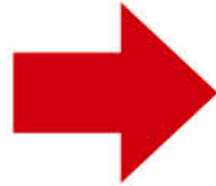




Are You Ready?

Listen to me.



Eyes on me.



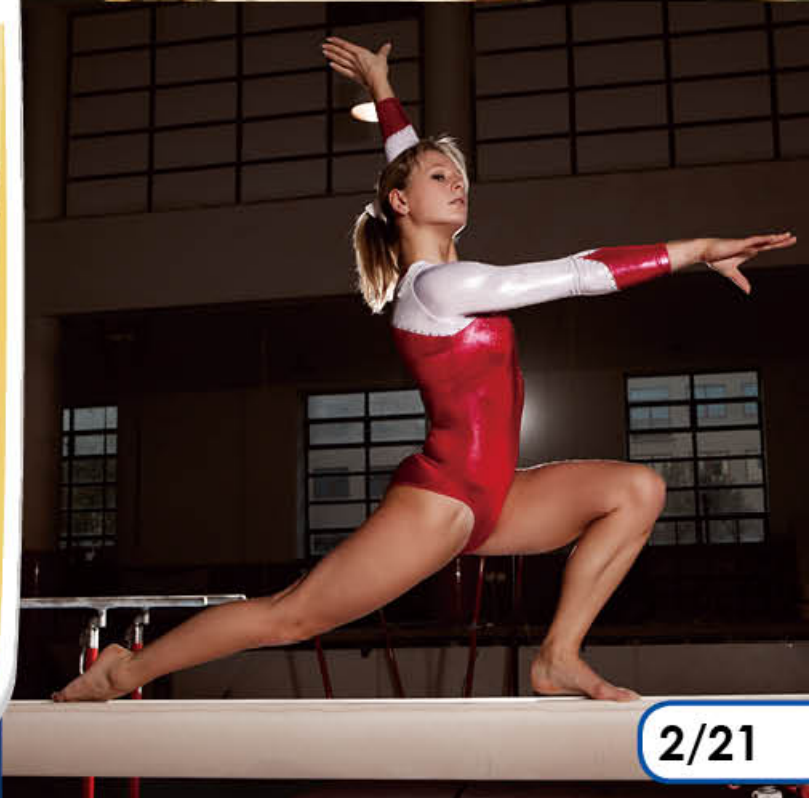
CONVERSATION

Classic English Junior Level 6 - Unit 11 Body and Health

Lesson

5

How Do I Keep Balance?



You are going to learn:

Topic

- Body—How Do People Keep Balance

Key Words and Phrase

- upright
- move around
- dizzy
- still

Sentence Patterns

- so + adj/adv (e.g. so quick/quickly)
- have to do sth

Warm-up

02:00

Survey time!

Have you ever rode on the teacups at an amusement park?

YES

NO



How did you feel when you got off?



Spin around three times and stop suddenly.
How do you feel?





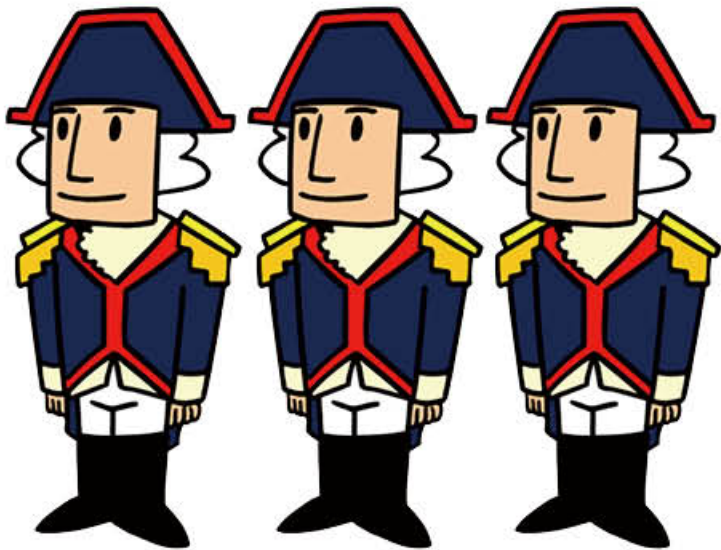
Let's Go!



Preparation—Vocabulary

01:00

Learn and say.

**up•right** *adj*

The soldiers are standing **upright**.

**move around**

Without a cat in the house, the mouse **moves around** the room easily.

Use a **key word** or **phrase** to make a sentence:

Preparation—Vocabulary

01:00

Learn and say.

**diz•zy** *adj*

The little elf feels so **dizzy** that he can't stand still.

**still** *adv*

We have waited for over an hour, but the bus is **still** not here.

Use a **key word** to ask a question:

Preparation—Sentence Patterns

02:00

Learn and match.

1

He was **so tired** that he fell asleep on the armchair.

2

I'm sorry, but I **have to** go now.

3

Charles works **so hard** every day.





Let's Talk!



Conversation

01:00

Conversation setting.



Cindy and Timmy are doing research for their science project.

Conversation

03:00

Role play the conversation.



Wow. Ears do way more than hearing!
It says they keep you balanced, too!



Of course, Timmy. How do you think
you can stay **upright** or not fall when
you bend over?



I thought it was my brain that tells my
body to keep its balance.



It sure is. But it's the hairs in your ears
that send the message to your brain.



Which body part keeps
people balanced?

Conversation

03:00

Role play the conversation.



Here! It says there are three little tubes with liquid in the inner ear. When you **move around**, they touch the hairs and they send messages to your brain.



There is an interesting experiment online. Do you want to try, Timmy?



Why not? Let me see. Spin in circles and then stop. I can do that! ... I feel **so dizzy**.

Grammar

We use so + adj/adv:

e.g. I don't like this book. It's **so boring**.

Mary runs **so fast**.

We use such + n:

e.g. It's **such** a boring **book**.

Mary is **such** a fast **runner**.

Conversation

03:00

Role play the conversation.



Haha, Timmy. It says that's because the liquid inside your ear tubes is **still** moving. The hairs are still telling your brain that your body is spinning, so it gets confused.



What should I do now to stop it?



I guess you just **have to** sit and wait until the liquid stops moving.



What should Timmy do to stop feeling dizzy?



Activity Time!

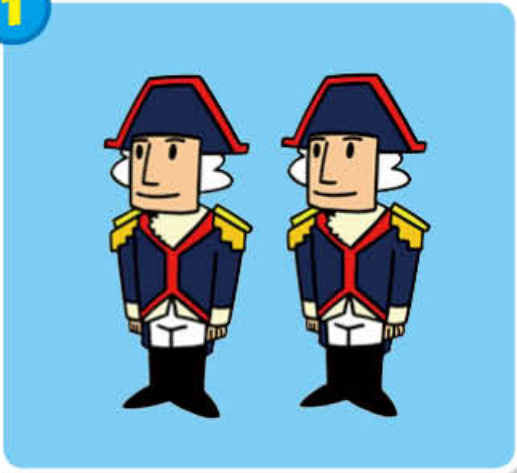


Activity 1

01:00

Recall the words and phrase you've learned today.

1



u

2



m

a

3



d

4



s

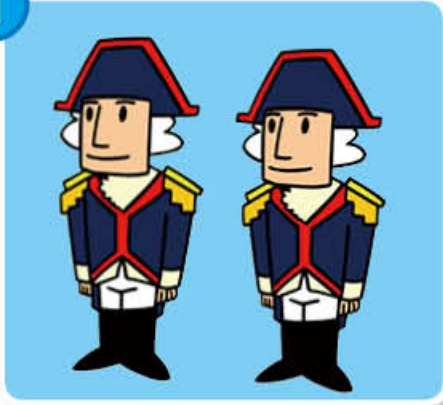
You'll see the answers on the next page.

Activity 1

01:00

1. Words and phrase you've learned today.

1



upright

2



move around

3



dizzy

4



still

2. Describe the pictures above using the key words and phrase.



e.g. The men over there are standing **upright**.

...

Activity 2

02:00

Complete the dialog using “so + adj/adv”, “such + n”, and “have to”.



You look tired. What's wrong?

I stayed up _____(late) last night that I didn't get enough sleep.



What did you do?

I _____ (finish my homework).



Why didn't you do it early?

I couldn't because I had _____ (busy day).

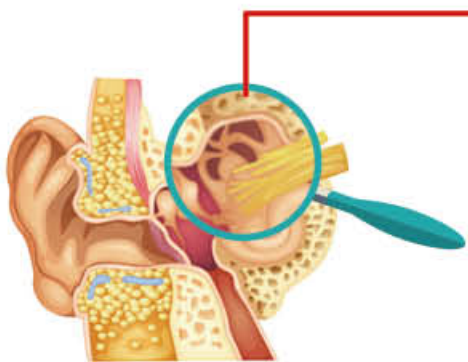


Activity 3

03:00

Tell your teacher about how people keep balance based on what you have learned in this lesson.

Ears can hear and ... (balance)



There are three little tubes ... (liquid, inner ear, move around, hair, send a message)



If you spin in circles and suddenly stop ... (dizzy, still moving, get confused)

Wrap-up

01:00

Let's check how well you performed in this lesson:

Vocabulary

	Pronunciation			Understanding Check	
	Awesome	Good	Needs Improvement	Yes	No
upright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
move around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dizzy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
still	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Wrap-up

01:00

Make sentences using the following sentence patterns:

Sentence Patterns

	Fluency			Accuracy		
	Awesome	Good	Needs Improvement	Awesome	Good	Needs Improvement
so + adj/adv (e.g. so quick/quickly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have to do sth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



See You Soon!

51TALK

