

6

Our Amazing Bodies

A boy doing a back flip off a tree stump, Calla Varcas, Majorca, Spain



1 Look at the photo. Say all the body parts you can see.

Lesson 1

1 Listen. Listen and repeat. TR: 6.1

2 Listen and read. TR: 6.2



(catch a)
cold



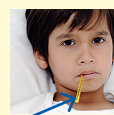
cough



sneeze

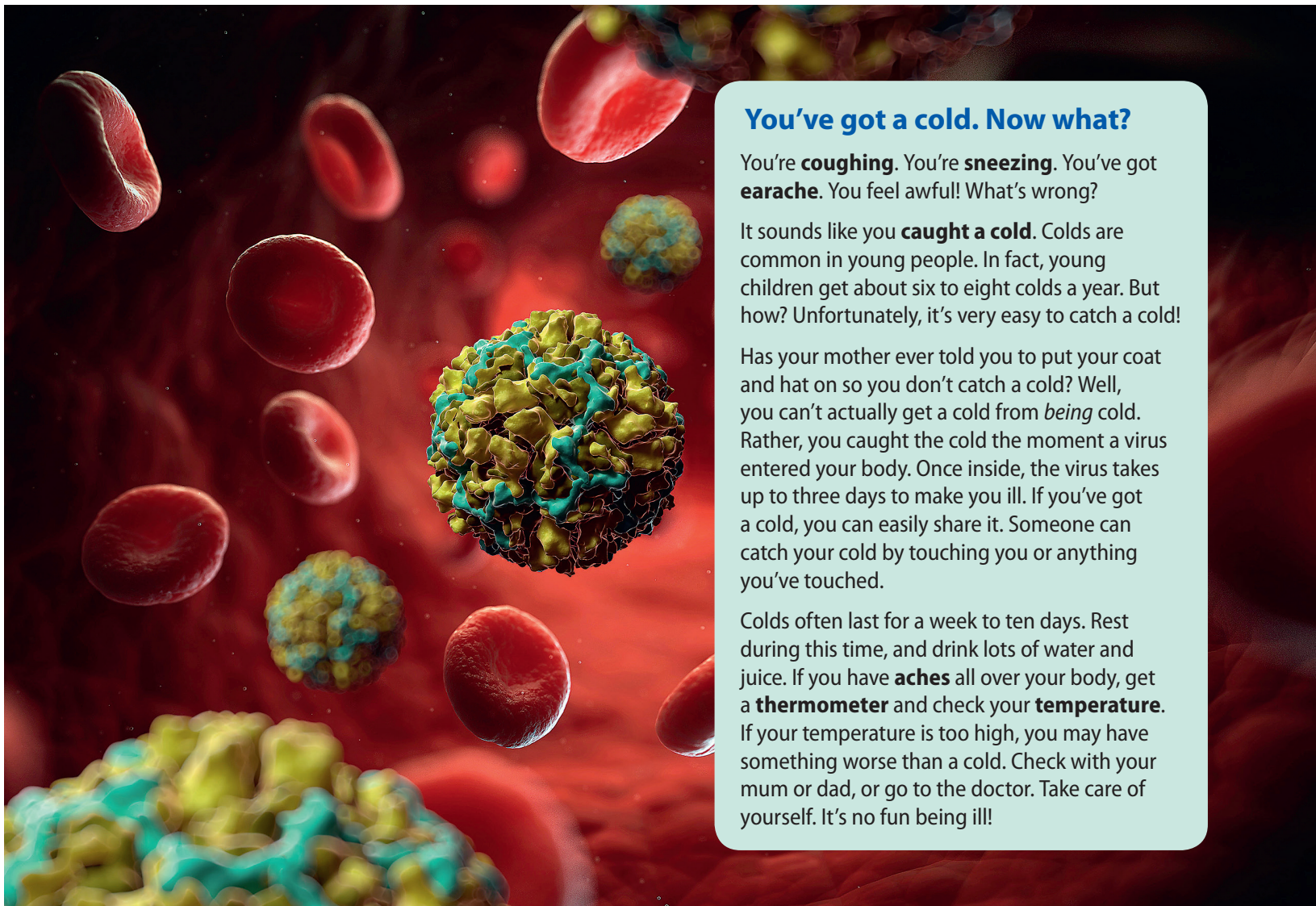


ache



thermometer
temperature

earache
headache
stomach ache
toothache



You've got a cold. Now what?

You're **coughing**. You're **sneezing**. You've got **earache**. You feel awful! What's wrong?

It sounds like you **caught a cold**. Colds are common in young people. In fact, young children get about six to eight colds a year. But how? Unfortunately, it's very easy to catch a cold!

Has your mother ever told you to put your coat and hat on so you don't catch a cold? Well, you can't actually get a cold from *being* cold. Rather, you caught the cold the moment a virus entered your body. Once inside, the virus takes up to three days to make you ill. If you've got a cold, you can easily share it. Someone can catch your cold by touching you or anything you've touched.

Colds often last for a week to ten days. Rest during this time, and drink lots of water and juice. If you have **aches** all over your body, get a **thermometer** and check your **temperature**. If your temperature is too high, you may have something worse than a cold. Check with your mum or dad, or go to the doctor. Take care of yourself. It's no fun being ill!

3 Write.

- 1 What you use to tell the temperature
t _____
- 2 A bad feeling in your body a _____
- 3 What comes with aches and a high temperature
f _____
- 4 When air comes out of your nose and mouth
s _____
- 5 You put your hand over your mouth to do this
c _____

4 Read. Tick T for *True* and F for *False*.

- 1 Coughing and sneezing are signs of a cold.

T	F
---	---
- 2 Young children get about six to eight colds in their life.

T	F
---	---
- 3 It's difficult to catch a cold.

T	F
---	---
- 4 You can get a cold if you don't wear the right clothing.

T	F
---	---
- 5 When a virus enters your body, you get ill straight away.

T	F
---	---
- 6 You can use a thermometer to check your temperature.

T	F
---	---

GRAMMAR Past simple and present perfect simple

We use the past simple for:

- a** things that started and finished in the past.
*I **hurt** my elbow last night.*
- b** things that happened one after the other.
*I **opened** the door, **fell** on the floor and **hit** my head.*
- c** habits in the past.
*When I was a child, I **wore** socks in bed.*

Time expressions for past simple:

yesterday, last night/week/month/year,
three days/a month/a year ago, in January/2014

We use the present perfect simple to talk about things that:

- a** started in the past and are still happening.
*My leg **has hurt** for three days.*
- b** have just finished.
*I **'ve just washed** my hands.*
- c** happened in the past but we don't say exactly when.
*He **has fallen off** the horse twice.*
- d** happened in the past but have a result which affects the present.
*I **'ve walked** all around the park, and now I'm tired.*

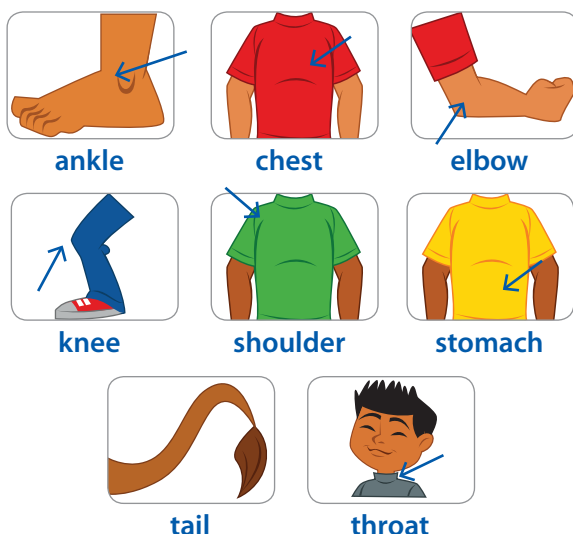
Time expressions for present perfect simple:

ever, never, already, just, for, since, yet

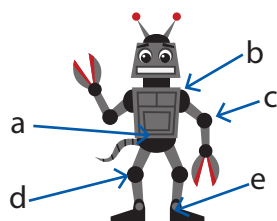
5 Circle the correct words.

- 1 Ow! I think you **have broken** / **broke** my nose!
- 2 **Did** / **Have** you cleaned your teeth yet?
- 3 I **fell off** / **have fallen off** a horse yesterday and hurt my elbow.
- 4 My stomach hurts because I **haven't eaten** / **didn't eat** since yesterday.
- 5 When she **lived** / **has lived** in Germany, she **broke** / **has broken** her ankle.

6 Listen. Listen and repeat. TR: 6.3



7 Match. Then name the other parts.



- 1 ankle ☐
- 2 elbow ☐
- 3 knee ☐
- 4 shoulder ☐
- 5 stomach ☐

8 Listen to the conversation. Tick all the facts that are true. TR: 6.4

- ☐ Regina broke her ankle.
- ☐ Regina hasn't ever fallen off a skateboard.
- ☐ Regina's ankle hurts.
- ☐ Regina broke her arm playing basketball.
- ☐ Regina has had a cold recently.
- ☐ Regina has finished playing basketball for the year.

9 Look at the picture and describe it using the present perfect simple and past simple. Use words from Activity 5.

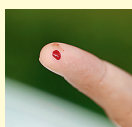


10 Write a paragraph about the picture in Activity 9.

Lesson 2

1 Listen. Listen and repeat. TR: 6.5

2 Listen and read. TR: 6.6



bleed



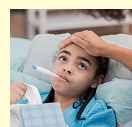
injure



lungs



mummy



ill



weak



arrowhead

The Mystery of Ötzi the Iceman

In 1991, two hikers made an amazing discovery: a 5,300-year-old **mummy**. Called Ötzi, because he was found in the Ötztal Alps of Italy, this mummy was in ice for thousands of years. Because of this, scientists have been able to learn a lot from Ötzi's ancient body.

When he died, Ötzi was aged about 45, an old man. He was in poor health. His **lungs** were black and he had worm eggs inside his stomach, which probably made him **ill**. His bones were **weak**, especially in his shoulders, knees and ankles. Ötzi had 61 tattoos on his skin.

Studying Ötzi's body helps scientists understand life back then. Scientists found clothing and equipment that show Ötzi was an important man. Studies of his teeth tell scientists where he lived. They even learnt that Ötzi ate just two hours before he died.

What scientists cannot fully understand is Ötzi's death. After much testing, they learnt that somebody killed Ötzi. They found an arrowhead in his left shoulder that caused **bleeding**. He also had a head **injury**. Scientists have got a lot of information, but there are still questions: Why was Ötzi in the mountains? Why was he killed? Perhaps we'll never know.

Guess what!

Scientists have also found 19 people who are descendants of Ötzi. In 2017, they were still living in the region of Austria near where his body was found.

3 Circle the correct words.

- Ötzi is a 5,300-year-old **mummy** / **hiker**.
- Scientists can study Ötzi because he was kept in **clothes** / **ice**.
- Worms** / **Tattoos** made Ötzi ill.
- Ötzi died from **the cold temperatures** / **bleeding and a head injury**.
- We may never know **how Ötzi lived** / **why Ötzi was killed**.

4 Write the words from Activity 1 next to each definition.

- _____ Not well
- _____ A body that has been kept for thousands of years
- _____ Part of the body that moves air in and out of your body
- _____ Not strong
- _____ To hurt someone or something

GRAMMAR Possessive pronouns

We use possessive pronouns when something belongs to someone or when someone has a particular relationship with something.

*That necklace is **mine**!*

A possessive pronoun replaces a possessive adjective and a noun.

*That's her medicine. = It's **hers**.*

We can also use possessive pronouns with so to agree with someone.

*'My hands are cold.' 'So are **hers**.'*

*'My head hurts.' 'So does **mine**.'*

Possessive adjectives

my his her your our their

Possessive pronouns

mine his hers yours ours theirs

5 Listen. Listen and repeat. TR: 6.7

ancient Ötzi used **ancient** tools for hunting.

mystery A **mystery** is something that people can't understand.

skin **Skin** is the outside layer of your body.

sore After lots of exercise, your body can become **sore**.

tattoo In many cultures, people put **tattoos** on their bodies.

6 Match.

- | | |
|-----------|--------------------------|
| 1 ancient | a having aches |
| 2 mystery | b covers everyone's body |
| 3 skin | c body art |
| 4 sore | d unknown thing |
| 5 tattoo | e very old |

7 Circle the correct words.

- 'Is that Mum's ring?' 'Yes, it's **her** / **hers**.'
- Which sweatshirt is **yours** / **your**?
- 'Are these books **their** / **theirs**?'
- That's **my** / **mine** face in the mirror.
- Don't take that medicine. It isn't **our** / **ours**.

8 Replace the words in bold with the correct possessive pronoun.

- Those photos are **grandad's**. _____
- 'Whose bag is this?' 'It's **Anna's**.' _____
- Is that cat **your cat**? _____
- Was this your idea or was it **their idea**? _____
- We own this jewellery. It's **our jewellery**. _____

9 Listen. Tick the correct answer. TR: 6.8

- Who does Mrs Myers call?
☐ a scientist
☐ a doctor
☐ Grandad
- What's wrong with the twins?
☐ They've got a stomach ache.
☐ They've got a cold.
☐ They've got a temperature.
- What's wrong with Grandad?
☐ He's sore.
☐ He's coughing.
☐ He's got sunburn.
- What has Mrs Myers got?
☐ A sore throat
☐ A tattoo
☐ A headache

SOUNDS OF ENGLISH TR: 6.9, 6.10

A Listen. How do we say the letters in red?

- boys**s**, toys**s**, does**s**, arms**s**, legs**s**, James**s**, Charles**s**
- hurts**s**, silly**s**, sat**s**, sore**s**, sick**s**, lesson**s**

B Listen and repeat the rhyme.

Charles and James are two silly boys.
They sat in the sun and played with their toys
For seven hours, maybe more
And now their faces are red and sore.
'My head hurts!' 'So does mine!'
'We feel sick and we're not fine.
Our arms and legs are very burnt.
What a lesson we have learnt.'

Lesson 3

1 Listen and read the tips for healthy living. Which of them do you already follow?  TR: 6.11

Tips for Healthy Living

Kids don't often think about aches and pains. They just want to play and have fun, don't they? But even kids need to make sure they take good care of themselves. Follow these easy tips to have a healthy life.



* Stay active! Don't spend all your time in front of a screen. Your body gets weak if you don't use it. Play a sport, go running or simply go for a walk, but get outside.

* Make sure you eat different types of healthy foods, including lots of fruit and vegetables. And drink lots of water to keep your body hydrated, especially when you're exercising or outside in the sun!

* Get enough sleep. Try to sleep at least nine hours each night.

* Be careful of what you put in your school bag! Too many books can give you backache. Try to take only two or three books home at a time. And leave anything you don't need at school. If your bag is still too heavy, ask a friend to help you carry something.

* When you do exercise, make sure you stretch. If body parts like your ankles, knees and wrists are weak, you can injure them easily. Regular stretching helps make these body parts strong.

* Make sure you visit the doctor every year. Even if you don't feel ill, it's important that your doctor sees you. She might discover a problem that you didn't know about. You should also talk to your doctor about things like trying new sports.

2 Answer the following questions.

- 1 How does your body become weak?
- 2 Why is stretching important?
- 3 Why mustn't you carry more than two or three books in your school bag?
- 4 What do you think the word hydrated means?
- 5 How much sleep do you get every night? How does it compare with the reading?
- 6 What should you talk to your doctor about?

SAY IT LIKE THIS!

At the doctor's

Complete the dialogue with these phrases.

I've got a bad cough. Is it serious?
Open your mouth. Take this medicine.
What's the matter?

Doctor: (1) _____

Patient: (2) _____ My throat's really sore, too.

Doctor: Let me see. (3) _____
OK, that's fine.

Patient: (4) _____

Doctor: No, it isn't. (5) _____
You'll be fine in a few days.

3 Listen and complete the dialogue. TR: 6.12

Lizzie: What's wrong, Grandma? Are you OK?

Grandma: Well, I've got a pain in my
(1) _____.

Lizzie: Oh, dear.

Grandma: And my (2) _____ is
a bit sore again.

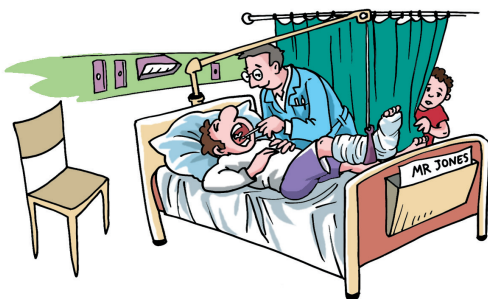
Lizzie: Yes, it's been sore for a while. What
about your (3) _____?
Have you taken your
(4) _____?

Grandma: Yes, I took my medicine this
morning. Grandpa took his
medicine, too. He had a
(5) _____.

Lizzie: Oh, dear. I hope he's OK.

Grandma: Yes. Don't worry. He's fine now!

4 Find four differences between the two pictures. Use **have/has got** and **there is/are**.



WRITING Order of paragraphs

A Read about the order of paragraphs in letters and emails.

A piece of writing has a beginning, a middle and an end. In the first paragraph of an email we introduce the subject. In the middle paragraph(s), we give more detail about the topic and in the final paragraph, we conclude our writing. We often ask about the person we are writing to in the final paragraph, too.

B Now read the email below and number the paragraphs in the correct order.

Email

←

←

→

☐

Hi Linda,

☐

After we ate, I took Tomo to the park. We met my friend Kim there. Do you remember her?

☐

Hi! How are you? I'm fine. I'm writing because I didn't call yesterday. I took my dog Tomo to the vet.

☐

Well, it's time for bed now. Write soon and let me know your news.

☐

Tomo has been sick all week. Usually, he plays a lot but this week he just sat on his bed. He didn't do anything and he wasn't hungry. The vet was really nice. She said 'Don't worry, he's just got a stomach ache. Give him this medicine and he'll be fine.' She was right. This morning, he was hungry again and he ate his breakfast.

See you soon!
Sarita

C Write an email to a friend about when someone was sick. Use this plan to help you.

Begin like this:

Hi (name),

Paragraph 1

Write one or two sentences. Say why you are writing.

Paragraphs 2 and 3

Explain what has happened and give details.

Paragraph 4

Say goodbye to your friend and ask for his/her news.

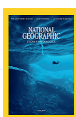
Finish like this:

See you soon!

D Read your email and check that it's got a beginning, a middle and an end.

Review

1 Label the photos.



2 Complete the table.

boarding school chest cough head teacher
shoulder sneeze temperature report throat

Body	Education	Health
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Choose the correct answer.

- If a virus enters your body, you can _____.
a catch a cold b injure your knee c bleed
- A teacher with lots of rules is very _____.
a fair b strict c sick
- When you've got a cold, you _____.
a hurt your ankle b have got a sore elbow c cough and sneeze
- The _____ tells you that the lesson has finished.
a canteen b bell c test
- Your _____ is not part of your leg.
a chest b ankle c knee
- Ötzi is a(n) _____ mummy.
a weak b ancient c sore

4 Circle the correct answers.

- I'm so hungry! I haven't eaten **for** / **since** hours!
- We've been on holiday **for** / **since** the middle of July. I'm ready for school.
- He's **never** / **ever** studied for a test, but he always gets high marks.
- John isn't at school now. He's **already** / **for** left.
- Have you **ever** / **never** had a bad report?
- Have you finished your test **just** / **yet**?

5 Complete the sentences with the present perfect simple of the words in brackets.

- Judy _____ (go) to the library to study for her history test.
- _____ (you / see) a mummy?
- James and I _____ (not finish) our project on ancient Egypt.
- Jason _____ (read) the book twice.
- How long _____ (you / have) that bad cough?
- He _____ (not say) anything to us all day!

6 Complete the paragraph with the present perfect simple or past simple of the verbs in brackets.

My pet cat, Nico, (1) _____ (be) ill for three days now. I (2) _____ (have) Nico since we (3) _____ (move) here. We (4) _____ (go) to the vet this morning because I was a bit worried about her. She (5) _____ (not eat) since yesterday and she doesn't want to play. The vet (6) _____ (take) her temperature and gave me two kinds of medicine for her. She's got a sore throat but the vet says she'll be fine in a day or two.

7 Choose the correct answers.

- 1 'Hey, Zaida, is that your notebook?'
'No, it isn't ____.'
a mine b yours
- 2 My throat is really sore. How's ____, Alexis?
a your b yours
- 3 These classrooms all look the same. How do we know which one is ____?
a ours b mine
- 4 This book is Mum's but the magazine isn't _____. It's Grandma's.
a his b hers
- 5 We haven't got a canteen at our school but my brothers say it is ____ brilliant.
a ours b theirs
- 6 'Are those Grandpa's glasses on the table?'
'No, he's wearing ____, those are Mum's'.
a his b him

8 Write sentences about yourself, using these words.

- 1 yesterday _____

- 2 already _____

- 3 yet _____

- 4 last month _____

- 5 never _____

Song TR: 6.13

We've all got a head and shoulders
A stomach and knees and toes
Hands, arms, legs and fingers,
Mouth, teeth, eyes and nose.

With our feet, ears, throats and faces
We can walk, hear, cough and cry
Our bodies do what we want them to do.
We're amazing, you and I.

We must eat good food and exercise
We'll be healthy and strong
We must look after our bodies
And make good choices all day long!



Video



1 BEFORE YOU WATCH

What do you do at school? Tick.

- | | |
|--|--|
| <input type="checkbox"/> read books and articles | <input type="checkbox"/> listen to my teacher during lessons |
| <input type="checkbox"/> wear a uniform | <input type="checkbox"/> do my homework |
| <input type="checkbox"/> write reports | <input type="checkbox"/> do exams |

I _____.

Now talk about what you have never done at school.

I have never arrived late.

I have never played on my phone.

2 WORDS TO KNOW

Match the words to the pictures.

pollinate bee suit honeycomb beehive





3 WHILE YOU WATCH
Circle the things that you can see in the video.

- | | |
|-----------|--------------------------------------|
| bee suits | students eating sandwiches |
| uniforms | flowers |
| exams | students taking time off from school |
| beehives | |

4 AFTER YOU WATCH
Tick T for True or F for False.

- | | |
|---|---|
| 1 People who take care of bees are called beekeepers. | <input type="checkbox"/> T <input type="checkbox"/> F |
| 2 Beekeepers wear bee suits. | <input type="checkbox"/> T <input type="checkbox"/> F |
| 3 Bees make the sound 'bump bump bump'. | <input type="checkbox"/> T <input type="checkbox"/> F |
| 4 Bees help to produce the food we eat. | <input type="checkbox"/> T <input type="checkbox"/> F |
| 5 The students in the video are too scared of bees to learn about them. | <input type="checkbox"/> T <input type="checkbox"/> F |

5 WATCH AGAIN.
What do you know about bees? Talk about it.

I know that bees make honey.

Yes! And they pollinate flowers!