

Level 4	
Suitable for:	young learners who have completed up to 200 hours of study in English
Type of English:	British
Headwords:	800
Key words:	14 (see pages 2 and 4 of these Teacher's Notes)
Subject words:	10 (see pages 2 and 5 of these Teacher's Notes)
Key grammar:	present simple, <i>have got</i> , comparative and superlative, imperatives

Summary of the Reader

This Level 4 title is about exercising one's brain. Firstly, *Brain Gym* introduces the importance of the human brain, where it is in the body and what it looks like. Secondly, it explains that different parts of the brain do different things. Next it talks about animal brains and how the size of a brain does not affect intelligence. Finally it explains the need to exercise one's brain to help it function well, and introduces different exercises which exercise different parts of the brain. These include balancing, smelling, listening and speaking exercises, as well as optical illusions and memory tests. Doing these exercises together with the students as they read the book is a great way to engage the students and encourage them to absorb what they're reading.

Introducing the topic: *The human brain*

Before students read the book ...

- get students to write down as many parts of the body as possible. Have they thought of *heart* and *brain*?
- ask students to think about what they do every day that needs their brain, and discuss this in groups.
- ask the groups to try and think of things they do which don't need the brain, and write them

down. They read out their lists and the class is asked what they think. Tell them that the brain is used for all activities, from breathing and thinking to walking and sleeping.

- students are asked whether they think animals have brains (they do). In groups, students think of three animals and write down what these animals might use their brains for. They read out their answers and the class discusses them.
- Ask students whether plants have brains (the answer is no!).

Did you know ... ?

- A human brain weighs about 1 kilo 300 grams.
- A lion's brain weighs about 240 grams.
- A cat's brain weighs about 30 grams.

Key words

(see page 4 of these Teacher's Notes for the Key words in context)

apart (prep)	mirror (n)
floating (adj)	pat (v)
hum (v)	rub (v)
human (adj)	still (adj)
knee (n)	tie (v)
lift (v)	together (adv)
like (prep)	vase (n)

Curriculum links**Science and technology**

Ask students what they use the various objects on page 3 of the Reader for. Get them to think of three different mechanical objects they use every day and say what they use them for.

Biology

Make sure students know which half of the brain controls which side of the body. Make (or get a student to make) movements with the right or left arm or leg. Instruct the class to call out *right side* or *left side* when each action is made, e.g. if you wave your right hand, the students should call out *left side*.

Ask one student to mime one of the actions on page 6. Ask the rest of the class to put their hands on the part of their head (roughly) which controls this action. The opposite can also be done: ask a student to touch a part of her / his head and the rest of the class to mime the corresponding action.

For homework, get students to choose three animals (not those mentioned in the book) and to find out from the internet what size and weight their brains are.

Literacy / logic

For homework, get students to prepare a paper with three similar exercises to those on pages 8 and 9 (back to front sentences, upside-down

Subject words

(see page 5 of these Teacher's Notes for the Subject words in context)

balancing (n)	information (n)
brain (n)	memory (n)
exercise (v/n)	message (n)
guess (v)	side (n)
gym (n)	tongue twisters (n)

sentences, sentences with one letter missing). In class, get pairs to swap papers and do the exercises as quickly as possible. See which pair finishes first.

Physical education

Get one willing student to demonstrate the exercises on pages 10 and 11 in front of the class. Then get all students to do the balancing exercises. Emphasise that they close their eyes when they have achieved the correct position, and then try to hold the poses for as long as possible with their eyes shut.

(These two exercises are difficult. Practice them with the students, then call on volunteers who have done them well to demonstrate in front of the class.)

Memory and sensual perception

(Page 15) Give the students two minutes to study the 12 objects on page 15. Then ask them to turn their books over and make a list of the 12 objects.

Class Activities (After Reading)

Here are some activities to do with your class after reading *Brain Gym*.

1. Animal brains

- Ask students (at home or in class) to write about three animals they researched when reading page 7. They must write a few words about the animals' intelligence. (e.g. cat – *it is intelligent because it can remember where its food is*). Students should read out their findings in class.

2. Balancing

- Ask students (at home or in pairs in class) to invent other balancing poses and give them a name. They will then demonstrate them to the class, explaining in English what to do, and get the other students to do them.

3. Memory

- The memory game: Bring in a tray with 15 objects on it of which the students know the names in English. Get them to gather round and give them five minutes to study it. They must then write down as many as possible of the objects. Have a small prize ready for the first person to reach 15.

4. General memory game

- Start by saying *I'm going to the supermarket to buy three oranges*. Explain that students must repeat this in turn, each student adding another thing to buy (e.g. student 1: *I'm going to the supermarket to buy three oranges and a bottle of water*. Student 2: *I'm going to the supermarket to buy three oranges and a bottle of water and some biscuits ...*). The rest of the class listen for mistakes. Any student who makes a mistake is eliminated. The game can go on for quite a time.

Key words

- apart** Slowly pull your fingers apart. (p. 19)
- floating** Can you see a floating finger in between? (p. 19)
- hum** Now hum part of the song. (p. 20)
- human** Humans are cleverer than the most intelligent animals, like dolphins and monkeys. (p. 7)
- knee** Put your knees high on your arms. (p. 11)
- lift** Bring your face down and lift your toes. (p. 11)
- like** But what does your brain look like? (p. 4)
- mirror** A mirror can help you read this! (p. 8 – written backwards)
- pat** Stop, then pat the other hand up and down on your head. (p. 12)
- rub** Rub one hand round and round on your stomach. (p. 12)
- still** Sometimes keeping still can exercise your brain. (p. 10)
- tie** Then close your eyes and tie the scarf round your head, over your eyes.
(p. 17)
- together** Put your fingers together. (p. 19)
- vase** Can you see a black vase? (p. 18)

Subject words

- balancing** Different parts of your brain help you do different things, like balancing, remembering or talking. (p. 6)
- brain** Your brain is inside your head. (p. 4)
- exercise** But it is important to exercise your brain. (p. 8)
Can you do these balancing exercises? (p. 10)
- guess** Can your friend guess the song? (p. 20)
- gym** Brain Gym (Title of Reader)
- information**..... Your memory is part of your brain and it holds a lot of information. (p. 14)
- memory** This brain exercise uses your memory and your nose! (p. 16)
- message** It gets messages from different parts of the body and sends messages at the same time. (p. 5)
- side** The right half tells the left side of your body what to do. (p. 5)
- tongue twisters**.... The best way is by practising tongue twisters. (p. 21)

While-Reading activities

Activity 1 (pages 3–8)

Write *T* (*True*) or *F* (*False*).

Then correct the *False* sentences.

1 A person cannot live without a brain.

.....

2 The left half of your brain tells the left side of your body what to do.

.....

.....

3 Your brain gets messages from different parts of your body and sends messages at the same time.

.....

.....

4 Humans are not as intelligent as monkeys and dolphins.

.....

5 The more you exercise your brain, the bigger it gets.

.....

6 Some animals have bigger brains than humans.

.....

Activity 2 (pages 3–9)

The words in these questions and sentences are in the wrong order.
(Remember the questions have question marks at the end.)

As quickly as possible, rewrite each sentence or question in the correct order.

1 very are Monkeys animals. clever

.....

2 on exercises nine? page the you do Can

.....

3 big has dolphin A brain. a got

.....

4 inside brain is head. your Your

.....

5 every bicycle use you Do a day?

.....

6 exercise do? to easy this Is

.....

Activity 3 (pages 10–13)

Look at these pictures. Write two instructions for each picture. Begin each instruction with with 'Put'. E.g. *Put your right hand on the table.*



1

.....

.....

.....

.....

2

.....

.....

.....

.....

3

.....

.....

.....

.....

Activity 4 (page 21)

Look at the following tongue twisters. Underline any new words. Look them up or ask your teacher to explain them. Then say the sentences again and again, speaking faster and faster:

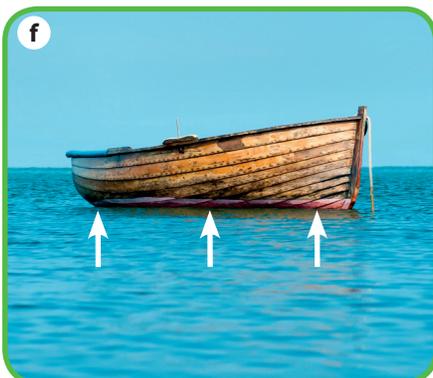
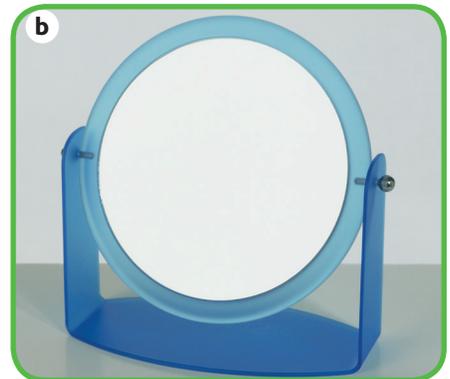
- 1 A proper copper coffee pot.
- 2 Round the rugged rocks the ragged rascals ran.
- 3 We surely shall see the sun shine soon.
- 4 A box of mixed biscuits.

After-Reading activities

Activity 1

Find the words. Then match the picture to the word.

- 1 binar
.....
- 2 myg
.....
- 3 seav
.....
- 4 rimror
.....
- 5 neke
.....
- 6 hamun
.....
- 7 foaltnig
.....
- 8 apt
.....



Activity 2

Choose the best word to complete the sentences.

tongue twister message information guess side still
like memory

- 1 I sit very _____ and the bird eats food from my hand.
- 2 A _____ is difficult to say quickly.
- 3 My right arm is on the right _____ of my body.
- 4 I have got a new _____ on my phone.
- 5 There is some _____ on brain exercises in this book.
- 6 I don't know the answer to the question so I will _____ it.
- 7 A fish does not remember much. It does not have a good _____.
- 8 Your brain is _____ a very intelligent computer.

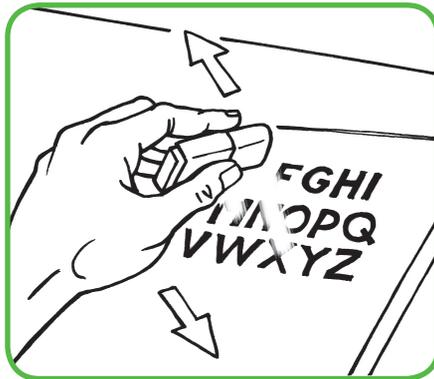
Activity 3

Label the pictures.

- | | | |
|-------------------|-------------------|--------------------|
| 1 apart | 2 hum | 3 lift |
| 4 exercise | 5 rub | 6 balancing |
| 7 tie | 8 together | |



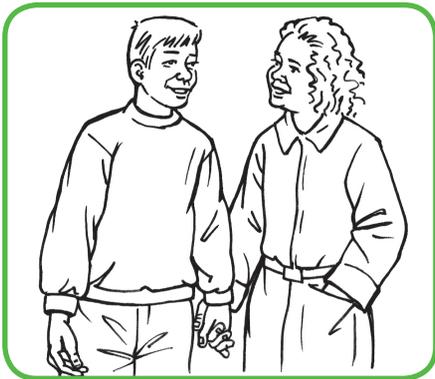
a



b



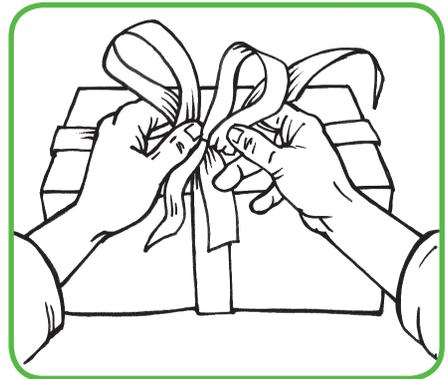
c



d



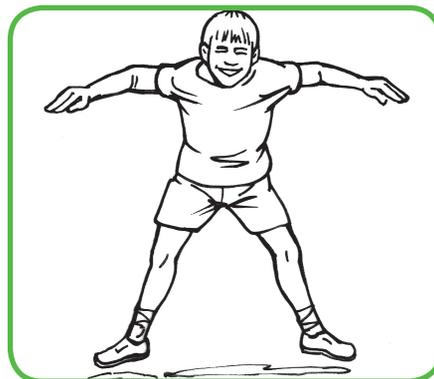
e



f



g



h

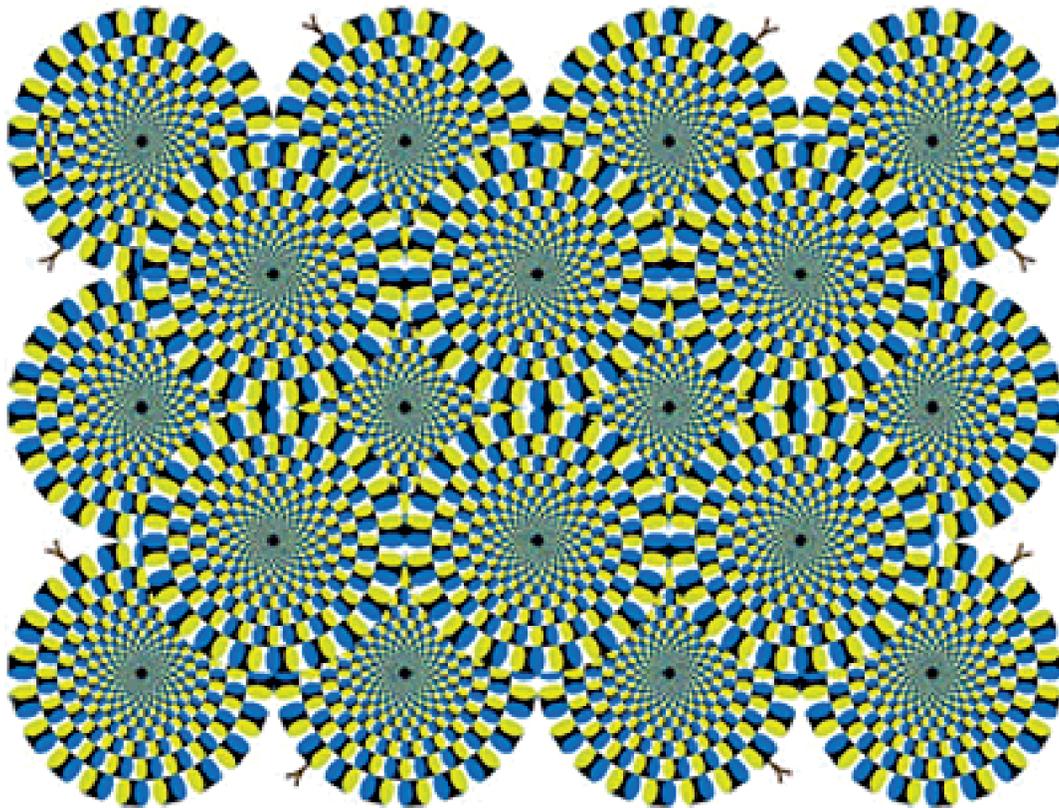
Activity 4

Look at this picture. Is it really moving?

Tick a or b.

a Yes

b No



Answer Key

In the back of the Reader

Before You Read

1 c

2 a T b F c T d T e F

After You Read

1 a T b F c T

2 1 b 2 d 3 a 4 c 5 e

3 When they have copied and coloured the picture of the brain, students label it, and find whether they are correct by comparing their labels with those on page 6 of the Reader.

In these Teacher's Notes

While-Reading activities

Activity 1

1 1 T

2 F The left half of your brain tells the right side of your body what to do.

3 T

4 F Humans are more intelligent than monkeys and dolphins.

5 F The more you exercise the brain, the better it works.

6 T

Activity 2

1 Monkeys are very clever animals.

2 Can you do the exercises on page nine?

3 A dolphin has got a big brain.

4 Your brain is inside your head.

5 Do you use a bicycle every day?

6 Is this exercise easy to do?

Activity 3

1 Put your right hand on the table.
Put your left hand on your head.

2 Put your right foot on the chair.
Put your left hand on your right foot.

3 Put your left hand behind you / behind your back.

Put your right hand on your nose.

After-Reading activities

Activity 1

1 e brain 2 a gym 3 g vase 4 b mirror

5 h knee 6 c human 7 f floating 8 d pat

Activity 2

1 still 2 tongue twister 3 side 4 message

5 information 6 guess 7 memory 8 like

Activity 3

1 e 2 a 3 c 4 h 5 b 6 g 7 f 8 d

Activity 4

b The picture is not moving. It gives the impression of movement by drawing the eye towards the central dots by the use of curved lines and spirals.