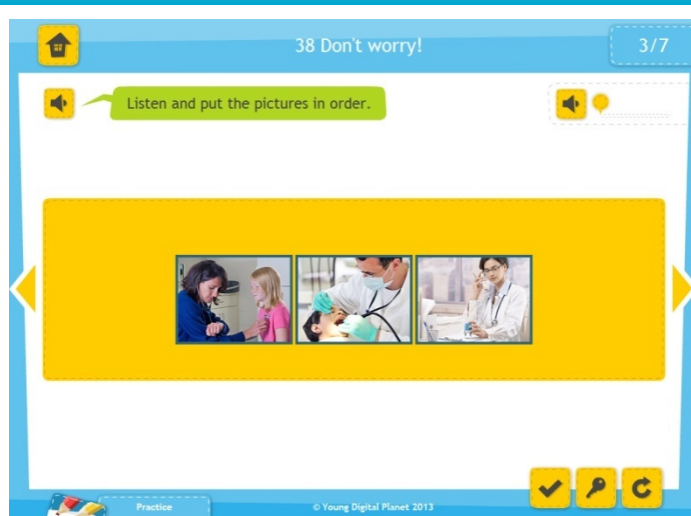
Lucy: I've got a terrible toothache.

Dentist: Let me see...

Lucy: Owwww!

Dentist: Ah yes, I see. Why don't you close your eyes?

Key:



Screen 4

Key:

- 1 go to the dentist
- 2 drink some water
- 3 drink some hot tea
- 4 go to bed



Screen 5

Audio 1:

Doctor: Good morning, Sam. How can I help you?

Sam: Oh doctor, I've got a terrible stomachache. It really hurts.

Doctor: Let me see...

Sam: Owwwww!

Doctor: What did you eat for dinner yesterday?

Sam: A burger and chips.

Doctor: Why don't you eat some fruit and drink some water today?

Sam: Yes, that's a good idea.

Doctor: Don't worry. You'll be fine.

Key: see above



Screen 6

Miss Green: *Oh, Mr Hill. This was a bad week at school. Many children were not at school.*

Mr Hill: *What was the matter with them?*

Miss Green: *Well, Alex went swimming in the lake. He had an earache.*

Mr Hill: *Oh dear, poor Alex. How about the others?*

Miss Green: *Kim hurt her back at karate; she had a backache.*

Mr Hill: *Is she feeling better now?*

Miss Green: *Yes, she is. Then, Lucy went to a birthday party, and she ate too much cake. She had a toothache.*

Mr Hill: *Ouch!*

Miss Green: *Yes! She went to the dentist. She's okay now.*

Mr Hill: *How about Sam? How is he?*

Miss Green: *Oh, Sam had a temperature. He had to stay at home.*

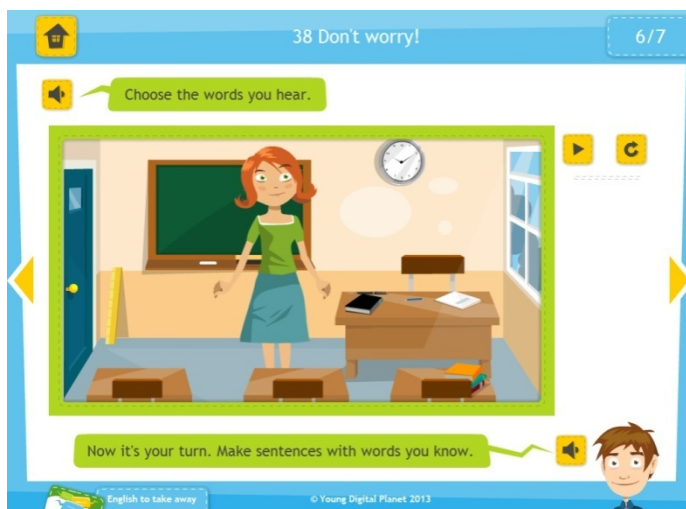
Mr Hill: *Well, I'm happy you are healthy!*

Miss Green: *Oh, I didn't feel well this week. I had a terrible cold. I had a lot of hot tea, and now I feel much better. How about you, Mr Hill? How are you feeling?*

Mr Hill: *I'm fine, but my cat is feeling ill*

Key:

1 dentist **2** toothache **3** backache
4 earache **5** cold **6** temperature **7** home
8 tea **9** cake



Give the Ss these instructions for the Shooting game. The aim is to find the words used in the audio.

1. Look at the screen and read the words as they appear.
2. Listen and 'shoot' the words you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Additional activity
Give out Handout 2

Handout 2

A. <i>Oh doctor, I've got a terrible stomachache. It really hurts.</i>	
B. <i>A burger and chips.</i>	
C. <i>Yes, that's a good idea.</i>	
D. <i>Let me see...</i>	
E. <i>What did you eat for dinner yesterday?</i>	
F. <i>Don't worry. You'll be fine.</i>	
G. <i>Good morning, Sam. How can I help you?</i>	
H. <i>Why don't you eat some fruit and drink some water today?</i>	
I. <i>Owwwww!</i>	

Ask students to put the sentences in the right order.

1 g 2 a 3 d 4 i 5 e 6 b 7 h 8 c 9 f

Key:

Doctor: *Good morning, Sam. How can I help you?*

Sam: *Oh doctor, I've got a terrible stomachache. It really hurts.*

Doctor: *Let me see...*

Sam: *Owwwww!*

Doctor: *What did you eat for dinner yesterday?*

Sam: *A burger and chips.*

Doctor: *Why don't you eat some fruit and drink some water today?*

Sam: *Yes, that's a good idea.*

Doctor: *Don't worry. You'll be fine.*

Handout 1

1 Lucy's



a) has got a toothache.

2 Alex



b) got a temperature.

3 Kim's



c) got a headache.

4 Sam's



d) got an earache.

5 Robot's



e) got a stomachache.

Handout 2

A. <i>Oh doctor, I've got a terrible stomachache. It really hurts.</i>	
B. <i>A burger and chips.</i>	
C. <i>Yes, that's a good idea.</i>	
D. <i>Let me see...</i>	
E. <i>What did you eat for dinner yesterday?</i>	
F. <i>Don't worry. You'll be fine.</i>	
G. <i>Good morning, Sam. How can I help you?</i>	
H. <i>Why don't you eat some fruit and drink some water today?</i>	
I. <i>Owwwww!</i>	

Friends 6 Lesson 39		<i>That's Kim's father.</i>		Pronunciation	
Aims	Sound differentiation /t/ and /th/	Contents	Vocabulary Everyday English: <i>You're so smart.</i>	Checklist	1 master handout for each student (matching questions with answers)
Language Analysis					
*** <i>father /'fɑ:ðə(r)/</i> <i>guitar /gɪ'tɑ:(r)/</i> <i>mother /'mʌðə(r)/</i> <i>potatoes /pə'teɪtəʊz/</i> <i>robot /'rəʊbɒt/</i> <i>temperature /'temprɪtʃə(r)/</i> <i>thank you /θæŋk/</i> <i>three /θri:/</i> <i>throw /θrəʊ/</i> <i>Tuesday /'tju:zdeɪ/</i>					

Procedure

Warm-up Off the screens

1. Play the slideshow from Screen 2 but mute the sound.
2. Ask students to name all the objects that are there, describe the pictures in as much detail as possible.

Screen 2

Audio 1:

A: *Who's that man?*

B: *He's Kim's father.*

Audio 2:

A: *What day is today?*

B: *It's Tuesday.*

Audio 3:

A: *What's your pet's name?*

B: *His name is Biscuit.*

Audio 4:

A: *Who's that woman?*

B: *She's my mother.*

Audio 5:

A: *Your dress is beautiful!*

B: *Thank you.*

Audio 6:

A: *What's your favourite food?*

B: *I love potatoes.*

Audio 7:

A: *What's the matter?*

B: *I've got a temperature.*

Audio 8:

A: *Let's play baseball!*

B: *Okay. Throw the ball!*

Audio 9:

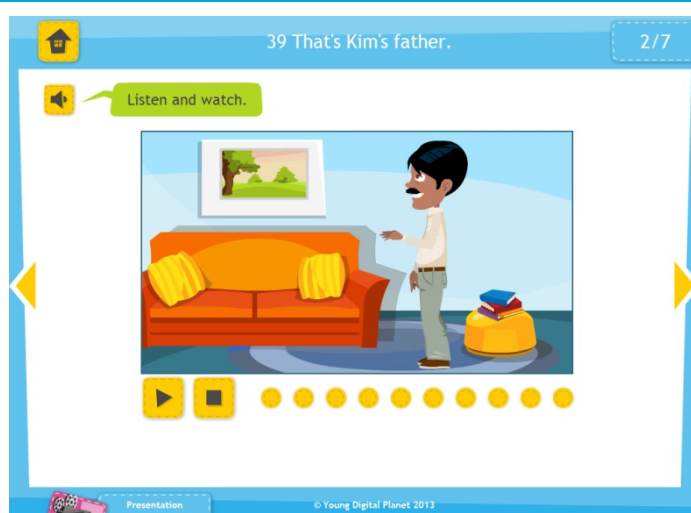
A: *Do you play the piano?*

B: *No, but I play the guitar.*

Audio 10:

A: *How many brothers have you got?*

B: *I've got three!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Ask students to listen and repeat to the sentences from the slideshow.

Screen 3

Audio 1:

Father

Audio 2:

Tuesday

Audio 3:

Robot

Audio 4:

Mother

Audio 5:

Thank you

Audio 6:

potatoes

Audio 7:

Temperature

Audio 8:

throw

Audio 9:

guitar

Audio 10:

three

Key: (from left to right)

1 th 2 t

3 t 4 t

5 t 6 th

7 th 8 t

9 th 10 th

  / 	  / 
  / 	  / 
  / 	  / 
  / 	  / 
  / 	  / 

 39 That's Kim's father.
3/7

 Listen. Choose the sound you hear.



  / 	  / 
  / 	  / 
  / 	  / 
  / 	  / 
  / 	  / 

 Practice
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Screen 4

He's Kim's father.
I play the guitar.
It's Tuesday.
I've got three brothers.
His name is Robot.
Throw the ball!
She's my mother.
I've got a temperature.
Thank you.
I love potatoes.

Key: N/A



39 That's Kim's father. 4/7

Listen and say the words.

- He's Kim's father.
- I play the guitar.
- It's Tuesday.
- I've got three brothers.
- His name is Robot.
- Throw the ball.
- She's my mother.
- I've got a temperature.
- Thank you.
- I love potatoes.

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Screen 5

Audio 1:

Alex: Hi Kim. Where were you this morning?

Kim: I was at the market.

Alex: Who did you go with??

Kim: I went with my mother and sister.

Alex: What did you buy?

Kim: Carrots, potatoes, tomatoes, and three big pizzas!

Audio 2:

Sam: Lucy, you're lucky! You're so smart.

Lucy: Thank you Sam; but you're smart too. You can play the guitar, and you can sing. I can't do those things.

Sam: You're good at maths. You can use the school computer. You've got a robot!

Lucy: Yes, that's true. We're both lucky!

Key:

1 this 2 the 3 with 4 mother 5 three



39 That's Kim's father. 5/7

Listen. Choose the words with the /th/ sound.

Alex: Hi Kim. Where were you this morning?

Kim: I was at the market.

Alex: Did you go alone?

Kim: No, I went with my mother and sister.

Alex: What did you buy?

Kim: Carrots, potatoes, tomatoes, and three big pizzas!

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Screen 6

Audio:

/th/

Monday

Tuesday

Wednesday

Thursday

/th/

three

ten

twelve

twenty

/th/

English

music

maths

computer

/t/

mother

father

sister

brother

/th/

aunt

uncle

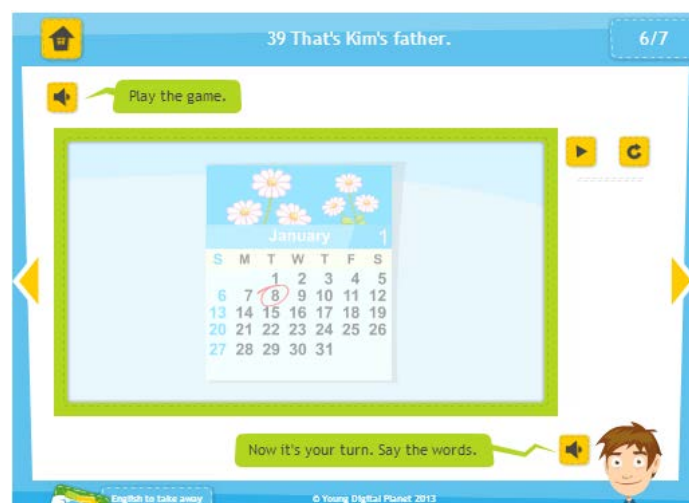
cousin

grandmother

Key:

1 Thursday **2** three **3** maths **4** sister

6 grandmother



Give the Ss these instructions for the Shooting game. The aim is to find the words used in the audio.

1. Look at the screen and read the words as they appear.
2. Listen and 'shoot' the words you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Additional activity

Give out the Handout

Ask students to match the questions with the answers. For key – go to audio script from screen 2.

Handout

1. Who's that man?		A. It's Tuesday.
2. What's your pet's name?		B. His name is Biscuit.
3. How many brothers have you got?		C. She's my mother.
4. Your dress is beautiful!		D. He's Kim's father.
5. Do you play the piano?		E. Thank you.
6. What's the matter?		F. I love potatoes.
7. Let's play baseball!		G. I've got a temperature.
8. What's your favourite food?		H. OK. Throw the ball!
9. Who's that woman?		I. No, but I play the guitar.
10. What day is today?		J. I've got three!

Handout

1. <i>Who's that man?</i>		A. <i>It's Tuesday.</i>
2. <i>What's your pet's name?</i>		B. <i>His name is Biscuit.</i>
3. <i>How many brothers have you got?</i>		C. <i>She's my mother.</i>
4. <i>Your dress is beautiful!</i>		D. <i>He's Kim's father.</i>
5. <i>Do you play the piano?</i>		E. <i>Thank you.</i>
6. <i>What's the matter?</i>		F. <i>I love potatoes.</i>
7. <i>Let's play baseball!</i>		G. <i>I've got a temperature.</i>
8. <i>What's your favourite food?</i>		H. <i>OK. Throw the ball!</i>
9. <i>Who's that woman?</i>		I. <i>No, but I play the guitar.</i>
10. <i>What day is today?</i>		J. <i>I've got three!</i>

Friends 6 Lesson 40		<i>I eat vegetables every day.</i>		Skills									
Aims	Describing habitual activities	Contents	Grammar Review of frequency expressions	Checklist	Students should bring photos to the classroom showing healthy lifestyle: 1 master handout for each student (class survey)								
	Asking questions about frequency		Vocabulary Health, living and eating										
	Responding using frequency expressions		Everyday English: <i>healthy living</i>										
Language Analysis													
<i>Every day</i> is an adverb of frequency and is usually used at the end of the sentence. <i>Once</i> – used to mean <i>1 time</i> – <i>once a ... (week, month, year etc.)</i> <i>Twice</i> – used to mean <i>2 times</i> – <i>twice a ... (week, month, year etc.)</i> Only these two words are special, after 2, there is a set rule for taking about frequency: <i>Three times a ... , four times a ...</i> There are other adverbs of frequency - they tell us how often / frequently we do something. The words below do not tell us exactly e.g. how many times a week, but give us a general idea. They usually go before the main verb e.g. <i>I always get up at 6 o'clock.</i> <table><tr><td>0%</td><td>30%</td><td>50%</td><td>100%</td></tr><tr><td><i>never</i></td><td><i>sometimes</i></td><td><i>usually</i></td><td><i>always</i></td></tr></table> For verbs such as <i>can/has/to be</i>, the order is different, please see some samples: <i>I can usually swim on Sunday.</i> <i>Tom is never late.</i> There are more adverbs of frequency: <i>always, usually, often, sometimes, occasionally, seldom, hardly ever, never.</i>						0%	30%	50%	100%	<i>never</i>	<i>sometimes</i>	<i>usually</i>	<i>always</i>
0%	30%	50%	100%										
<i>never</i>	<i>sometimes</i>	<i>usually</i>	<i>always</i>										

Procedure

Warm-up Off the screens

1. Remind students the word *healthy*.
2. Ask students to bring magazine photos that would represent healthy lifestyle (healthy food, doing sports etc.)
3. Ask students to show the photos they have brought and ask them to talk about the photo e.g. name the food items, talk about sports people are doing in the photos etc.

Screen 2

Miss Green: *Good morning class! Today let's talk about healthy living. What healthy things do you do every day?*

Alex: *I go outside every day. I walk, I run and I ride my bike.*

Miss Green: *Excellent, Alex! Lucy, how about you?*

Lucy: *I eat fruit and vegetables every day. I eat carrots, tomatoes and apples.*

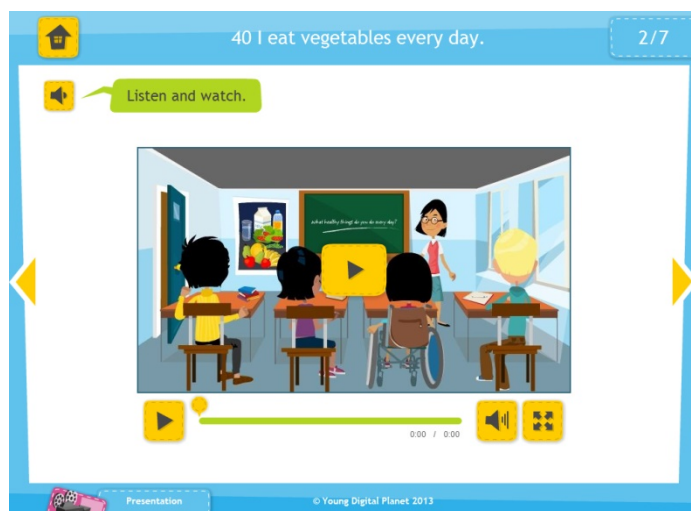
Miss Green: *Great! Kim?*

Kim: *I drink milk every day. I love milk!*

Miss Green: *That's very good, Kim. Water is good, too. Yes, Sam?*

Sam: *I smile every day! I sing, too. I am always happy.*

Miss Green: *Well done, Sam. That's a good way to be healthy.*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Screen 3

Miss Green: Good morning class!
Today let's talk about healthy living.
What healthy things do you do every day?

Alex: I go outside every day. I walk, I run and I ride my bike.

Miss Green: Excellent, Alex! Lucy, how about you?

Lucy: I eat fruit and vegetables every day. I eat carrots, tomatoes and apples.

Miss Green: Great! Kim?

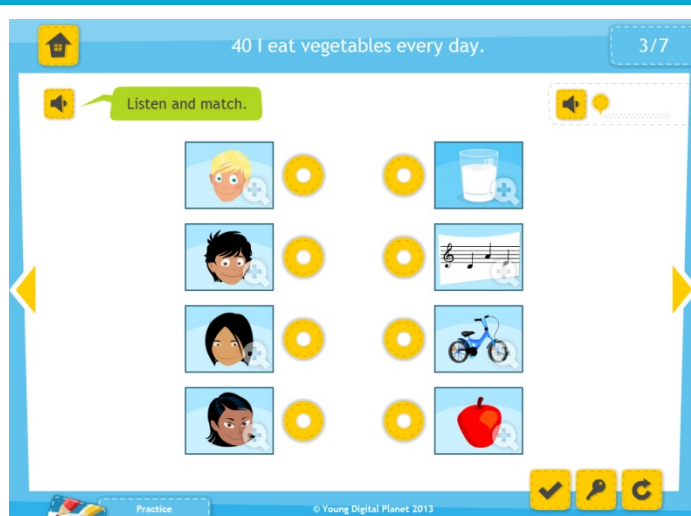
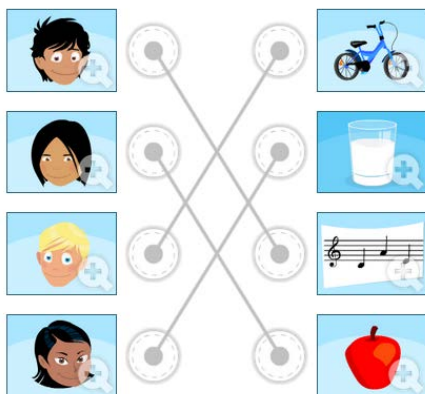
Kim: I drink milk every day. I love milk!

Miss Green: That's very good, Kim.
Water is good, too. Yes, Sam?

Sam: I smile every day! I sing, too. I am always happy.

Miss Green: Well done, Sam. That's a good way to be healthy.

Key:



Screen 4

Alex: Kim, how often do you eat vegetables?

Kim: Every day. I like vegetables.

Kim: Alex, how often do you drink milk?

Alex: Three times a week. I like juice better.

Lucy: Sam, how often do you play sports?

Sam: Twice a week. I play baseball and basketball.

Sam: Lucy, how often do you brush your teeth?

Lucy: Twice a day, morning and night.

Alex: Sam, how often do you go to the dentist?

Sam: Three times a year. I don't like dentists.

Sam: Kim, how often do you go swimming?

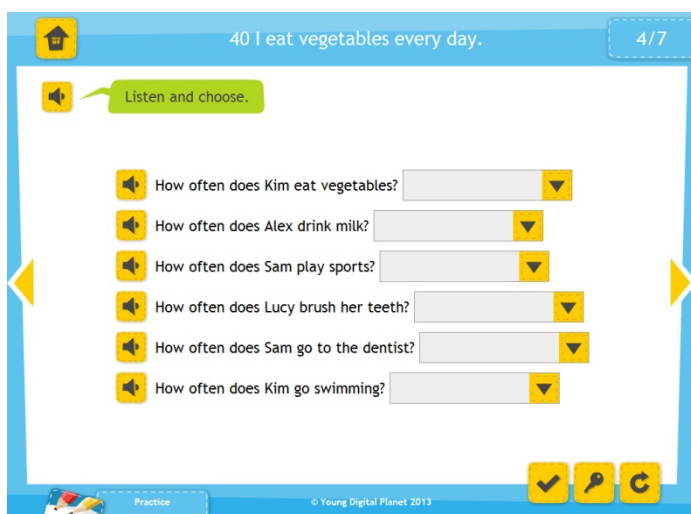
Kim: Once a month. I like running better.

Key:

1 Every day **2** Three times a week

3 Twice a week **4** Twice a day

5 Three times a year **6** Once a month



Screen 5

Alex: Kim, how often do you eat vegetables?

Kim: Every day. I like vegetables.

Kim: Alex, how often do you drink milk?

Alex: Three times a week. I like juice better.

Lucy: Sam, how often do you play sports?

Sam: Twice a week. I play baseball and basketball.

Sam: Lucy, how often do you brush your teeth?

Lucy: Twice a day, morning and night.

Alex: Sam, how often do you go to the dentist?

Sam: Three times a year. I don't like dentists.

Sam: Kim, how often do you go swimming?

Kim: Once a month. I like running better.

Key:

1 Kim, how often do you eat vegetables?

2 Alex, how often do you drink milk?

3 Lucy, how often do you brush your teeth?

4 Sam plays sports twice a week.

5 Kim goes swimming once a month.



The screenshot shows a digital practice interface. At the top, a blue header bar contains a home icon, the text "40 I eat vegetables every day.", and a progress indicator "5/7". Below the header, a green speech bubble says "Put the words in order." The main area contains five sets of word cards, each preceded by a speaker icon. The cards are: 1. "how Kim, you do often vegetables? eat", 2. "you milk? drink often how Alex, do", 3. "often you Lucy, your how teeth? do brush", 4. "sports week. a Sam plays twice", and 5. "month. a once goes Kim swimming". At the bottom, there are navigation arrows, a "Practice" button, a copyright notice "© Young Digital Planet 2013", and three icons: a checkmark, a key, and a circular arrow.

Screen 6

Boy1: *How often do you drink milk?*

Girl 1: *Every day. I like milk.*



The screenshot shows a digital activity interface. At the top, a blue bar contains a home icon, the text '40 I eat vegetables every day.', and a page number '6/7'. Below this is a green box with a speaker icon and the text 'Listen and say.'. The main area features a video of a boy and a girl. A speech bubble from the boy says 'How often do you drink milk?'. A speech bubble from the girl says 'Every day. I like milk.'. To the right of the video are two yellow boxes. The first box is titled 'Actions' and lists: 'drink milk', 'eat vegetable', 'eat fruit', 'play sports', 'go swimming', 'go to the dentist', and 'go to the doctor'. The second box is titled 'How often?' and lists: 'every day', 'once a week', 'twice a week', 'three times a week', 'once a month', and 'once a year'. At the bottom, a green box says 'Now it's your turn. Work in pairs. Ask questions with words you know.' with a speaker icon. The bottom of the interface has a blue bar with 'English to take away' and '© Young Digital Planet 2013'.

Give the Ss these instructions for the 'Listen and say' activity. The aim is to practise a short natural dialogue.

1. Look at the picture and read the dialogue.
2. Click on the audio and listen to the question. Think about how to answer it.
3. Answer the question so it is true for you. You can press 'pause' at any time and listen again.
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

1. Tell students to work in pairs and ask and answer the questions.
2. Use the prompts provided on the right.

Additional activity

Handout – do a class survey and check how often students to the following actions: *drink milk, eat vegetable, eat fruit, play sports, go swimming, go to the dentist, go to the doctor.*

Students should ask at least three classmates and note their answers down in the table. They can add some other activities to the table.

Handout

How often do you ...			
Go to the dentist			
Eat fruit			
Eat vegetable			
Drink milk			
Brush your teeth			
Play sports			
Go swimming			

Handout

How often do you ...			
Go to the dentist			
Eat fruit			
Eat vegetable			
Drink milk			
Brush your teeth			
Play sports			
Go swimming			