

Unit overview

I touch the future. I teach.

Christa McAuliffe, teacher and crew member on the Challenger space shuttle

Objectives

Present and practise language associated with feeling ill: *headache, sore throat, fever, cough, runny nose, measles*

Recognize and correctly respond to the question *What's the matter?*

Review, colours, numbers, weather and days of the week vocabulary

Materials

Circle time and Weather routine materials

Character puppets

Routine clock

Class Book

Weather flashcards

Numbers flashcards: 1–10

Characters flashcards

Unit 2 illness flashcards

Feelings flashcards

Unit 2 storycards: *What's the matter?*

Unit 2 pop-outs

Unit 2 stickers

Jump In! envelopes

Jump In! box

Photocopy Masters from Teacher's Website: 28, 29, 30

Reward stickers

Audio CD1

DVD

Classroom Presentation Tools

About the unit

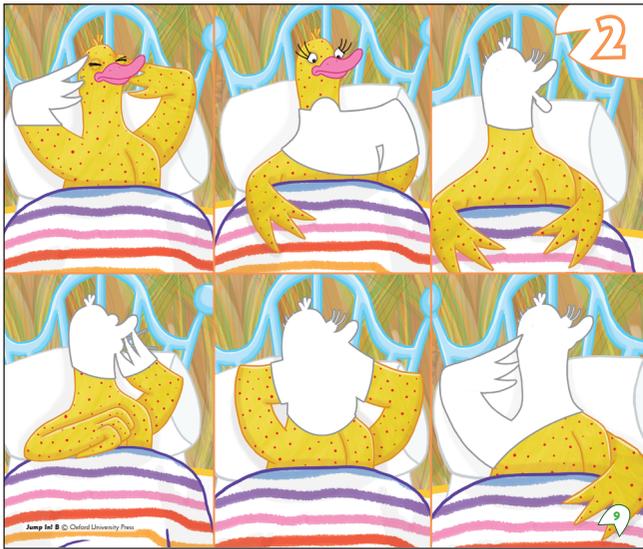
- In this unit the children will learn to talk about how they feel and in particular about feeling ill. Talk to the children in their L1 about what happens when they feel ill and how they get better again.
- In connection with the illnesses vocabulary, they will also learn how to appropriately respond to the question *What's the matter?*
- Though the subject teaching illnesses has the potential to be quite serious, you should try to keep the lesson as light-hearted as possible. To avoid distressing them, ensure the children know that Dizzy the duck is not seriously ill in the story, for example!
- When talking about illnesses, you may want to take the opportunity to talk about how to prevent illness. Now is a good opportunity to discuss the importance of keeping healthy through exercise and a good diet.
- In the *Extra activities* section for this unit there are notes on the extra games and activities available for use on your Interactive Whiteboard, as well as advice on how to use the extra worksheets available on the Teacher's Website that provide further practice of the *Tex's words* and *Frankie talks* language. There are also suggestions for a pronunciation practice activity, focusing on providing clear and accurate models of the new language for the children to follow.

Unit 2 Lesson 1

Tex's words

Materials

- Circle time and Weather routine materials
- Character puppets
- Routine clock
- Class Book: *Tex's words* worksheet (p.9)
- Weather flashcards
- Colour flashcards
- Unit 2 illness flashcards
- Feelings flashcards
- Classroom object flashcards
- Unit 2 storycards
- Audio CD1
- DVD
- Unit 2 stickers



1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of the lesson.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

2 Revision

- Show the children the feelings flashcards and elicit the words *happy, sad, sleepy*. Mime the different feelings.

TEACHING TIP: This is revision from *Jump In!* You may wish to play *Hello, how are you?* (CD1 track 17 or DVD Unit 1 Song 2) to recap with your class. If your class did not study *Jump In!*, you may need to spend some time teaching them the feelings.

3 Tex's words: Vocabulary presentation

- Put the Unit 2 flashcards on the washline (if one is available in your classroom) or on the board. Tell the children that Tex is going to teach them some new words. Play *Tex's words* (CD1 track 22) as you point to the flashcards, one by one, and show them to the children.

Tex's words 1-22

Hello, everyone.

Oh dear!

What's the matter?

Have you got a headache ... or a sore throat ... or a fever ... or a cough ... or a runny nose ... or measles?

Oh dear!

Let's phone the doctor.

- Play the track again, teaching the actions for each new piece of language. Encourage the children to copy the actions as they hear each language item.

SUGGESTED ACTIONS:

headache – hold your fingers to both temples and look sad

sore throat – hold your hand to your throat and look sad

fever – put your index finger in mouth like a thermometer

and wipe your brow, palm face-down, with the other hand

cough – hold your hand to your mouth and cough

runny nose – hold both hands to your nose like a handkerchief

measles – use both index fingers to 'draw' spots on your face

- You may also wish to play the Unit 2 word list (CD1 track 23) to help consolidate the new vocabulary further. Again, encourage the class to repeat the actions as they hear the words.

Unit 2 word list 1-23

headache, sore throat, fever, cough, runny nose, measles

4 Story time: What's the matter?

- Move the hand on your Routine clock to 'Story time' and play the *Story time rhyme* (CD1 track 8), encouraging the children to join in with the actions as they hear them.
- Tell the children they are going to hear a story about Dizzy and that Dizzy is sad. You may wish to display the sad feelings flashcard to clarify this for the children.
- Let the children listen to the story all the way through. You can choose to play the story on the CD (CD1 track 24) and use the storycards, or play the DVD (Unit 2, Story).
- If you need to settle the children a little more, you could use the *Magic splash spray* (see the Ideas bank).

What's the matter? 1-24 / DVD Unit 2 Story

1 Narrator Tex, Spot and Frankie are at Dizzy's house.

Frankie Good morning, Tex!

Tex Hello, Frankie!

Frankie Where's Dizzy?

Tex She's in bed.

Spot Bed!

2 Dizzy Ohhhhhh!

Frankie What's the matter, Dizzy?

Dizzy I don't feel very well!

Tex Oh, dear. Let's phone the doctor.

3 Doctor Hello, Dizzy. What's the matter?

Dizzy Hello, doctor. I don't feel very well! I've got a headache and I've got a sore throat.

4 Dizzy I've got a fever and I've got a cough.

5 Dizzy And I've got red spots on my face!

Doctor You've got measles. You need to stay in bed and rest.

6 Narrator The next day, Dizzy is very sad.

Dizzy Boo hoo! I've got measles!

I've got red spots everywhere. On my face, on my body, on my wings and on my legs!

Narrator But Tex has an idea ...

7 Narrator Tex paints spots on everyone!

Now Tex has purple spots and Frankie has yellow spots. And Spot has her black spots, of course!

Tex Look Dizzy, now we all have spots!

8 Narrator Dizzy is happy now!

Dizzy Thanks, Tex. I feel much better now! I know, let's have a spot party!

Tex, Frankie and Spot NO, Dizzy!

Frankie You need to stay in bed and rest.

Dizzy Oh, yes. Sorry Frankie!

- Once you have finished, put up the illness flashcards and listen to the story again.
- Remove the flashcards as you hear each one mentioned and establish which symptom was not in the story: *runny nose*.
- Encourage the children to do the action for the missing vocabulary.

5 Table time: *Tex's words* worksheet with stickers

- If you have a Routine clock, move the hand to 'Table time' and play the *Table time rhyme* (CD1 track 9), motioning for the children to go back to their tables.
- Show the children the worksheet from the Class Book and the appropriate sticker sheet. Look at the worksheet and indicate that you want the children to put the stickers on the scene in the correct places.
- Once the children have finished, review the worksheet using language from the story, encouraging the children to listen and point to the correct picture on their finished worksheet.

EXTRA ACTIVITY: Use the *Tex's words* game on your Interactive Whiteboard to practise the vocabulary further. See the *Extra activities* section (p.60) for more information.

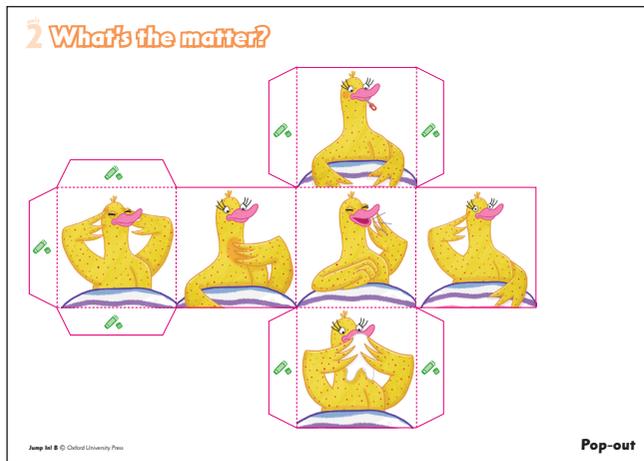
6 Tidy up and say *Goodbye*

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 11) while they put away their worksheets.
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

Unit 2 Lesson 2

Materials

Circle time and Weather routine materials
Character puppets
Routine clock
Class Book: *Tex's words* worksheet (p.9)
Unit 2 illness flashcards
Unit 2 pop-outs
Audio CD1



1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of the lesson.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

2 Game time: Listen and do

- If you have a Routine clock, move the hand to 'Game time' and tell the children that you are going to play a game called *Listen and do*.
- Divide the class into two groups. Also divide the board in two, one half for each group. Stick three illness flashcards on one half of the board and the remaining three on the other half. Tell each group that the flashcards on their side of the board belong to them. When they hear one of their words, they have to stand up and do the actions.
- Say, e.g. *headache*, and encourage the correct group of children to stand up and do the action. Repeat with the other unit vocabulary until all the new words have been covered.
- To make this activity less predictable, you could repeat some of the words, encouraging the children to stay focused.
- As this is an intensive listening activity, remind the group that are not doing an action that they must listen very carefully in case the next action is one for them.

3 Song time: I don't feel very well

- If you have a Routine clock, move the hand to 'Song time' and tell the children they are going to hear a new song.
- Play the song *I don't feel very well* (CD1 track 25), holding up the relevant flashcard for the children to see.

- Play the song again, this time demonstrating the actions learnt in Lesson 1. Encourage the children to join in with the actions.

I don't feel very well 1:25 / DVD Unit 2 Song 1

I've got a headache, (x3)

I don't feel very well.

I've got a sore throat, (x3)

I don't feel very well.

I've got a fever, (x3)

I don't feel very well.

I've got a cough, (x3)

I don't feel very well.

I've got a runny nose, (x3)

I don't feel very well.

I've got measles, (x3)

I don't feel very well.

- If you have time, you may wish to play the song again on the DVD (Unit 2, Song 1).

4 Table time: Pop-outs

- If you have a Routine clock, move the hand to 'Table time'. Play the *Table time rhyme* (CD1 track 9), motioning for the children to go back to their tables.
- Give out the Unit 2 pop-out sheet. Tell the children to press out the dice.
- Demonstrate how to fold the dice and help the children to make their own, sticking where they can see the glue icon.
- Play *I don't feel very well* (CD1 track 25) as the children are working.
- Now invite individuals out to throw their dice. Ask the child what he or she has thrown and try to elicit the illness. Then sing the corresponding verse of the song and repeat the procedure with different children.

5 Story time: What's the matter?

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 8).
- Tell the children that they are going to hear the story again, but this time they must listen carefully and they must find the illness on their pop-out dice when the words are mentioned in the story.
- Finally, talk to the children about what you must do when you are ill, drawing attention to the doctor's orders: *You need to stay in bed and rest.*

6 Tidy up and say Goodbye

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 11) while they put away their worksheets.
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

Unit 2 Lesson 3

Materials

Circle time and Weather routine materials

Tex character flashcard

Character puppets

Routine clock

Unit 2 illness flashcards

Numbers flashcards: 1–6

Unit 2 storycards

Unit 2 pop-outs

Audio CD1

DVD

1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of the lesson.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

2 Song time: *I don't feel very well*

- If you have a Routine clock, move the hand to 'Song time' and tell the children that they are going to sing the song from the previous lesson.
- Play *I don't feel very well* (CD1 track 25) through once and encourage the children to do the actions, and join in with any words they can manage.
- Tell the children that you are now going to use the pop-out dice to change the order of the song. Choose individuals to come out and throw their dice. Then sing and act out the appropriate verse for the illness they have thrown.
- Put up the flashcard of that illness for the children to keep track of the verses. If a child throws an illness that the class has already sung about, bring out another child to throw the dice. This will help to ensure that more children get a turn.

EXTRA ACTIVITY: If you feel your class requires further practice of the *Tex's words* language, there is an additional worksheet activity available on the Teacher's Website. See the *Extra activities* section (p.60) for more information.

3 Game time: *One to six*

- If you have a Routine clock, move the hand to 'Game time' and say *Let's play a game!*
- Show the children the illness flashcards and elicit the words. Put up the flashcards in any order.
- Put the number flashcards (1–6) below the illness flashcards. Now say the illness words in any order and ask individual children to come out and move the words into the order you say, below the numbers.

4 Story time with DVD

- If you have a Routine clock, move the hand to 'Story time' and tell the children that they are going to watch the story on DVD.

- Tell the class that it is important to watch the story carefully because they are going to act it out afterwards.
- Play the story on the DVD (DVD Unit 2 Story).

5 Table time with puppets and pop-outs

- If you have a Routine clock, move the hand to 'Table time'. Play the *Table time rhyme* (CD1 track 9), motioning for children to go back to their tables.
- Tell the story with the CD and the storycards.
- Choose four children to be the characters in the story and give them each a puppet and the Tex character flashcard.
- Using the storycards, read each scene in turn, encouraging your chosen characters to act as you read out the lines. The rest of the class should follow the story with their pop-outs, showing you the correct illness on their dice when it is mentioned.

6 Tidy up and say *Goodbye*

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 11) while they put away their worksheets.
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

Unit 2 Lesson 4

Frankie talks

Materials

Circle time and Weather routine materials
 Character puppets
 Routine clock
 Class Book: *Frankie talks* worksheet (p.11)
 Unit 2 illness flashcards
 Unit 2 storycards
 Audio CD1
 DVD



1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of the lesson.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

2 Game time with song

- If you have a Routine clock, move the hand to 'Game time' and tell the children they are going to play a game with the song *I don't feel very well*.
- Choose an individual and act out one of the illnesses for them. Tell them to guess which illness you are acting out.
- If they guess correctly, sing the corresponding verse of the song, using the CD if necessary (CD1 track 25). If they are incorrect, ask other children until someone guesses correctly.
- Now invite one of the children to come and act out an illness for the others to guess and then sing about. Display the illness flashcards at the front to help the class with the language.

3 Story time: *What's the matter?*

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 8). Tell the children that they are going to hear the story again.

- Tell the story using the storycards. Now the children are more familiar with the story, use the comprehension questions on the back of each storycard to begin to exploit the scenes more fully and revise language.
- At the end of each scene, encourage the children to remember what happens next, before you read on.

4 Song time: *What's the matter with you?*

- If you have a Routine clock, move the hand to 'Song time' and tell the children that they are going to learn a new song.
- Display storycards 2 and 3. Repeat what Dizzy and the other characters say: *What's the matter, Dizzy? I don't feel very well. I've got a (headache).*
- Play the *Frankie talks* audio (CD1 track 26) to support your language presentation.

Frankie talks 1:26 / DVD Unit 2 Song 2

What's the matter?

I've got a headache.

I've got a sore throat.

I've got a fever.

I've got a cough.

I've got a runny nose.

I've got measles.

- Play the song through once, making sure you have the flashcards on display so that you can point to the relevant one as you hear it mentioned.
- Then play the song again on either the CD or the DVD (Unit 2, Song 2) and teach the children the actions.

What's the matter with you? 1:27

What's the matter with you? (x2)

I've got a headache, I've got a headache.

Poor, poor you!

What's the matter with you? (x2)

I've got a sore throat ...

What's the matter with you? (x2)

I've got a fever ...

What's the matter with you? (x2)

I've got a cough ...

What's the matter with you? (x2)

I've got a runny nose ...

What's the matter with you? (x2)

I've got measles ...

SUGGESTED ACTIONS: You may wish to incorporate the actions from Lesson 1 into the song, and could also teach the following actions:

What's the matter with you? – shrug shoulders, holding out hands

Poor, poor you! – nod in a sympathetic manner

- If you have time, play the song once more using the CD or DVD.

5 Table time: *Frankie talks* worksheet

- If you have a Routine clock, move the hand to 'Table time'. Play the *Table time rhyme* (CD1 track 9), motioning for the children to go back to their tables.

- Show the children the worksheet from the Class Book. Point to the first picture at the top and ask *What's the matter?* Encourage the children to reply *I've got a headache*. Ask the children to search for the boy with a headache in the main picture and say the number next to him (*number 4*). The children write the number 4 in the empty box at the top of the page.
- The children complete the rest of the worksheet. Play *What's the matter?* (CD1 track 27) while the children work.
- Once the children have finished, have a feedback session. Ask *Number one. What's the matter?* and encourage the children to reply with the correct answer.

EXTRA ACTIVITY: Use *Frankie's game* on your Interactive Whiteboard to practise the *Frankie talks* language further. See the *Extra activities* section (p.60) for more information.

6 Tidy up and say *Goodbye*

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 11) while they put away their worksheets.
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

Unit 2 Lesson 5

Reinforcement (optional)

Materials

Circle time and Weather routine materials
Tex character flashcard
Character puppets
Routine clock
Unit 2 illness flashcards
Unit 2 storycards
Unit 2 pop-outs
Audio CD1
DVD

TEACHING TIP: This lesson is a consolidation of all the lexis and language learnt so far. As no new vocabulary is presented, this lesson could be omitted if time is short.

1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of the lesson.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

2 Game time: Over-under

- If you have a Routine clock, move the hand to 'Game time' and tell the children that you are going to play a game.
- Talk to the children about how one thing we need to keep healthy is exercise, so they are going to do a bit of exercise.
- Line up the children in two teams. Give each of the two children at the front an illness flashcard. When you say go, the first in the line says the word on their flashcard and passes the flashcard over their head to the next child. This child then says the word and passes the card under (between) their legs to the next child who says the word and passes it over, etc. The last child in the line races to the front to hand the flashcard to you and says the word.
- The first team to hand their flashcard over gets a point.
- Continue with another two flashcards per team.

TEACHING TIP: If you want to give the children more exercise, you could do this activity in an open space like the school gym or the playground. Stand further away from the children so that they have to run further.

3 Song time: What's the matter?

- If you have a Routine clock, move the hand to 'Song time'.

TEACHING TIP: If possible, try to get hold of a toy doctor's set and wear a stethoscope around your neck. Introduce yourself as 'Doctor (+ your name)'.
• Now put up the Unit 2 illness flashcards. Divide the class into six groups and assign an illness to each group.

- Sing to each group *What's the matter with you? (x2)* and encourage each group to respond with their illness *I've got (a headache), I've got (a headache)*. Then sing

in reply *Poor, poor you!* Repeat until you have sung all the verses.

- Encourage each group to do the actions for the verse that they are singing.

EXTRA ACTIVITY: If you feel your class requires further practice of the *Frankie talks* language, there is an additional worksheet activity available on the Teacher's Website. See the *Extra activities* section (p.60) for more information.

4 Game time: Throw to win

- If you have a Routine clock, move the hand to 'Game time' and tell the children that you are going to play a game.
- Divide the class into teams. Each team will need one of the pop-out dice.
- The teams take it in turns to say an illness, e.g. *I've got a headache*. Then a member of each team throws their dice. If any of the teams throw the illness they have just heard, their team gets a point.
- The team with the most points at the end is the winner.

5 Story time: Show what you know

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 8).
- Retell the unit story *What's the matter?* using the storycards. Use the comprehension questions and song references on the backs of the storycards to practise all the new language from the unit.
- Encourage the whole class to get involved with acting out parts of the story. Use the puppets and Tex character flashcard, as well as doing any relevant actions and using the unit pop-outs.

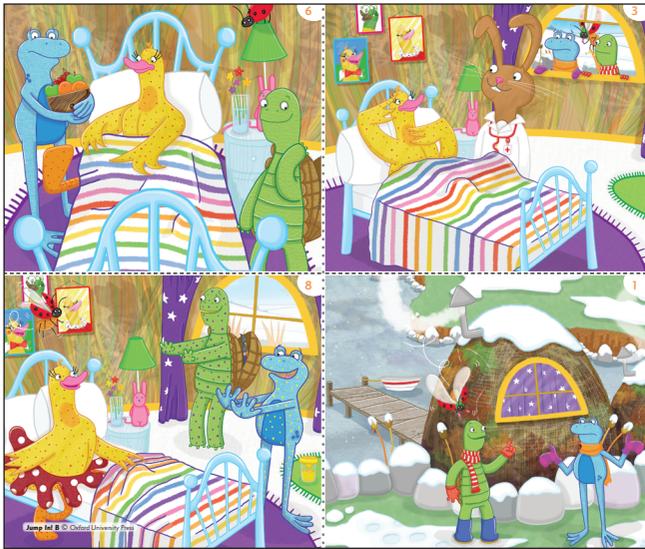
6 Tidy up and say Goodbye

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 11) while they put away their worksheets.
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

Unit 2 Lesson 6

Materials

Circle time and Weather routine materials
Character puppets
Routine clock
Class Book: Unit 2 storybooks
Numbers flashcards
Unit 2 illness flashcards
Unit 2 storycards
Audio CD1



1 Circle time and Weather routine

- If you have a Routine clock, move the hand to 'Circle time' before the start of the lesson.
- Start the lesson with the Circle time and Weather routine you have chosen to do with your class.

2 Game time with song

- If you have a Routine clock, move the hand to 'Game time' and tell the children they are going to play a game using the song *What's the matter with you?* (CD1 track 27).
- Holding the illness flashcards face down, have a child pick one at random and hold it up for the rest of the class to see. You could elicit just the illness or try to elicit the full sentence from the song: *I've got ... measles, a headache, a fever, a cough, a runny nose, a sore throat.*
- Encourage the children to sing the relevant verse of the song with the actions.
- Repeat with another flashcard until all the illnesses have been covered.

3 Talk time: *What's the matter, Frankie?*

- If you have a Routine clock, move the hand to 'Talk time'.
- Take the Frankie puppet around the class to greet the children. Say *Hello* and encourage them to say *Hello* back. When they reply, Frankie could give them a kiss or a hug.
- Now go around and have Frankie ask *How are you?* Ask the question a couple of times to different children so a few get to practise saying *I'm (happy)*.

- Now ask Frankie how he is, saying *Frankie, how are you?* Have Frankie reply with *I'm sad. I don't feel very well.* Say *Oh dear! What's the matter?* Have Frankie respond with, e.g. *I've got a sore throat*, bringing his hand up to his throat.
- Hand Frankie to an individual and repeat the exchange. Encourage the child to say *I'm sad. I don't feel very well* and *I've got a (runny nose)*. If this is too much language for some, just saying the illness and moving Frankie's arms to do the action is sufficient.

4 Table time: Making the storybook

- If you have a Routine clock, move the hand to 'Table time'. Play the *Table time rhyme* (CD1 track 9), motioning for the children to go back to their tables.
- Tell the children they are going to make their own storybook for *What's the matter?*
- Display the storycards in a random order. Encourage different children to come out and put the storycards in the order they think they should go in.
- Now play the story (CD1 track 24) and check together whether the order is correct.
- Help the children to make their own storybooks using the Class Book worksheets. (See Unit 1, Lesson 6, page 49 for teaching notes on how to make the storybooks.)

5 Story time: Listen and follow

- If you have a Routine clock, move the hand to 'Story time' and play the *Story time rhyme* (CD1 track 8).
- Play the story (CD1 track 24) and encourage the children to follow in their storybooks. Go around the class checking that the children are looking at the correct pages whilst the story is playing.

6 Tidy up and say *Goodbye*

- Encourage the children to tidy up by singing or playing the *Tidy up time song* (CD1 track 11) while they put away their worksheets.
- If you have a Routine clock, move the hand to 'Goodbye'.
- Sing the *Goodbye song* (CD1 track 3). Have the puppets wave goodbye as you put them away.

Extra activities

Tex's words game

- Use your Interactive Whiteboard to play the *Tex's words game* any time from Lesson 1 onwards. Match the pictures on the left to those on the right by clicking and dragging them into place. Encourage children to listen to the words they hear when pressing on the pictures.

Tex's words extra worksheet

Class Book pp. 53 and 55

- *Cut out and make a vocabulary wheel.* Give each child a copy of Unit 2 Class Book pp 53 and 55.
- Point to each scene on Class Book p.53, eliciting the correct illness. Explain that the children should colour the scenes, then cut around the dotted lines on this and Class Book p.55. When they have done so, go around the class helping them to secure the two circles together with a paper fastener (scenes on the bottom and blank circle on top).
- Demonstrate how to turn the circle to reveal the different illnesses. Use the vocabulary wheel to practise these illnesses, e.g. by saying an illness and having the class turn their wheel to the correct picture.

Pronunciation practice

Unit 2 illness flashcards

- Put up the Unit 2 illness flashcards in the following order: *headache, sore throat, fever, cough, runny nose, measles.*
- Revise the actions with the children by saying the words and getting the children to do the action (See Unit 2, Lesson 1, page 52).
- Play CD1 track 23 and point to the words as they are said on the CD. Now play the CD and encourage the children to repeat the sounds and the words.
- Exaggerate the mouth movements so the children see how to position their mouths to say the words. Repeat this procedure a number of times.
- Now say the sounds and words in different styles. It may be good to choose styles that go with feeling ill – slow, sad, sleepy and quiet.
- Remember to keep the focus on correct pronunciation throughout.
- If you are interested in building the children's phonemic awareness, you may wish to concentrate on the initial sounds for each word, too.

Phonemic awareness

- A good sound to work on in this unit is /m/. Familiar words beginning with this sound are measles, maracas and Monday.
- Start by repeating the sound /m/ a few times, encouraging the children to join in with you. Now say the sound and the words, e.g. /m/ /m/ *measles*, /m/ /m/ *maracas*, /m/ /m/ *Monday*. Do the actions for each word as you speak.
- You may wish to sing the Phonemic awareness song, to the tune of Frère Jacques:

/m/ /m/ /m/ /m/ /m/ /m/ /m/ /m/ /m/

Where are you? Where are you?

Here in measles and in maracas.

Monday, too. Monday, too.

Throw and mime

Unit 2 Lesson 2 pop-out dice

- Sit the children in a circle, each with their pop-out dice from Lesson 2. Each child takes turns to throw their dice and then stands up and mimes the illness they have thrown. Encourage the child to say the illness they have thrown.

TEACHING TIP: The dice provides an element of chance as the children cannot choose what they say. This will help you see who needs more practice.

Frankie's game

- Use your Interactive Whiteboard to play *Frankie's game* any time from Lesson 2 onwards. Click on the audio at the top of the screen and encourage the children to select the correct scene. This activity has six frames.

Frankie talks extra worksheet

Photocopy Masters from Teacher's Website: 29–30

- *Cut out and make a mask.* Make illness masks. Encourage children to colour and cut out each face before attaching a stick or some string to create a mask. (You may want to mount the masks on cardboard to make them sturdier.)
- Divide the class into pairs, to take turns to be doctor and patient; the doctor asks *What's the matter?* and the patient responds with an illness, holding up the correct mask.

Memory master

Unit 2 illness flashcards

- Sit the children in a circle. Choose a more confident child at first to be 'Memory master'. Arrange the flashcards face up in the centre of the circle.
- Get six children to choose a flashcard then one by one, say the word and do the action. They cannot touch the flashcards. After everyone has chosen, ask the Memory master *What's the matter?* The Memory master must hand the correct flashcards to each child, saying the correct word as they do so. They can do this in any order.
- On receiving the correct flashcard from the Memory master, the patient should say *I've got a (+ the illness).*

Pass the flashcard

Unit 2 illness flashcards

- Ask the students to sit in a circle. Hold up an illness flashcard and say *I've got a (headache)* and do the action. Give it to a child in the circle. Repeat for the other flashcards.
- Play *What's the matter?* (CD1 track 27) as the children pass the flashcards around the circle in the same direction.
- Stop the music and ask one of the children holding a flashcard *What's the matter?* Encourage the child to say *I've got (+ the illness)* and act it out. Repeat, with the children passing the flashcards in time to the music.

Unit review game

- Use your Interactive Whiteboard to play the *Unit review game*. At the beginning of the game, encourage the children to use the time before the playing cards turn over to remember the position of as many pairs as possible. Once the playing cards have flipped, press on one to turn it over, then press on another, trying to find a matching pair. Find all the pairs before the timer runs out to win.