

# 6

# Feeling Fine

## Unit plan

**Reading:** multiple choice, being careful of words in the options that are also in the text

**Vocabulary:** words related to health & your body, phrasal verbs, collocations & expressions, prepositions

**Grammar:** past perfect simple, comparative & superlative, *(not) as ... as*

**Listening:** multiple choice (pictures), using the question and pictures to predict what you will hear, remembering that the last thing you hear isn't always the answer

**Speaking:** speaking cards, talking about how you feel, using full sentences when you answer to sound more polite

**Writing:** note, giving advice, using phrases to sound polite, comparing things

## Unit Opener (SB page 69)

- Ask students to read the title and to tell you what they think it means (*The title is 'Feeling Fine' and it means feeling good, strong, healthy.*).
- Ask students if they 'feel fine' and if not, why they think they don't.

### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must say what the pictures show. Then they must say if the pictures show things that are important for good health. Finally, they need to say why they think there are arrows joining the pictures.
- Remind students about the different food groups they learnt about in Unit 5.
- Students work in pairs before checking answers as a class.

### Answers

They show exercise, healthy/good food and rest/sleep/relaxation. All three are very important for good health. The arrows join them to show that all three are necessary/equally important for good health.

### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and the options in the quiz, and explain anything they don't understand.
- Students work in pairs before checking answers as a class.

### Answers

1A 2B 3C 4A 5C 6B

### Background information

The key to good health is regular physical exercise, a healthy balanced diet and rest.

*Regular exercise:* Exercise keeps the muscles strong, especially the heart, and helps to maintain a healthy weight. Exercise also makes you feel good because it releases 'happy hormones' known as endorphins into the blood stream. →

*Healthy diet:* A healthy diet is a balanced diet. It should include plenty of nutrient-rich food, such as fruit, vegetables, grains, fish, dairy, etc and less red meat, processed food and food high in fat and sugar, such as junk food.

*Rest:* The right amount of sleep is important so as to give the body a chance to rest and repair itself. It also refreshes the mind.



### TOP TIP

Make sure you are sensitive to students' individual situations. Not all children are fit and healthy. There may be students in your class who are overweight, or perhaps even anorexic, and for whom a discussion about weight could be potentially embarrassing. If you believe that may be the case in your class, do not ask individual students questions about their exercise and eating habits.

### Let's talk about it!

- What do you usually do when you're at home?
- Do you enjoy outdoor activities? If so, why?
- When was the last time you were ill? What was wrong?

### DVD 6

Summary of DVD 6: The video is titled '5 Foods You Should Eat Daily'. It looks at five common, but essential foods that we should be eating regularly because they offer a number of health benefits.

*Flax seeds* are high in fibre and can be sprinkled over meals. *Beans* contain soluble fibre which soaks up cholesterol before it can settle on artery walls.

*Blueberries* are a great source of antioxidants, especially Vitamin C. They can be eaten with Greek yoghurt or put on a salad. *Broccoli* helps to detoxify potentially cancer-causing compounds. *Spinach* is high in Vitamins A, C and K, fibre, iron and calcium. It can be eaten raw or cooked.

**DVD link:** <https://www.youtube.com/watch?v=e6JCmeK20kA>

### Answers

Students' own answers

## Reading (SB pages 70-71)

### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.

#### Possible answers

They eat too much bad/junk food and become fat. They don't have enough food to eat and starve. They stop eating properly and become ill and too thin, eg anorexia.

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the article and then choose the boy that is most like the boy they will read about, whose name is Landon.
- Ask students to scan the text and look for the answers. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Photo b is most like Landon. He's thin and he doesn't want to eat.

### DOWNLOAD

- Explain to students that the options in multiple-choice questions sometimes contain the same words as the text, but they are, in fact, incorrect as they say something that is different to the meaning in the text.

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options, and explain anything they don't understand.
- Remind students to be careful with words in the options that are the same as words in the text.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

#### Answers

1D *Landon Jones, a 12-year-old American boy, has one of the most unusual problems that doctors have ever seen – he never gets hungry or thirsty.*

2C *He wants to be normal like his friends, but it's almost impossible. He has missed a lot of school days because of his problem; he has no energy and he can't be as active as his friends; After school, he is very tired and just lies on the sofa.*

3A *In the USA, nearly 18% of children aged 6-11 and 21% of those who are 12-19 are very overweight.; These numbers have doubled since the 1980s.*

4B *... his doctors are wondering about the best way to treat it. They might use tubes to get the food into his stomach ...*

5D *... a team of specialists who deal with the strangest health problems.*

### 4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to find the words in the orange box in the text and to try to work out their meaning from the context.
- Ask students to read the conversation and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

#### Answers

1 energy	4 temperature
2 appetite	5 infection
3 weight	6 pills

### 5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that a brain teaser is like a riddle or a puzzle.
- Ask students to read the brain teaser and explain anything they don't understand. If they need help, tell them to think about Mr Jones' job and what it involves.
- Students discuss in pairs before discussing as a class.

#### Answer

He's a butcher, so he weighs meat!

### ► EXTENSION ACTIVITY

Ask students if they know any brain teasers. If not, present them with the following: 1) If you took 5 chocolates from a box which contained 21 chocolates, how many chocolates would you have? (You took 5 chocolates, so you have 5 chocolates). 2) Inuit hunt for their food and are very good hunters, but they never hunt penguins. Why not? (Inuit live in the North Pole and penguins live in the South Pole).

## a-z Vocabulary 1 (SB page 72)

### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

#### Answers

1 toes	4 fingers
2 foot	5 hand
3 leg	6 arm

### 2

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the dialogues and explain anything they don't understand. Point out that the words in bold are similar or related in some way.
- Students work individually to complete the dialogues.
- They then check their answers in pairs before checking as a class.

#### Answers

1 see, make	3 feel, have
2 broke, hurt	4 take, checked

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that each sentence requires two words and point out that the words are related.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

#### Answers

1 dentist, teeth	3 medicine, chemist's
2 nurse, hospital	4 heart, blood

#### ► EXTENSION ACTIVITY

Students work individually. They write three gapped sentences using one word each from 1, 2 and 3. They then swap with a partner and complete their sentences.

#### Extra Task (for early finishers)

See photocopiable material on page 123.



## Grammar 1 (SB page 73)

#### Before you read the Grammar box

- Write the following sentence on the board: *I had left the gym by four o'clock*. Underline the tense and explain that we use the past perfect simple to talk about an action that happened before a particular time in the past. Explain that in the example *by* means at a time before *four o'clock*.
- Write the following sentence on the board: *I had bought a tennis racket before I broke my arm*.

Underline the tenses. Then ask students which event happened first (*I had bought a tennis racket*) and which happened later (*I broke my arm*). Explain that the first verb (*bought*) is in the past perfect simple tense and that we use it to talk about something that happened before another action in the past. Elicit that the second verb (*broke*) is the most recent past action and is in the past simple.

#### 1

- Read through the grammar theory with the class.
- Make sure students understand the difference between the past perfect simple and the past simple. Ask them to write a sentence using the tenses and to

use time expressions. They may look at the sentences in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Students should tick: b  
Students should cross out: a, c

Read 6.1 of the Grammar Reference on page 142 with your students.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to form sentences with the words by putting them in the correct order.
- Ask students to read the words and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them work out the order of events.
- Explain that for some items, two sentences are possible.
- Students work individually to form the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

- I had made an appointment with the specialist before two o'clock.
- John didn't sleep well because he had hurt his leg the previous day.
- Andrew lost his appetite after he had got sick. / After Andrew had got sick, he lost his appetite.
- I hadn't ever been to a hospital until I visited my best friend.
- By the time I got to the chemist's, it had closed.
- Debbie had had a rest before she went to the gym. / Before Debbie went to the gym, she had had a rest.
- After we had bought some fruit and vegetables, we had a coffee. / We had a coffee after we had bought some fruit and vegetables.
- We had watched a documentary about the human body before we started our projects. / Before we started our projects, we had watched a documentary about the human body.

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the verbs in the past perfect simple.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory so as to write the tense correctly.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

**Answers**

1 had worked	6 Had the nurse taken
2 Had you felt	7 had not seen
3 had got	8 Had Kate finished
4 had never cleaned	9 had already lost
5 had broken	10 hadn't ever tasted

**► EXTENSION ACTIVITY**

Ask students to tell you about their day using the past perfect simple with a time expression, or the past perfect simple and the past simple with a time expression. For example: *By 9 o'clock, I had arrived at school. / I went to school after I had eaten breakfast.*

**Extra Task (for early finishers)**

See photocopyable material on page 123.

**a-z Vocabulary 2** (SB page 74)**1**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

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

**2**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the phrasal verbs from 1 to complete the information booklet.
- Ask students to read the text and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

1 stay up  
2 sleep in  
3 sit around  
4 warm up  
5 look after  
6 Give up  
7 put on

**3**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must look at the words in orange and say which part of the body they are in L1. Then they must circle the correct words to complete the expressions. Finally, they need to say what they think the expressions mean.
- Ask students to read the sentences and explain anything they don't understand.

- Point out that they can work out the meaning of the expressions in bold by looking at the context of the statement.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the expressions to the students and asking them to repeat after you. Correct where necessary.

**Answers**

Students' own answers

1 hand	4 back
2 leg	5 finger
3 head	6 eyebrows

**Meanings:**

- 1 give sb a hand = help
- 2 break a leg = a way to wish someone good luck in the theatre
- 3 have a head for sth = be good at sth
- 4 break your back = work very hard
- 5 not lift a finger = not help at all
- 6 raise your eyebrows = show surprise

**4**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they can use each preposition only once.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look carefully at the words before and after the preposition in order to make the correct choice. Sometimes the preposition goes with the word before it and at other times it depends on the word(s) after it.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

1 of	6 for
2 to	7 out
3 about	8 by
4 in	9 under
5 at	10 on

**► EXTENSION ACTIVITY**

Ask students to give you examples of something that is *full of vitamins*, a food people can be *allergic to*, something that can cause them to be *in pain*, something that is *good for you*, an activity that leaves them *out of breath*, a situation that can put them *under stress* and an activity they are *keen on*.

**Extra Task (for early finishers)**

See photocopyable material on page 123.

**► Grammar 2** (SB page 75)**Before you read the Grammar box**

- Revise/Introduce comparative and superlative forms. Write the following words from the Reading text on the board: *thinner than, healthier than, better than,*

the *strangest*, *as active as*. Ask them which use a comparative form (*thinner than*, *healthier than*, *better than*, *as active as*) and which uses a superlative form (*the strangest*).

### 1

- Read through the grammar theory with the class.
- Make sure students understand that we use the comparative form to compare two people, animals or things, or two groups of people, animals or things. Elicit that we often use *than* after a comparative. Make sure students understand that we use the superlative form to compare one or more people, things or animals with a group of people, things or animals and that we use *the* before a superlative. Tell them that we use phrases like *in the world* and *of all* with the superlative. Explain/Elicit that we use *as + adjective/adverb + as* to say that two people, animals or things are the same or equal and that we use *not as + adjective/adverb + as* to say that two people, animals or things are not the same. Ask students to write three sentences – one using a comparative form, one using a superlative form and another using (*not*) *as ... as*. Check their sentences and clear up any problems before moving on to 2.

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task. First, they must read about Joanne and Caroline. Then they must complete the sentences. Finally, they have to decide if the sentences have the same meaning.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them to be careful with spelling when using words that end in *-y*.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

a *thirstier than*  
b *as thirsty as*

Yes, sentences a and b have the same meaning.

Read 6.2-6.3 of the Grammar Reference on pages 142-143 with your students.

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to write the correct form. Also, remind them to look for clues in the sentences that will help them to decide if a comparative or a superlative form is required.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

#### Answers

1 <i>better than</i>	5 <i>more difficult than</i>
2 <i>more active than</i>	6 <i>the most important</i>
3 <i>the worst</i>	7 <i>the least</i>
4 <i>the biggest</i>	8 <i>later than</i>

### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use (*not*) *as ... as* and the word in bold to complete the second sentence so it has the same meaning as the first sentence.
- Ask students to read the sentences and explain anything they don't understand.
- Remind students to look back at the grammar theory as they do the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

1 *ran as far as you*  
2 *doesn't hurt as much as my hand*  
3 *put on as many kilos as Ann*  
4 *not as busy as the specialist*  
5 *don't eat as fast as Bobby*  
6 *is not as old as Sharon*

### ► EXTENSION ACTIVITY

Ask students to write two sentences comparing members of their family. One must use a comparative form and the other must use a superlative form. For example: *My sister is older than my brother.* / *My father is the tallest of all.*

#### Extra Task (for early finishers)

See photocopyable material on page 123.

### Listening (SB page 76)

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask them to look at the pictures and tell you what they see (*a boy in bed who is sick / blowing his nose / sneezing; the same boy in bed drinking something; the same boy outside in the rain*).
- Ask them to look at the question and think about what the conversation will be about.
- Students work individually to complete the task.
- They then compare their answer in pairs before discussing as a class.

#### Suggested answer

The conversation will be about a teenage boy.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must check to see if all of the pictures in 1 are talked about in the conversation. Then they must read the conversation again to see if the pictures in 1 are in the same order as they are mentioned in the conversation.
- Ask students to read the conversation and explain anything they don't understand.
- Ask them to underline the things in the pictures that are mentioned in the conversation as they read it.
- Students work individually to complete the task.

- They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students to tell you the order of the pictures in the actual conversation (A, C, B).

#### Answers

Yes, they are all talked about. No, they aren't in the same order as the recording.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to choose the picture in 1 that answers the question correctly and also say if the answer is the last picture mentioned in the recording.
- Play the recording and ask students to choose their answer. Then ask students to discuss their answer with a partner and to justify it if it is different.
- Play the recording again if necessary, and check answer as a class.

#### Answer

**1A** He's upstairs in bed. He's got a temperature and he's sneezing.  
No, it isn't.

See the recording script on page 115.

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out that it is a good strategy to read the question and look at the pictures before they hear the recording to get an idea of what each conversation will be about. Tell them they should listen carefully to what is said about each picture and to remember that the answer isn't always the last picture that is mentioned.

#### 4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the questions and the pictures, and explain anything they don't understand.
- Encourage students to listen carefully to what is said about each picture and not to assume the last one mentioned is the correct answer.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

#### Answers

**1A** I was studying for today's maths test.  
**2B** I'm allergic to nuts.  
**3A** Have you stopped eating junk food? / Yes!  
**4C** Five o'clock is fine, thank you!  
**5B** ... you shouldn't sit around all day.  
**6C** ... the best exercise for me is walking.

See the recording script on pages 115-116.

## Speaking (SB page 77)

#### 1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

#### Answers

Students' own answers

#### TOP TIP

Find opportunities for your students to practise asking and answering questions so that they feel confident and sound natural when they do. This will stand them in good stead for their exam. In this lesson, it is the exam focus, but extend it to all parts of the course.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to give complete sentences as answers to the questions.
- Ask students to read the questions and the words, and explain anything they don't understand.
- Students work in pairs to ask and answer the questions, but check answers as a class.

#### Answers

**1** The name (of the tennis club) is/It's called/The tennis club is called Match Point Tennis Club.  
**2** The tennis club is/It's in Hampton.  
**3** Yes, it has indoor and outdoor courts.  
**4** It opens at 9 am/9 o'clock in the morning.  
**5** A yearly membership costs/is (only) £260.

#### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they should listen carefully to their partner's question and then look for the relevant information on their card before replying. Tell them they should use full sentences in their replies.

#### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the task involves asking and answering questions. Tell them that Student A will have a card with information about a place (*a gym*) and that Student B will have a different card with questions to ask about it. Remind students that the questions may just be a few words and that they will need to use them to form complete questions, as in 2.

- Go through the *Language Bank* with the students and make sure they understand the question forms. Ask them to look back at 2 to see how they gave answers there.
- Explain to students that the person answering the questions should give complete answers and not just repeat the words on their card.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Suggested answers

What's the name of the gym? It's the Fit For Life Gym.  
 What's the address of the gym? / Where is the gym? It's in High Street, London.  
 What classes has it got? It has aerobics, yoga and Pilates classes (every day).  
 What's the phone number? It's/The number is 0223 442 7040.  
 What are the opening hours? / When is it open? It's open daily from 7 am to 10.30 pm and on Sundays it's open till 2 pm.

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will now swap roles and that Student A will ask questions about a place while Student B will give answers.
- Remind students that the person answering the questions should use full sentences. Remind them too that the questions may just be a few words and that they will need to use them to form complete questions.
- Remind them to use the *Language Bank* to help them answer the questions.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Suggested answers

What is the name of the club? It's the Ace Volleyball Club.  
 How much does the membership cost? / What is the cost of the membership? It's / It costs 45 pounds per / a month.  
 What's the address of the club? It's in Balmoral Street, Hampton.  
 Has the club got a website? / Is there a website? Yes, it has. / Yes, there is. It's ace@volleyballclub.uk  
 When have they got beach volleyball? They have beach volleyball in (the) summer.

#### 5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.

- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

#### Answers

Students' own answers

## Writing (SB pages 78-79)

#### Note: Giving advice

- Ask students to read the information on notes and giving advice. Explain that when giving advice to solve a problem, they should use polite phrases. Tell them that we don't only use modals to give advice (*should*, *shouldn't*) and that some of these phrases to give advice are in the form of questions.

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to underline the phrases that are used to sound polite.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

- 1 I think you should
- 2 It would be a good idea to
- 3 Why don't you
- 4 How about
- 5 What about

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to make the advice sound more polite.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that they will need to use gerunds, full infinitives and infinitives without *to* depending on the phrase that is used to give advice.
- Students work individually to complete the task.
- Check answers as a class.

#### Answers

- 1 eat lots of fresh fruit
- 2 playing basketball after school
- 3 learn how to cook healthy meals
- 4 go to the gym three times a week
- 5 joining the tennis club

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and explain anything they don't understand.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

**1** She can't go to the party because she isn't feeling well.  
**2** Students' own answers

**4**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the note in 4 has been written in answer to the writing task in 3.
- Ask students to read the note and explain anything they don't understand.
- Students work individually to complete the task.
- Encourage them to look back at 1 if they need to see examples of phrases used to give advice.
- Students then check their answers in pairs before checking as a class.

**Answers**

**1** take some medicine, stay at home, drink lots of hot drinks, eat some soup  
**2** Students' own answers  
**3** 4  
**4** Students should underline: Why don't you, it would be a good idea to, I think you should, how about

**5**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to look back at the model note in 4 and circle the comparatives and superlatives the writer uses to compare things. Then they must answer the questions, one of which involves completing a table.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to look back at Grammar 2 if they need help with comparatives and superlatives.
- Students work individually to complete the task.
- Check answers as a class.

**Answers**

Students should circle: better, worse than, the best

**a** better  
**b** worse than  
**c** the best  
**d** **1** better (than)  
    **2** worse (than)  
    **3** better (than)  
    **4** worse (than)  
**5** the best  
**6** the worst  
**7** the best  
**8** the worst

**6**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the correct comparative or superlative form.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them to look for clues in the sentences that will help them to decide which form to use.
- Students work individually to complete the task.

- They then check their answers in pairs before checking as a class.

**Answers**

**1** the most important  
**2** healthier  
**3** earlier  
**4** the worst  
**5** better  
**6** better  
**7** worse

**LANGUAGE BANK**

- Quickly go through the words and phrases in the *Language Bank* and explain anything students don't understand.
- Remind students that they can use words and phrases from all of the sections in the *Language Bank* to write their note.

**7**

- Read the task out to students and explain anything they don't understand. Elicit that they must write a note giving advice.
- Go over the *Plan* with the students.
- Remind them to use a suitable beginning and ending when they write their note and to use polite phrases when they give advice.
- Remind them also to use the comparative and superlative to make comparisons.
- Assign the writing task for homework.

**Answers**

Students' own answers

**DOWNLOAD**

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students to use a variety of phrases when they give advice, and to begin and end their note in a suitable way.
- Remind them also to make comparisons using the comparative and superlative.

**► EXTENSION ACTIVITY**

Time permitting, students can make brief notes about the advice they will give. Help with vocabulary if necessary.

**Reload 6** (SB page 80)**Objectives**

- To revise vocabulary and grammar from Unit 6.

**Revision**

- Tell students that Reload 6 revises the material they saw in Unit 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct

them immediately, or they could do all the items together and correct them at the end.

- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

## Vocabulary Revision

### Vocabulary 1

- 1: Revise the parts of the body by writing the words on the board then pointing to the parts on your own body and asking individual students to name them.
- 2: Practise the words by writing the following gapped sentences on the board and these words and asking students to complete the sentences with them: *broke, check, feel, have, hurts, make, see, take*.

1 I have to \_\_\_\_ an appointment to \_\_\_\_ the doctor. (make, see)

2 He can't walk because he \_\_\_\_ his leg and it \_\_\_\_\_. (broke, hurts)

3 I \_\_\_\_ really tired and I need to \_\_\_\_ a rest. (feel, have)

4 The doctor will \_\_\_\_ my temperature and \_\_\_\_ my throat. (take, check)

- 3: Practise the words by writing the first letter of each on the board followed by a series of dashes to represent the rest of the letters (eg *b* \_\_\_\_). Then read out a definition (*it's red and it's in your body*) and ask individual students to complete the word on the board (*blood*).

### Vocabulary 2

- 1 and 2: Practise phrasal verbs. Write the phrasal verbs on the board and then read out the meanings, one by one. Ask individual students to match the meanings to the phrasal verbs.
- 3: Practise collocations and expressions. Write these expressions on the board (*give me a hand, break a leg, have a head for, break your back, not lift a finger, raise your eyebrows*) and ask students the following questions.

1 Which one means you are good at something? (have a head for)

2 Which one means to work very hard? (break your back)

3 Which one means not to help at all? (not lift a finger)

4 Which one means to help someone? (give me a hand)

5 Which one is used to show surprise? (raise your eyebrows)

6 Which is a way to wish someone good luck in the theatre? (break a leg)

- 4: Practise prepositions. Write these prepositions and gapped phrases on the board and ask individual students to come to the board and match the words with the prepositions they are used with. Then ask students to give you example sentences using the phrases.

about, at, by, for, in, of, on, out, to, under  
full \_\_\_\_ (of), allergic \_\_\_\_ (to), concerned \_\_\_\_ (about), \_\_\_\_ pain (in), \_\_\_\_ the hospital (at),  
good \_\_\_\_ you (for), \_\_\_\_ of breath (out), \_\_\_\_ appointment (by), \_\_\_\_ a lot of stress (under), keen \_\_\_\_ (on)

## Grammar Revision

### Grammar 1

Practise the past perfect simple.

- Ask students when we use the past perfect tense and elicit that it is used when we want to show actions that happened before other actions in the past.
- Draw a timeline with NOW in the middle and ask individual students to show you where the past simple and past perfect simple go on the timeline.
- Write the time expressions on the board (in mixed up order) and ask students to tell you which are used with each tense.
- Ask students to write an example sentence that requires the past simple and the past perfect simple. They write a gapped sentence with verbs you provide them and swap with a partner who must complete the sentence.

### Grammar 2

Practise comparison of adjectives and adverbs.

- Revise the comparative and superlative forms, as well as (*not*) *as ... as*. Then write the following gapped sentences on the board and ask students to complete them using the words in brackets and any others they need.

1 A broken leg is more \_\_\_\_ a cold. (serious) (serious than)

2 No, my eating habits aren't as \_\_\_\_ yours. (healthy) (healthy as)

3 A horse runs \_\_\_\_ I do. (fast) (faster than)

4 Fruit is \_\_\_\_ sweets for your health. (good) (better than)

5 Eating junk food is one of \_\_\_\_ things you can do. (bad) (the worst)

6 Jogging is my \_\_\_\_ favourite activity. (less) (least)

7 She is \_\_\_\_ of all the nurses. (nice) (the nicest)

- Students are now ready to do Reload 6.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

### Answers

#### Vocabulary

1a 2c 3b 4c 5a 6c 7b 8c 9a 10c

#### Grammar

1a 2b 3b 4c 5a 6a 7a 8c 9b 10c

**Objectives**

- To revise vocabulary and grammar from Units 5 and 6.

**Revision**

- Tell students that Progress Review 3 revises the material they saw in Units 5 and 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

**Vocabulary Revision**

## Revise foods.

- Unit 5, Vocabulary 1, Exercise 1: Copy the table from page 60 of the Student's Book on the board and write the three headings, *Fruit*, *Vegetables*, *Dairy*. Ask students to tell you what they are. Then read out the foods, one by one. Ask individual students to tell you what the food is and then ask them to write it under the correct heading.

## Revise containers for food and drink.

- Unit 5, Vocabulary 1, Exercises 2 and 3: Ask students what food or drink they can have in a *bowl*, a *box*, a *cup*, a *glass*, a *can*, a *bottle*.

## Revise restaurant words.

- Unit 5, Vocabulary 1, Exercise 4: Write the words on the board, one by one. Ask individual students to explain what the words mean: *chef*, *dish*, *menu*, *pasta*, *portion*, *restaurant*, *sauce*, *slice*, *waiter*.

## Revise parts of the body.

- Unit 6, Vocabulary 1, Exercise 1: Ask a student to come to the board. Read out the parts of the body, one by one, and have the student write them on the board (*arm*, *fingers*, *foot*, *hand*, *leg*, *toes*). Then say each word and ask individual students to show you where it is on their body.

## Revise words for health.

- Unit 6, Vocabulary 1, Exercise 2: Read out the following to students and have them tell you their answers.

- 1 *see or visit a doctor?* (see)
- 2 *do or make an appointment?* (make)
- 3 *break or crash your arm?* (break)
- 4 *it hurts or it pains?* (hurts)
- 5 *feel tired now or get tired now?* (feel)
- 6 *give or have a rest?* (have)
- 7 *measure or take your temperature?* (take)
- 8 *a doctor checks or looks your heart?* (checks)

## Revise words for health.

- Unit 6, Vocabulary 1, Exercise 3: Write the following words on the board (*blood*, *chemist's*, *dentist*, *heart*, *hospital*, *medicine*, *nurse*, *teeth*) and ask students to tell you what they mean. Then ask students to pair the words that are connected (*chemist's* / *medicine*; *dentist* / *teeth*; *heart* / *blood*; *hospital* / *nurse*).

## Revise word formation.

- Unit 5, Vocabulary 2, Exercises 1 and 2: Copy the table from page 62 of the Student's Book on the board. Include all of the verbs and the nouns *hunger* and *thirst*. Ask students to complete the columns for nouns and adjectives.

## Revise collocations and expressions.

- Unit 5, Vocabulary 2, Exercise 3: Write the expressions on the board and ask students what they mean.

- 1 *a piece of cake:* really easy to do
- 2 *not my cup of tea:* you don't like something
- 3 *you're toast:* you are in a lot of trouble
- 4 *the apple of your eye:* someone that is very special to you
- 5 *have egg on your face:* look foolish or feel embarrassed
- 6 *go bananas:* wild with excitement, anxiety, or worry
- 7 *a couch potato:* an extremely lazy person who watches TV and eats mainly junk food
- 8 *as cheap as chips:* very cheap

- Unit 6, Vocabulary 2, Exercise 3: Write the expressions on the board and ask students what they mean.

- 1 *give somebody a hand:* help
- 2 *break a leg:* a way to wish someone good luck in the theatre
- 3 *have a head for something:* be good at something
- 4 *break your back:* work very hard
- 5 *not lift a finger:* not help at all
- 6 *raise your eyebrows:* show surprise

## Revise prepositions.

- Unit 5, Vocabulary 2, Exercise 4: Write these prepositions and gapped sentences on the board and ask students to complete the sentences.

*at, by, for, in, on, out*

- 1 *Are oranges \_\_\_\_ season now?* (in)
- 2 *I'm going \_\_\_\_ a diet on Monday.* (on)
- 3 *I put sugar in the soup \_\_\_\_ mistake.* (by)
- 4 *Don't eat that cheese; it's \_\_\_\_ of date.* (out)
- 5 *I want salad for lunch \_\_\_\_ a change.* (for)
- 6 *Let's meet \_\_\_\_ dinner, shall we?* (at)

- Unit 6, Vocabulary 2, Exercise 4: Write these prepositions and gapped phrases on the board. Ask students to complete them.

*about, at, by, for, in, of, on, out, to, under*

- 1 *allergic \_\_\_\_ milk (to)*
- 2 *good \_\_\_\_ your health (for)*
- 3 *keen \_\_\_\_ sport (on)*
- 4 *be \_\_\_\_ pain (in)*
- 5 *\_\_\_\_ appointment (by)*
- 6 *full \_\_\_\_ sugar (of)*
- 7 *\_\_\_\_ stress at work (under)*
- 8 *\_\_\_\_ of breath (out)*
- 9 *concerned \_\_\_\_ someone (about)*
- 10 *\_\_\_\_ the hospital to visit someone (at)*

## Revise phrasal verbs.

- Unit 6, Vocabulary 2, Exercise 1: Read out the

following questions. Students answer in their own way. Example answers are in brackets.

- 1 *What food should you give up because it's bad for you? (junk food)*
- 2 *Who looks after you when you are ill? (parents, doctor)*
- 3 *What will you put on if you eat a lot? (weight, kilos)*
- 4 *What do you do when you sit around? (nothing)*
- 5 *When do you sleep in? (weekends)*
- 6 *When do you stay up late? (on Saturday night)*
- 7 *When should you warm up? (before exercise)*

### Grammar Revision

Revise articles.

- Write these gapped sentences on the board and ask students to complete them with *the, a, an* or *-*.

- 1 *I'm very \_\_\_ hot and thirsty; I should drink \_\_\_ glass of water, but \_\_\_ water isn't very cold. (-, a, the)*
- 2 *I went to \_\_\_ USA. I flew over \_\_\_ Atlantic Ocean and landed in \_\_\_ New York. (the, the, -)*
- 3 *In \_\_\_ afternoon, I usually play \_\_\_ football in \_\_\_ Clayton Park. (the, -, -)*
- 4 *My dad works as \_\_\_ manager in \_\_\_ large restaurant. He says \_\_\_ job is OK. (a, a, the)*
- 5 *When my brother isn't at \_\_\_ university, he sits around at \_\_\_ home or he goes to \_\_\_ cinema. (-, -, the)*

Revise countable and uncountable nouns, quantifiers.

- Ask students to complete these sentences with a word or contraction.

- 1 *There \_\_\_ any oil. (isn't)*
- 2 *There's a \_\_\_ sugar. (little)*
- 3 *There are a \_\_\_ of tomatoes. (lot)*
- 4 *Yes, there is \_\_\_ broccoli. (some)*
- 5 *There are a \_\_\_ onions. (few)*
- 6 *There \_\_\_ any bananas. (aren't)*
- 7 *There are \_\_\_ potatoes at all. (no)*
- 8 *There isn't \_\_\_ milk. (any)*
- 9 *There aren't \_\_\_ eggs, but there are a few. (many)*
- 10 *There isn't \_\_\_ food in the fridge, but there is some. (much)*

Revise past perfect simple.

- Write these sentences on the board and ask students to choose the correct words.

- 1 *By the time we got to the stadium, the match began / had begun. (had begun)*
- 2 *Had you seen / Did you see the doctor yesterday? (Did you see)*
- 3 *I had never eaten / never ate snails before! (had never eaten)*
- 4 *I hadn't finished / didn't finish my meal when the waiter took my plate! (hadn't finished)*
- 5 *We were tired after we walked / had walked all day. (had walked)*

Revise comparative and superlative.

- Write these sentences on the board and ask students to correct them.

- 1 *Eating fruit is better for eating sweets. (better than)*
- 2 *Football is most interesting than golf. (more interesting)*
- 3 *Do doctors work as harder as nurses? (as hard as)*
- 4 *Jessica runs the fastest from all the girls. (the fastest of all)*
- 5 *This is the worse meal I have ever eaten! (the worst meal)*
- 6 *Jason isn't as healthier as Peter. (isn't as healthy as)*

- Students are now ready to do Progress Review 3.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

### Vocabulary

#### Answers

1

1b 2c 3a 4a 5b 6a 7c 8c

2

1	thirsty	4	salty
2	boiled	5	waitress
3	uncooked	6	hungry

3

1	a hand	5	a finger
2	cake	6	a head
3	potato	7	egg
4	tea	8	chips

4

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

### Grammar

#### Answers

1

1	the	5	-
2	a	6	the
3	the	7	an
4	a	8	-

2

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

3

1	had cooked, came	5	hadn't been, decided
2	arrived, had finished	6	went, had put on
3	hadn't eaten, visited	7	had worked, needed
4	felt, had watched	8	had never been, was

4

1	tastier	5	best
2	more	6	quickly
3	big	7	worst
4	much	8	most