

## Unit 2 | Standard

### Listening

- 1 2 a 3 b 4 a 5 a 6 b  
2 2 b 3 a 4 c 5 a 6 a

### Reading

- 3 2 e 3 b 4 d 5 a 6 f  
4 2 Mum says Mike should have a rest.  
3 Mike tells his mum he feels sick.  
4 Mum wants to phone the doctor.  
5 Mum says Mike shouldn't eat lots of sugar.  
6 Mike wants to take some medicine.  
Distractor sentences:  
Mum phones the doctor.  
Mike takes some medicine.

### Writing

- 5 2 She should put on a  
3 You should go to  
4 I've got a cut  
5 They shouldn't call an  
6 got a stomach ache / feels sick.  
6 2 feels sick / shouldn't  
3 's got flu / should  
4 feels dizzy / shouldn't  
5 's got earache / should  
6 's got a broken finger / should

### Speaking

- 7 **Vocabulary:** (left to right) cough; cold; headache; flu/sore throat/temperature; cut/broken finger; earache; feel sick/stomach ache; broken arm.

**Sentences:** Pupils' own answers

Example health words to prompt negative/affirmative sentences:

feel dizzy	feel sick	stomach ache	temperature
broken leg	cut finger	sore throat	cough
cold	flu	earache	headache

Example *should/shouldn't* sentences:

(cough) He should take some medicine. He shouldn't do exercise.  
(cold) He should eat oranges. He shouldn't forget his coat.

(headache) She should lie down. She shouldn't go to a funfair.  
(flu) She should stay in bed. She shouldn't go to school/work.  
(cut) She should put on a bandage. She shouldn't touch the cut.  
(earache) He should take some medicine. He shouldn't go swimming.  
(feel sick) She should go to bed. She shouldn't eat lots of food.  
(broken arm) He should go to the doctor. He shouldn't go cycling.

Example advice to prompt *should/shouldn't* sentences:  
take medicine    put on a bandage    go to the dentist  
go to the doctor    go to the chemist    call an ambulance  
eat oranges    eat sweets    do exercise  
shout and sing    go to school    go to bed

### Teachers Notes

**Vocabulary:** Point to one of the people and say, e.g. *Doctor or cough?* Elicit the answer. Prompt the pupil to say three more vocabulary items by pointing and asking *What's this?* (1 point for each correct vocabulary item. Total: 3 points.)

**Sentences:** Say *Now let's talk about the people.* Point to one of the people and say a negative sentence, e.g. (boy on left in hat) *He doesn't feel sick.* Point to another person and say a health problem that they **don't** have in order to prompt a negative sentence from the pupil, e.g. (next boy on left in jumper) *broken arm.* After the pupil says their negative sentence, ask *What's the matter?* and prompt the correct affirmative sentence, e.g. *He's got a cold.* Prompt the pupil to say three pairs of negative and affirmative sentences. (1 point for each pair of correct negative and affirmative sentences. Total: 3 points.)

**Should/shouldn't sentences:** Say *Now, what should they do? What shouldn't they do?* Point to one of the people and say, e.g. *He should take some medicine. He shouldn't do exercise.* Prompt the pupil to say two similar sentences about a person of their choice. If necessary, give them ideas from the list above as prompts. (2 points for each correct sentence. Total: 4 points.)

## Unit 2 | Reach higher

### Listening

- 1 2 a – headache  
3 b – cut  
4 a – cold  
5 a – earache  
6 b – sore throat
- 2 2 shouldn't  
3 feels  
4 chemist  
5 should  
6 dentist

### Reading

- 3 2 a broken  
3 a cut  
4 a sore throat  
5 sick  
6 dizzy
- 4 2 Mum says Mike **should** have a rest.  
3 Mike tells his mum he feels **sick**.  
4 Mum wants to phone the **doctor**.  
5 Mum says Mike **shouldn't** eat lots of sugar.  
6 Mike wants to take some **medicine**.

### Writing

- 5 2 She should put on a bandage.  
3 You should go to the dentist.  
4 I've got a cut on my hand.  
5 They shouldn't call an ambulance.  
6 He's got a stomach ache and he feels sick./He feels sick and he's got a stomach ache.
- 6 2 feels sick / shouldn't  
3 's got flu / should  
4 feels dizzy / shouldn't  
5 's got earache / should  
6 's got a broken finger / should

### Speaking

- 7 **Vocabulary:** (left to right) cough; cold; headache; flu/sore throat/temperature; cut; earache; feel sick/stomach ache; broken arm.

**Sentences:** Pupils' own answers

Example health words to prompt negative/affirmative sentences:

feel dizzy	feel sick	stomach ache	temperature
broken leg	cut finger	sore throat	cough
cold	flu	earache	headache

Examples *should/shouldn't* sentences:

- (cough) He should take some medicine. He shouldn't do exercise.  
(cold) He should eat oranges. He shouldn't forget his coat.  
(headache) She should lie down. She shouldn't go to a funfair.  
(flu) She should stay in bed. She shouldn't go to school/work.  
(cut) She should put on a bandage. She shouldn't touch the cut.  
(earache) He should take some medicine. He shouldn't go swimming.  
(feel sick) She should go to bed. She shouldn't eat lots of food.  
(broken arm) He should go to the doctor. He shouldn't go cycling.

Example advice to prompt *should/shouldn't* sentences:

take medicine	put on a bandage	go to the dentist
go to the doctor	go to the chemist	call an ambulance
eat oranges	eat sweets	do exercise
shout and sing	go to school	go to bed

### Teachers Notes

**Vocabulary:** Point to one of the people and say, e.g. *Doctor, or cough?* Elicit the answer. Prompt the pupil to say four more vocabulary items by pointing and asking *What's this?* (1 point for two vocabulary items. Total: 2 points.)

**Sentences:** Say *Now let's talk about the people.* Point to one of the people and say a negative sentence, e.g. (boy on left in hat) *He doesn't feel sick.* Point to another person and say a health problem that they **don't** have in order to prompt a negative sentence from the pupil, e.g. (next boy on left in jumper) *broken arm.* After the pupil says their negative sentence, ask *What's the matter?* and prompt the correct affirmative sentence, e.g. *He's got a cold.* Prompt the pupil to say four pairs of negative and affirmative sentences. (1 point for each pair of correct negative and affirmative sentences. Total: 4 points.)

**Should/shouldn't sentences:** Say *Now, what should they do? What shouldn't they do?* Point to one of the people and say, e.g. *He should take some medicine. He shouldn't do exercise.* Prompt the pupil to say four similar sentences about two people of their choice. If necessary, give them ideas from the list above as prompts. (1 point for a correct sentence. Total: 4 points.)

## Unit 2 | Support

### Listening

- 1 2 a 3 b 4 a 5 a 6 b  
 2 2 shouldn't  
 3 feels  
 4 chemist  
 5 should  
 6 dentist

### Reading

- 3 2 a 3 a 4 b 5 a 6 b  
 4 2 Mum says Mike should have a rest.  
 3 Mike tells his mum he feels sick.  
 4 Mum wants to phone the doctor.  
 5 Mum says Mike shouldn't eat lots of sugar.  
 6 Mike wants to take some medicine.

### Writing

- 5 2 should put  
 3 should go  
 4 got a cut  
 5 They shouldn't  
 6 got / feels  
 6 2 sick / shouldn't  
 3 flu / should  
 4 dizzy / shouldn't  
 5 earache / should  
 6 broken finger / should

### Speaking

- 7 **Vocabulary:** (left to right) cough; cold; headache; sore throat; cut; earache; feel sick; broken arm.

**Sentences:** Pupils' own answers

Example health words to prompt negative/affirmative sentences:

feel dizzy	feel sick	stomach ache	temperature
broken leg	cut finger	sore throat	cough
cold	flu	earache	headache

**Example shouldn't sentences:**

(cough) He should take some medicine. He shouldn't do exercise.

(cold) He should eat oranges. He shouldn't forget his coat.

(headache) She should lie down. She shouldn't go to a funfair.

(flu) She should stay in bed. She shouldn't go to school/work.

(cut) She should put on a bandage. She shouldn't touch the cut.

(earache) He should take some medicine. He shouldn't go swimming.

(feel sick) She should go to bed. She shouldn't eat lot of food.

(broken arm) He should go to the doctor. He shouldn't go cycling.

Example advice to prompt *should/shouldn't* sentences:

take medicine	put on a bandage	go to the dentist
go to the doctor	go to the chemist	call an ambulance
eat oranges	eat sweets	do exercise
shout and sing	go to school	go to bed

### Teachers Notes

**Vocabulary:** Point to one of the people and say, e.g. *Doctor or cough?* Elicit the answer. Prompt the pupil to say two more vocabulary items by pointing and asking *What's this?* (1 point for each correct vocabulary item. Total: 2 points.)

**Sentences:** Say *Now let's talk about the people.* Point to one of the people and say a negative sentence, e.g. (boy on left in hat) *He doesn't feel sick.* Point to another person and say a health problem that they **don't** have in order to prompt a negative sentence from the pupil, e.g. (next boy on left in jumper) *broken arm.* After the pupil says their negative sentence, ask *What's the matter?* and prompt the correct affirmative sentence, e.g. *He's got a cold.* Prompt the pupil to say two pairs of negative and affirmative sentences. (2 points for each correct sentence. Total: 4 points.)

**Should/shouldn't sentences:** Say *Now, what should they do? What shouldn't they do?* Point to one of the people and say, e.g. *He should take some medicine. He shouldn't do exercise.* Prompt the pupil to say two similar sentences about a person of their choice. If necessary, give them ideas from the list above as prompts. (2 points for each correct sentence. Total: 4 points.)