

3

Food Around the World

Vocabulary

I will learn to name foods.



Song Time!



1 Listen, look, and say.



1 steamed buns



2 chicken curry



3 oatmeal



4 eggs in tortillas



5 cereal with milk



6 yogurt with fruit



7 rice and beans



8 noodle soup



9 pasta with vegetables



10 grilled cheese sandwich

2 Play the game.

Song

I will learn to ask and answer about what people would like to eat.



Listen and sing. Find the food.

Would You Like Some?



"Would you like some noodle soup?
Tonight it tastes really nice!"
Sam says, "No, Dad, not right now.
But thanks so much – thanks, anyhow."

Come on, Sam, please have a little taste!
Come on, Sam, don't make a funny face!

"How about a sweet steamed bun?
It's really yummy. Come on, try one!"
Sam says, "No, Dad, not right now.
But thanks so much – thanks, anyhow."

"Would you like some chicken curry?"
"No, thanks, Dad. I'm in a hurry!"
Sam says, "No, Dad, not right now.
But thanks so much – thanks, anyhow."

Chorus

"Come on, Sam. Just one little bite!"
"Oh, really, Dad. Oh, all right!"
Mmm. Hey, you're right. It's great!
Please put some more on my plate!"



Listen and say the foods from 1.

1



Isabella
Italy

2



Mei Lin
China

3



Oliver
Scotland

4



Angela
Mexico

5



Alan
United States



Which child's meals in 4 do you like? Which do you not like?
What do you like eating for breakfast and for lunch?

Story

I will read a story about what someone would like to eat.

⁵⁰
5 Listen and read. Does Christina like Sam's cake?

Homemade Lemonade



Oh! Lemonade and cake! Mmm!

Would you like to try some?

1 Sam makes some lemonade and cake.




Mmm. Yes, I would.

What would you like first?

I'd like some cake, please.


2 Christina would like some cake.



How is it?

Um! It's... OK.

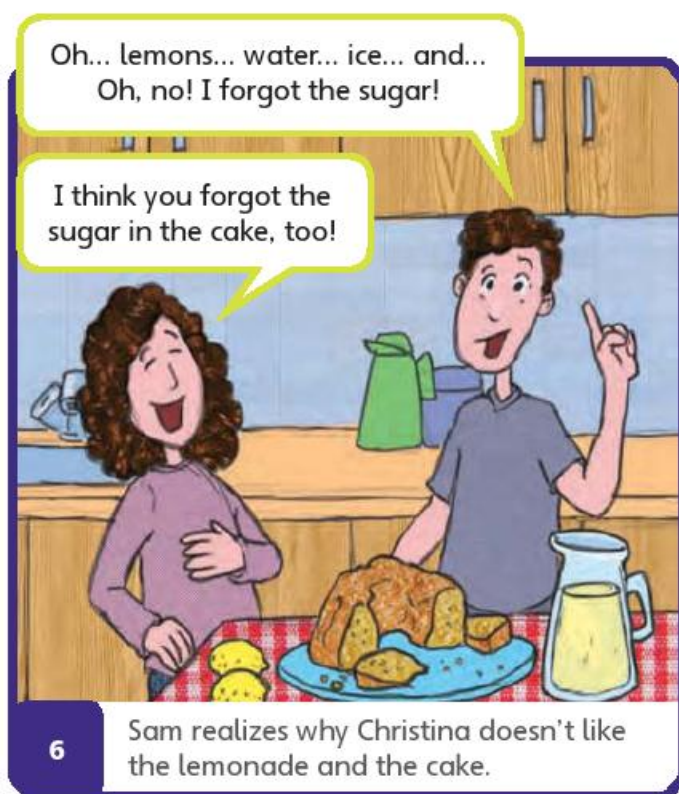
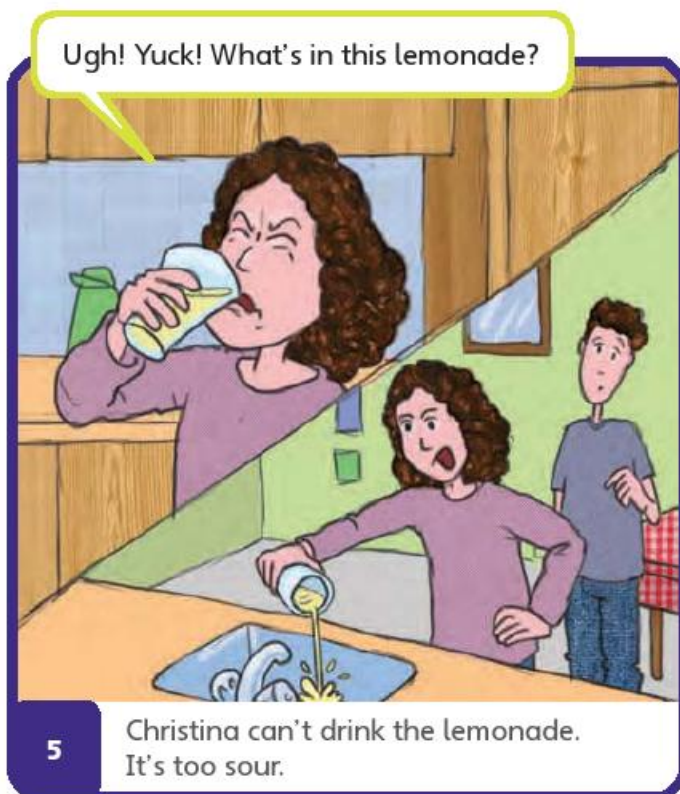
3 Christina doesn't like the cake.



Would you like some lemonade?

Yes, I would. Thanks!

4 Christina would like some lemonade.



6 Read and choose. Make correct sentences.

- 1 Sam makes some **lemons** / **lemonade** and cake.
- 2 Christina **wants** / **doesn't want** to try some.
- 3 First, she has **some cake** / **a lemon**, but she doesn't like it.
- 4 Then she has some lemonade, but she **can** / **can't** drink it.
- 5 In the lemonade, there's **oranges** / **lemons**, water, and ice.
- 6 Sam forgot to put in the **salt** / **sugar**.



Lemons are sour. Can you think of any other sour foods?
Cake is sweet. Can you think of any more sweet foods?
Which do you prefer? Sour food or sweet food?

I will listen to a dialog about what someone would like to eat.

51
7

Listen and read. Then say.

Grandpa: What would you like for lunch, Aiden?

Aiden: I'd like a sandwich, please.

Grandpa: I'm making a BLT. Would you like one?

Aiden: What's a BLT?

Grandpa: Bacon, lettuce, and tomato – on toast.

Aiden: That sounds great! May I have two?

Grandpa: Two sandwiches? You must be hungry!
Would you like some milk, too?

Aiden: Yes, I would. Thanks, Grandpa.



8

Practice the dialog in 7 with a partner.

52
9

Listen and stick. Write a word from the box next to each picture.

salty sour spicy sweet

1



green mango smoothie _____

2



blue corn tortilla chips _____

3



chili _____

4



flan _____

Grammar

I will learn to use *would like* to talk about foods.

What would you like ?			I'd like some soup.		I would like → I'd like
What would	he/she	like ?	He'd/She'd	like some yogurt.	He/She would like → He'd/She'd like

10 Look and complete.



- 1 What would
Jessie like?
She'd like some oatmeal.



- 2 What _____
Jin-Soo _____?
_____ some noodle soup.



- 3 What _____
Ms. Ruiz _____?
_____ yogurt with fruit.



- 4 What _____ you
_____?
_____.

Would	you	like to try some curry?	Yes,	I	would.	No,	I	wouldn't.
	he/she			we			we	
	they			he/she			he/she	
				they			they	

11 Read and complete.

- Would your dad like to try a steamed bun? Yes, _____.
- Would your mom like to try some flan? No, _____.
- Would you like to try a strawberry smoothie? _____.
- _____? Yes, I would.

I will learn about balancing my diet.

CONTENT WORDS

balanced diet dairy fat grains
protein salty sugary whole-grain

55
12

Listen and read. What does the plate show?

A Healthy Diet

It's breakfast time. You're hungry, and you say, "Mom, can I have a chocolate muffin?" But your mom says, "How about something healthy? Let's eat some cereal or fruit for breakfast instead." Why does your mom say this? Because your diet is important for your good health. A balanced diet is the best way to stay healthy. You should eat the right amount of grains, vegetables, fruit, protein (such as chicken), and dairy every day.

The chart below is called My Plate. It shows the right balance of different food groups that your diet should have. The Vegetables section is bigger than the Protein section, so you should eat more vegetables than protein, such as meat. The Grains section is bigger than the Fruit section, so eat more grains, like corn, than fruit. The Dairy section is smaller than the others, so eat fewer dairy foods, such as cheese and yogurt, than any other.

For a healthy body and mind, use the My Plate chart as a guide when you eat, and follow these simple rules:

- Eat food you like, but don't eat too much.
- Eat a lot of fruit and vegetables – about half of what you eat should be fruit and vegetables, such as apples, carrots, and greens.
- Eat whole grains – half of your grains should be whole grains, such as whole-grain bread and pasta.
- Try to choose fat-free or low-fat milk, not whole milk, as too much fat is bad for you.
- Stay away from food that is too salty.
- Drink a lot of water – don't choose sugary drinks.

Can you sometimes eat "bad" foods? Yes, of course, but don't eat too much. If you fill half of your plate with vegetables and stay away from too much fat, sugar, and salt, you'll stay in good health.



My Plate

13 Look at 12. Copy the chart and complete.

Food group	Examples	Recommendations
Fruit and vegetables	¹ _____	Eat a lot of these
² _____	³ _____	Choose fat-free or low-fat milk
Grains	Bread, pasta	⁴ _____
Protein	⁵ _____	⁶ _____

THINK
BIG

What can happen when you don't eat a healthy diet?

I will learn about school lunches around the world.

CONTENT WORDS
cafeteria nshima
organic risotto sauces

14

Read quickly. Circle the correct answer:

School lunches can be hot or cold in **Zambia and Italy** / **England and Japan**.

School Lunches

Every day, kids all over the world eat lunch at school. Some kids bring food from home, but many get their lunch from the school cafeteria. Let's take a look at what kids in different countries around the world might be eating for lunch today.



In Japan, kids eat lunch in their classroom. Students clear their desks, then four or five pupils take turns serving the food each day. Rice and soup are often part of school lunches in Japan. Some kids bring boxes of cold rice, fish cakes, and vegetables for lunch. They're carefully and beautifully prepared because in Japan the way food looks is very important.

In England, some schools provide hot lunches, but most kids bring lunch from home. Sandwiches with fillings such as cheese, ham, tomatoes, or tuna are popular, and there is often a piece of fruit, a bag of chips, a juice box, and a cookie. Lunch is usually a small meal because dinner is the main meal of the day in England.



In Zambia, many kids eat a dish called nshima for lunch. In fact, people in Zambia often eat nshima for both lunch and dinner. Nshima is a sticky dough made from white ground maize. People eat nshima with their hands. They dip it into tasty sauces and usually eat it with some hot meat or fish.

In Italy, the food in school lunches is often organic, or grown naturally, without chemicals so as to be healthier. The food also comes from farms near the schools. These hot lunches usually include pasta, or a rice dish called risotto. Most schools in Italy serve meat only once or twice each week.



Hot, cold, big, or small: School lunches are very different around the world. What's in yours today?

57
15

Listen and read. Say the country or countries.

- 1 Kids eat in their classroom.
- 2 Food is from a farm.
- 3 Kids eat with their hands.
- 4 Kids eat rice.
- 5 There is something sweet with the meal.
- 6 Lunch and dinner are often the same.

**THINK
BIG**

Which lunchtime meal from the text is similar to yours?
Why is it important to eat regularly?

Writing | Conjunctions: *because*, *so*

I will learn to write sentences with *so* and *because*.

16 Complete the sentences. Use **so** or **because**. Then listen and check.

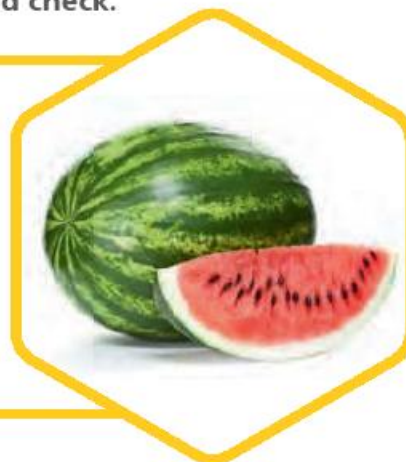
We use **so** and **because** to connect sentences.

I like being healthy. I eat yogurt and fruit for breakfast.

I like being healthy, **so** I eat yogurt and fruit for breakfast.

I love eating watermelon. It's delicious.

I love eating watermelon **because** it's delicious.



- 1 I like eating meat, _____ I often have chili.
- 2 I like eating oatmeal for breakfast _____ it's warm and yummy.

17 Join the sentences. Use the conjunction.

- 1 My sister likes chicken curry. She eats it twice a week. (so)
- 2 I usually eat fruit in the morning. It's tasty. (because)
- 3 We can have Mexican food tonight. There's a new restaurant in town. (because)
- 4 I like Chinese food. I'd like to try some steamed buns. (so)

18 Find the conjunctions.

I like eating vegetables, so I eat them every day.
I eat them because they make me feel healthy and are good for my body. I also like drinking fruit juice, but I don't really like fruit, so I don't eat a lot of fruit. But I love watermelon! Because I really love it, I sometimes eat it at lunch or dinner!



19 In your notebook, write three sentences about food that you like or don't like. Use **because** and **so**.

Phonics | *le, el, al, il*

I will learn to use the sounds *le, el, al, and il*.

59
20

Listen, read, and repeat.

1 le

2 el

3 al

3 il

60
21

Listen and find. Then say.



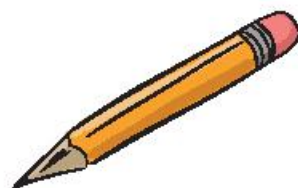
apple



camel



medal



pencil

61
22

Listen and blend the sounds.

1 b-u-bb-le bubble

2 u-n-c-le uncle

3 t-r-a-v-el travel

4 a-p-r-il April

5 s-a-n-d-al-s sandals

6 t-o-w-el towel

7 p-u-p-il pupil

8 l-o-c-al local

62
23

Read aloud. Then listen and chant.

Take your pencil.
Draw a camel.
Draw a medal.
Draw some bubbles.



Values | Choose healthy foods.

I will learn to talk about what food is healthy and what is not healthy.

64
24

Listen and complete. Use words from the box.

apple cake carrots chips cookies donuts popcorn yogurt



1 I like _____, but
_____ is healthier.



2 _____ are delicious, but they have
a lot of sugar. I'll have an _____.



3 I love _____, but they're not
really good for me. _____ is better.



4 I had some _____ last night. Today, I
want to have some _____ for a snack.

25

Talk about choosing healthy foods with a partner.



I like candy,
but a banana
is healthier.

I like ice cream, but
an orange is better.



Project

26

Make a Healthy Foods collage. Then present it to the class.



Review

27 Make your own restaurant. First, make a menu for breakfast and lunch.

Rosie's Restaurant			
Breakfast		Lunch	
yogurt with fruit	\$3.50	chicken curry	\$5.25
cereal with milk	\$2.75	pasta with vegetables	\$4.95
oatmeal	\$2.75	grilled cheese sandwich	\$4.50
milk	\$1.75	lemonade	\$2.00

Next, take food orders from your classmates. Write the orders.



What would you like for breakfast?

I'd like some oatmeal, please.



Name:	Name:	Name:
Breakfast:	Breakfast:	Breakfast:
Lunch:	Lunch:	Lunch:

Finally, tell the class what your classmates would like to have.

28 Write the names.



1 _____



2 _____



3 _____



4 _____

I Can

- use words for foods and how they taste.
- use *would like* to talk about food.
- ask and answer about what I like/would like to eat.
- write sentences with *so* and *because*.



How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

Describing People: tall, short, straight black hair... friendly, funny, smart, shy, serious...	Pages 4	
Activities: go to the dentist, help clean, shop for food, play outside, watch a movie...	16	
Expressions of frequency: every day, once a week, three times a year...	17	
Food: oatmeal, noodle soup, rice and beans, steamed buns...	28	
Tastes: sweet, sour, spicy, salty...	32	
Who is bigger ? Chris is bigger than Tom. My sister's hair is longer than my hair . My sister's hair is longer than mine .	9	
Where is he going after school? He's going to soccer practice. What are you doing tonight? We're watching a movie at home. How often do you go to the dentist? We go to the dentist twice a year.	21	
What would you like ? I'd like some oatmeal. Would she like to try some chicken curry? Yes, she would ./No, she wouldn't .	33	



I can do it!



Get ready.

A. Complete the dialog. Write the numbers. Then listen and check.



1 Ms. Hart's hair is shorter than Ms. Roberts'

2 She's really nice

3 Ms. Hart is bringing pizza to class

4 Ms. Hart brought some Indian vegetable curry to class

5 Every Tuesday and Thursday

Anna: We have a new social studies teacher. Her name is Ms. Hart.

Dad: What is she like?

Anna: _____. And she's funny, too!

Dad: Oh, I think I saw her. Does she have long, blond hair?

Anna: No, that's Ms. Roberts. _____. And Ms. Hart wears glasses.

Dad: Interesting. When do you have social studies?

Anna: _____. Right now we're learning about India. _____.

Dad: Really? Was it spicy?

Anna: Yeah. I loved it! Yesterday we learned about Spain, and Ms. Hart brought us hot chocolate and churros. Today we're learning about Italy. _____.

Dad: Stop. You're making me hungry!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

1 Would you like to try the food in A?

2 What countries do you learn about in social science?

1

2

3

4

5

6

7

8

9

3 Get set.



STEP 1 Create information about someone you would like to have as a pen pal. What is he/she like? Where does he/she live?



STEP 2 Cut out the book outline on page 133. Fold it to make a book.



STEP 3 Write about your pen pal in your book. Now you're ready to **GO!**

4 Go!

A. Swap books with three classmates. Write notes about their pen pals in your notebook. Ask and answer questions like the ones below.

- What are the pen pals' names?
- What are they like?/What do they look like?
- What do they like to do?
- What food do they like to eat?



B. Tell your class about some of your group's pen pals.

	_____ 's Pen Pal
	Name:
	Is like/Looks like:
	Likes to do:
	Likes to eat:

Maria's pen pal lives in China. She likes to watch movies. She likes to eat steamed buns.

1

2

3

4

5

6

7

8

9

5 Write about yourself in your notebook.

- Who is taller, you or your best friend?
- What is your best friend like?
- What does your best friend look like?
- How often do you play with your friends?
- What are you doing after school?
- What food would you like to try?



All About Me

Date: _____



How well do I know it now?

6 Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).



I can start the next unit.



I can ask my teacher for help, and then start the next unit.



I can practice and then start the next unit.

7

Rate this Checkpoint.



hard



OK



easy



not fun



OK



fun

4

How Do You Feel?

Vocabulary

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I will learn to name illnesses and health problems.



Song Time!



Listen, look, and say.



Play the game.

Song

I will learn to talk about someone's health.



Listen and sing. Who's speaking?

Stay in Bed and Rest!



You're coughing and
You're sneezing.
You need to stay in bed.
I think you have a fever.
Here, let me feel your head.



You shouldn't go to
School today.
You should stay
Home instead.

When you're sick or feeling blue,
Your family takes good care
Of you.



You have a fever and
A cold.
Here's what I suggest:
You should drink some tea
And juice.
Stay in bed and rest!
Listen to your dad, now.
Taking care of yourself
Is best.



Chorus



4

Read and choose.

- 1 Ben has a **stomachache** / **headache**. He ate something bad last night.
- 2 Philip fell and hurt himself on the playground. He has a big **fever** / **cut** on his knee.
- 3 It's spring, and Pablo has terrible **allergies** / **cuts**. He's **coughing** / **sneezing**.
- 4 Karen's body feels sore, and she can't move. She has a terrible **headache** / **fever**.
- 5 Sandra has a bad cold. She's **allergic** / **coughing**, and she has a **sore throat** / **cut**. She has to stay home from school.
- 6 Meral has a terrible **headache** / **cut**. She's very hot, and her head is sore.



Read. What health problem do you have?

- 1 The trees are making you sneeze.
- 2 You have a sore throat, a fever, and a cough.

Story

I will read a story about someone's health.

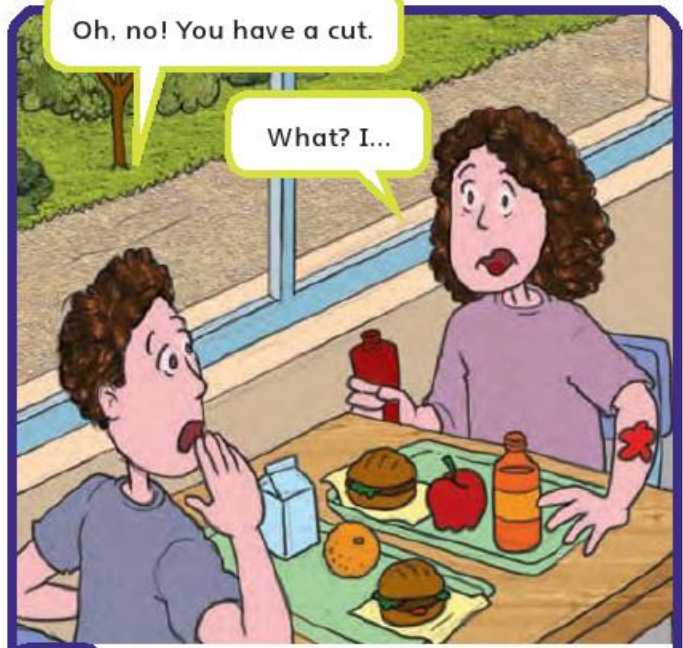
5 Listen and read. Does Christina need a nurse?

You're Hurt!



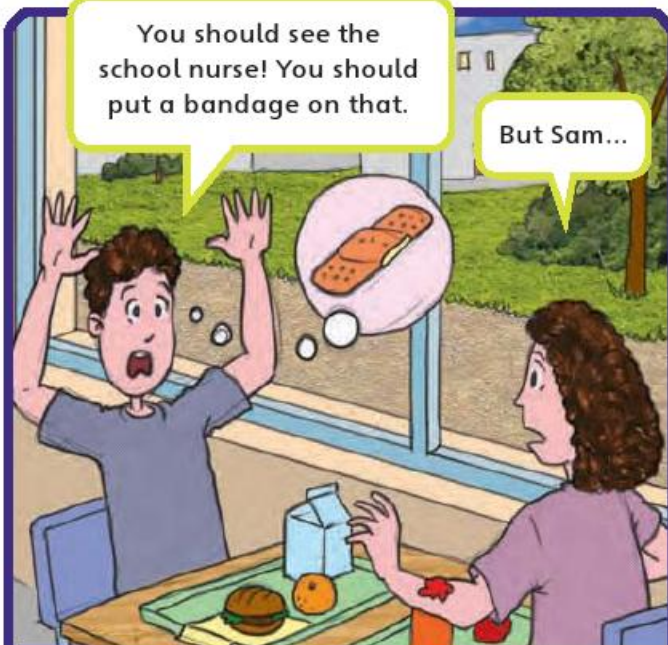
1

Sam and Christina are eating lunch together in school. Christina has a problem.



2

Sam gets upset when he sees Christina's arm. He thinks she cut herself.



3

Sam wants to help Christina.



4

Christina doesn't need to go to the nurse. She's OK.



6 Who says it? Say **Sam** or **Christina**.

- 1 "You have a cut."
- 2 "You should see the school nurse!"
- 3 "I don't need a nurse."
- 4 "You should put a bandage on that."
- 5 "I just need a napkin!"
- 6 "You shouldn't worry so much!"



Why did Sam get upset? Why didn't Christina get upset?
What should you do if you cut yourself?

I will listen to a dialog about how to take care of a health problem.

7 Listen and read. Then say.

- Mom:** What's the matter?
- Jacob:** I don't know. I feel kind of sick.
- Mom:** Let me see. Wow. Your forehead is warm. You have a fever.
- Jacob:** Really?
- Mom:** Yes. You should take some medicine and get some rest.
- Jacob:** But... what about my soccer game today?
- Mom:** You can watch a soccer game on TV.



8 Practice the dialog in 7 with a partner.

9 Listen and stick. Write the number.



He should get an X-ray.



She should take some medicine.



He should eat soup and go to bed.

Grammar

I will learn to use *should/shouldn't* and *myself, yourself...* to stay healthy.

I	should eat healthy foods.	I	shouldn't stay up late.
You		You	
He/She		He/She	
We		We	
They		They	

10 Complete the sentences with **should** or **shouldn't**.

- 1 You _____ get some exercise every day.
- 2 Sue _____ eat so much candy.
- 3 Children _____ watch too much TV.
- 4 People _____ drink lots of water and get plenty of rest.

I	should take care of	myself.
You		yourself.
He/She		himself/herself.
We		ourselves.
They		themselves.

11 Read and complete.

- 1 I eat too much candy. I should take better care of _____.
- 2 My sister often goes to bed late. She should take care of _____.
- 3 My brother exercises every day. He takes good care of _____.
- 4 My family grows vegetables in the garden. We eat good food and take care of _____.
- 5 You should take care of _____, too.
- 6 My grandparents are 80. They take good care of _____.

12 Work with a partner. Talk about the people on pages 44–45.



He has
a cut.

He should go to
the nurse.



I will learn about different kinds of germs.

75 **13** Listen and read. What are the four main kinds of germs?

CONTENT WORDS
bacteria disease
fever fungi germ
malaria microscope
protect protozoa
spread virus vomit

Germs



Our bodies work hard to stay healthy, but there are many tiny enemies around us that can make us sick. They're called germs. We can't see germs with our eyes – we can only see them through a microscope. When they're inside us, they use our body's resources and take away our energy. Germs can cause fever, coughing, and other problems, so it's important to stay away from them.

There are four main kinds of germs: bacteria, viruses, fungi, and protozoa. They live in different places, but they can all make us sick. Viruses are in the air. When we get sick with a cough or a cold, it comes from a virus. The virus spreads through our bodies and then spreads to other people through the air. If you sneeze, and you don't use a tissue, the virus goes into the air. This is why we shouldn't go to school with a bad cough or cold.

Bacteria and fungi live in the air, too, but they also grow on things, such as old food. This is why we should keep food in the refrigerator. When we eat bad bacteria or fungi, we get a stomachache, and sometimes we vomit. However, bacteria aren't all bad. There are important bacteria in our stomachs. We use them to digest our food.

Protozoa can also give you a stomachache. Protozoa like wet places and can live in dirty water. This is why you should never drink water from a river or a lake. The disease malaria comes from protozoa. It lives in mosquitos.

How can we stay away from germs? Unfortunately, our homes are perfect places for them because there are a lot of places to hide. How should we protect ourselves? We could try to be cleaner, and because we can't clean everything, we should wash our hands regularly and before we eat.

14 Look at 13. Read and choose.

- | | | |
|---|--------------------|-----------------------|
| 1 We can see germs... | a with our eyes. | b with a microscope. |
| 2 Bacteria, fungi, viruses, and protozoa are all... | a germs. | b poisons. |
| 3 Some bacteria... | a help our bodies. | b live in wet places. |
| 4 We should always... | a try to be clean. | b protect our hands. |



Which germs in the text are most dangerous for us? Why?

I will learn about home remedies around the world.

CONTENT WORDS

cure herbal massage painkiller
relax remedy rub stress

15 Read quickly. Which illnesses are mentioned?

Home Remedies

Should you see a doctor every time you're sick? Of course not! Doctors don't have a cure for everything. In fact, there are many simple illnesses that are difficult for doctors to cure. Sometimes people use different "home remedies" for them.

The cold virus is one example. People in many countries don't take medicine for a cold. They make a big pot of hot chicken soup instead. They eat the soup and rest. Many people believe that chicken soup is a natural and healthy cure for a cold. And in fact it really helps: drinking a lot of water is good when you have a cold. Also, the hot soup helps you breathe better and helps your throat.



If you have a headache, your doctor may give you painkillers. However, in China, it's common to cure a headache with an egg! You boil the egg, take off the shell, and rub the egg on your face, head, and neck until the egg becomes cool. Some people think this helps you sleep better, too. Rubbing with the egg relaxes you, like a massage. Often headaches are because of stress, so relaxing is a great idea.



What about a fever? There are a lot of different home remedies, but an interesting home remedy uses vinegar. In Russia, people rub it into the skin. Vinegar makes your skin feel cooler, and it can help lower your body temperature a little.



One of the world's oldest home remedies is tea. You can use herbal teas for all sorts of simple illnesses, including stomachaches and sore throats. Some popular ingredients in home remedy teas are mint, ginger, garlic, honey, and lemon. All of these ingredients make a sore throat feel better and help you relax.



16 Listen and read. Complete the sentences.

- Doctors don't have a _____ for all illnesses.
- When people have a cold, they often eat chicken soup and _____.
- Doctors give _____ for headaches.
- Often headaches are because of _____.
- People around the world use _____ teas for many illnesses.

THINK
BIG

Are home remedies better than doctors and medicine? Why/Why not?

Writing | Using commas

I will learn to write sentences with commas.

17 Read and choose the sentences where commas are used correctly.

We use a comma (,) between items in a list.

- 1 I should rest take medicine and drink tea.
- 2 I should rest, take medicine, and drink tea.

We use a comma after most **sequence words**. We don't use a comma after **Then**.

- 1 First I brush my teeth. Then, I wash my hands.
- 2 First, I brush my teeth. Then I wash my hands.

18 Copy the paragraph in your notebook. Put commas in the correct places.

Here's how I take care of myself and stay healthy. First I exercise every day. I run play soccer ride my bike and do gymnastics. I like skateboarding too. Next I always eat a good breakfast. I only eat healthy food every day. I eat fruit vegetables and yogurt. I also drink lots of water. I don't eat unhealthy foods like chips donuts or fries. I try to protect myself from germs too. I wash my hands take showers and brush my teeth. Finally I get enough rest and I go to bed early every night.



19 How do you take care of yourself? Write a paragraph in your notebook.

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I will learn to use the sounds *kn* and *wr*.

78
20 Listen, read, and repeat.

1 **kn**

79
21 Listen and find. Then say.



knee

2 **wr**



write

80
22 Listen and blend the sounds.

1 kn-ow know

3 wr-a-p wrap

5 kn-igh-t knight

7 kn-o-t knot

2 wr-o-ng wrong

4 kn-o-ck knock

6 wr-i-s-t wrist

8 wr-e-ck wreck

81
23 Read aloud. Then listen and chant.

What's wrong, wrong, wrong?
The knight knocked his
Knee, knee, knee,
And his wrist, wrist, wrist.
I know! Wrap his knee
And wrap his wrist!



Values | Don't spread germs.

I will learn about good hygiene habits.

83
24

Listen and number in order.



You should cough or sneeze into a tissue or into the inside of your arm.



You should wash your hands often.



You shouldn't share food, cups, forks, or spoons.

25

Tell a partner how you can stop spreading germs.



I wash my hands several times a day.



Project

26

Make a **Good Hygiene Habits** checklist. Compare your checklist with a partner's.

Name _____

Good Hygiene Habits



Wash your hands.

☐

Cough or sneeze into a tissue or into your arm.

☐

Don't share food, cups, forks, or spoons.

☐

- 27** Make cards with the names of different health problems. Role-play giving advice with a partner.

allergies

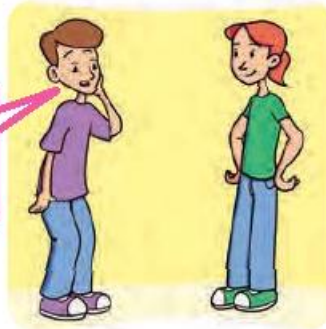
cough

stomachache

fever

cut

I have a very bad headache. What should I do?



You should see a doctor soon.



- 28** Complete the dialogs with **should** or **shouldn't**.

- 1 **A:** Oh, no. I cut myself.
B: You _____ clean the cut and put a bandage on it.
- 2 **A:** I'm so sleepy today.
B: You _____ stay up so late at night.
- 3 **A:** I have a stomachache.
B: You _____ eat so much candy.

- 29** Write the name of the health problem each person has.

fever cut stomachache allergy



1 stomachache



2 _____



3 _____



4 _____

I Can

- use words for illnesses and health problems.
- use *should/shouldn't* and *myself, yourself...* to talk about staying healthy.
- ask for and offer advice for health problems.
- write sentences with commas.

