

8

Looking After Yourself

Unit plan**Reading:****Vocabulary:****Grammar:****Listening:****Speaking:****Writing:**

multiple choice, being careful with words in the options that appear in the text
words related to looking after yourself, prepositions, word formation, collocations & expressions

gerunds & infinitives, causative forms

note taking, predicting what you will hear and completing the sentences

comparing photos, talking about healthy lifestyles, giving and justifying your opinion

essay, creating a good impression, using a gerund to emphasise activities rather than the people doing them

Unit Opener (SB page 95)

- Ask students to read the title (*Looking After Yourself*) and ask them if it only refers to physical health. If not, elicit what else it could refer to (eg *mental and emotional health*).
- Ask students to look at the picture and tell you what they can see (*four teenagers with surfboards; they are going surfing*). Ask how the picture relates to the title (*they are looking after themselves by being outside in the fresh air; doing a physical activity, and being with friends*).

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that 'good health' refers to both physical and mental health.
- Ask students to read the factors and explain anything they don't understand.
- Students discuss the factors in pairs before discussing as a class. Ask them to note down which factors they agree are the most important.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell you which factors they believe are the most important and ask the class if they agree.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to go through the list in 1 again to decide if the factors are represented in the picture.
- Students discuss in pairs before discussing as a class.

Suggested answer

being happy and easy-going, having good friends and socialising, getting regular exercise (possibly), living without environmental risks (possibly – if we assume the sea water is clean)

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they are being asked to choose and discuss any one of the

factors, and are not being asked to say which one they think is the most important.

- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to explain why the factor they have chosen is important for good health.

Answers

Example answer: *Having good friends and socialising is important for good health because it makes you feel good mentally, so you don't get depressed. Your friends can give you help or support when you need it, so you don't feel alone.*

Background information

The idea of 'a sound mind in a sound body' comes to us from antiquity. The ancient Greeks, who had a culture of sport, recognised the close links between physical exercise, mental health and the ability to enjoy life. The original saying, *vous υγιής εν σώματι υγίει*, goes back to the mathematician and philosopher, Thales of Miletus, who lived in the 6th century BC. Plato believed a balance and harmony between the body and the soul was the educational ideal that young men should strive for. The remains of a gymnasium including a *palaestra* (wrestling school) have been discovered among the ruins of Plato's Academy in Athens.

TOP TIP

Encourage students to expand their range by taking the opportunity to extend the tasks in the Student's Book. For example, in 1, students could be asked to discuss the consequences of not being happy, getting enough sleep, etc.

Let's talk about it!

- Are you as physically active as you should be?
- Is it difficult to find a good balance in your life? Why?/ Why not?
- Do you spend too much time with your friends?

DVD 8

Summary of DVD 8: The video is titled 'The Science of Happiness – If You're Happy and You Know It'. Explain to/Elicit from students that the title comes from a children's song that includes the lyrics, 'If you're happy and you know it, clap your hands [clap, clap] / If you're happy and you know it, clap your hands [clap clap] / If you're happy and you know it, then you really ought to show it. / If you're happy and you know it, clap your hands [clap, clap].'

Explain that the video takes a look at the idea that happiness can lead to success rather than success leading to happiness. It is stated in the video that, statistically, happy people perform better with marriage, friendships, income, work performance and health. The makers of the video set out to see if this was true. They tested two groups of people – one group of people who they put in a good mood with funny videos, snacks and a gift, and another group of people (the control group) who were given nothing – by giving them a puzzle to solve. They wanted to see if the 'happy' group would perform better than the control group.

The puzzle: All the participants are given a cork board, a cardboard matchbox, matches, tacks (pins) and a candle. They have to keep the board upright, and attach the candle to the board in such a way that when the candle is lit, none of the melted wax drips on the table or the floor.

The results: The group that had been put in a good mood solved the puzzle 14 per cent faster than the control group.

DVD link: <https://www.youtube.com/watch?v=IkMHZ7mchVo>

Answers

Students' own answers

Reading (SB pages 96-97)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to tick what is true for them to complete the summary.
- Ask students to read the survey and explain anything they don't understand.
- Students work individually to complete the survey.
- They then compare their answers in pairs before discussing as a class.
- Ask students about their results. Ask them if they feel they should be getting more/less sleep; what they can do to be alert for school; why breakfast is important; and to justify the time they have chosen for school to start.

Answers

Students' own answers

2

- 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.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text and look for the information about the effects that lack of sleep has.
- 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 do the task individually, but check answer as a class.

Answer

It can damage the body's immune system which leads to more frequent illnesses, and can also cause weight gain because a person who needs sleep is more likely to crave unhealthy junk food.

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 for multiple-choice tasks they must be wary of distractors, such as when there are words in the options that are the same as words in the text. Tell them that is no guarantee of the correct answer and, in fact, the likely purpose of such a distractor is to trick them. Stress that unless the option actually answers the question, it is incorrect. Refer them to question 3 and point out that the words *anxious*, *accidents* and *junk food* are all in the text.
- Ask students if any of the words are in the correct option.
- Students work individually to answer the question.
- Check answer as a class.

Answer

No, the answer is not option A, C or D

4

- 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.
- Encourage students to use the tips from the *Download* box when doing the task and to be careful with the distractors.
- Students work individually to choose the best answers.
- They then check their answers in pairs before checking as a class.

Answers

- 1D *It's a feeling we all know and hate – the moment of waking, when the only thing we want to do is sleep.*
- 2C *When we look forward to something or are anxious, sleep escapes us. When we are feeling down, sleep is the best medicine.*
- 3B *... lack of sleep can cause memory and concentration problems that make learning difficult and lead to poor academic performance.*
- 4A *Babies need up to 18 hours a day, toddlers need up to 14 hours, school-age children require up to 11 hours, teens need 9-10 hours a day to maintain full alertness, while adults (including the elderly) require less, about 7-8 hours a day.*
- 5B *Because of early school starts, teens are unable to get the 9-10 hours of sleep they need.*
- 6C *The result? Academic performance and attendance have improved, sleeping in class has declined and so has depression.*

5

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

Answers

1B 2M 3B 4M 5B 6M

6

- 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.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 psychological	4 figure
2 brain	5 biological
3 physical	6 mental

▶ EXTENSION ACTIVITY

Students work in pairs. They tell their partner how they feel when they don't get enough sleep. Monitor and help with vocabulary and grammar if necessary, but do not interrupt fluency.

7

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to do the role-play task.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, ask a pair to perform their dialogue for the class. Time permitting, all pairs can do so.

Answers

Students' own answers

A-Z Vocabulary 1 (SB page 98)

1

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

Answers

1 nutritious food
2 environmental risks
3 stressful lifestyle
4 regular exercise
5 medical check-ups
6 sleep loss

2

- Ask students to read the instructions and check that they understand what they have to do. Students can work in pairs or you may choose to have a class discussion.
- Ask them to consider each factor one by one and remind them also to say *how* the factors affect health.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the columns and explain anything they don't understand.
- Ask students to work in pairs before checking answers as a class.
- Once answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

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

4

- 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.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

1 junk food	4 immune system
2 body clock	5 weight gain
3 age group	6 sleep patterns

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all verbs.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.

Answers

1 function	4 decline
2 crave	5 adopt
3 yawn	6 restore

▶ EXTENSION ACTIVITY

Ask students to use words from 1 and compound nouns from 3 to form sentences. For example, **Regular exercise is important for every age group.**

Extra Task (for early finishers)

See photocopiable material on page 152.

⚙️ Grammar 1 (SB page 99)

Before you read the Grammar box

- Revise gerunds and infinitives. Ask students if they remember the forms and write them on the board. Then ask students for examples of these in use.
verb + -ing (gerund)
verb + to do (full infinitive)
verb + do (bare infinitive)

1

- Read through the grammar theory with the class.
- Ask students when we use the different forms of gerund and infinitive and elicit that usage depends on the words they are used with.
- Refer students to 1 in the Opener on page 95 of the Student's Book. Ask them if the factors in the list begin with a gerund or an infinitive (*a gerund*) and ask them which use of the gerund they show (*gerunds used as nouns*).
- Remind students that there are verbs which can take either a gerund or an infinitive with or without a change in meaning. For example, *like + doing / to do* (no change); *stop doing / to do* (change in meaning).

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that the sentences are about the grammar theory.
- Encourage them to look back at the grammar theory for help.
- Students work in pairs before checking as a class.
- Before going on to 3, check understanding by asking for example sentences using: the gerund as a noun, after prepositions and after certain words and phrases; the full infinitive after *too* and *enough*; verbs that can be followed by a gerund or a full infinitive with no change in meaning; and verbs that can be followed by a gerund or a full infinitive with a change in meaning.

Answers

- a** F
We can use gerunds as nouns, after prepositions and after certain verbs and phrases.
- b** F
We can use a full infinitive after the words *too* and *enough*.
- c** T

Read 8.1-8.4 of the Grammar Reference on pages 170-171 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to quickly read the text and explain anything they don't understand.

- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------|--------------|
| 1 providing | 9 have |
| 2 to extend | 10 to pet |
| 3 to take part | 11 to assist |
| 4 being | 12 grooming |
| 5 help | 13 to do |
| 6 to live | 14 be |
| 7 visiting | 15 to send |
| 8 to meet | 16 attending |

▶ EXTENSION ACTIVITY

Ask students to write a paragraph about dogs and their special relationship with humans. Ask them to write about the reasons why dogs are good pets. Tell them to use gerunds and infinitives in their paragraphs.

Extra Task (for early finishers)

See photocopiable material on page 152.

Ⓐ-2 Vocabulary 2 (SB page 100)

1

- 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.
- Elicit that the sentences all contain prepositional phrases, and the phrases are formed with verbs, nouns and adjectives.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | | |
|--------|------|--------|
| 1 from | 3 on | 5 on |
| 2 to | 4 to | 6 from |

2

- Before students look at the task, ask them to tell you some endings for nouns and adjectives. Write them on the board and then ask students to give you examples of nouns and adjectives with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-----------------|-------------|
| 1 concentration | 4 recommend |
| 2 alertness | 5 attend |
| 3 drowsiness | 6 medical |

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.
- Ask students to look at each sentence and decide if a verb, a noun or an adjective is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|--------------|
| 1 drowsy | 4 medication |
| 2 concentrate | 5 alert |
| 3 Attendance | 6 recommend |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the expressions in the sentences using the adjectives.
- 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.
- Once answers have been checked, check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------------|------------|
| 1 infectious | 4 Shooting |
| 2 poor | 5 upset |
| 3 runny | 6 blinding |

EXTENSION ACTIVITY

Students work in pairs. Ask them to imagine their partner has never had a cold. They must tell their partner what it's like to have a cold. They should describe their symptoms, say what they can and can't do, and explain how it makes them feel.

Extra Task (for early finishers)

See photocopiable material on page 152.

Grammar 2 (SB page 101)

Before you read the Grammar box

• Revise the causative form. Write the following on the board: *have/get something done*, *have somebody do something*, and *get somebody to do something*. Remind students that we use these causative forms when we arrange for someone to do something for us.

1

- Read through the grammar theory with the class.
- Write these causative forms on the board and ask individual students to give you sentences using them.
subject + *have* + object + past participle
subject + *get* + object + past participle

have + object + bare infinitive

get + object + full infinitive

- Remind students that if we want to mention the agent, we use *by* (*I had/got my blood pressure checked by the doctor.*) and that we also use the causative to talk about something unpleasant that happens to someone, but in that case we cannot use *get* (*She had her arm broken.*)

2

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

Answers

- a** My doctor had me go to his surgery for blood tests.
b After weeks of discussion, I got my grandmother to visit her doctor.
Sentence b means that someone persuaded someone else to do something.
Sentence a means that someone asked or told someone else to do something.

Read 8.5-8.7 of the Grammar Reference on page 171 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1b 2a 3c 4a 5b

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that the words are in the correct order, but they need to write them as grammatically correct sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help 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 I haven't had my mum make me a doctor's appointment yet.
- 2 Julia will get the back specialist to give her some advice tomorrow.
- 3 Has he had the nurse bring him a glass of water yet?
- 4 Did you get your parents to call a psychologist yesterday?
- 5 Grandad has Grandma prepare him a special drink every evening.

▶ EXTENSION ACTIVITY

Ask students to write three sentences about what they can do or have done to become healthier. Tell them to use the three different forms of the causative.

Extra Task (for early finishers)

See photocopiable material on page 152.

🎧 Listening (SB page 102)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which part of speech can complete the gap in each sentence.
- Ask students to read the sentences 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.
- Point out that nouns are often accompanied by adjectives.

Answers

- 1 (adjective +) noun
- 2 adjective
- 3 (adjective +) noun
- 4 (adjective +) noun

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Remind them to consider whether an adjective, noun, or adjective + noun can fill the gap before choosing their answers.
- Students work in pairs to complete the task before checking answers as a class.

Answers

- 1B 2C 3A 4D

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will listen to an extract and choose the answer from each group in 2 that completes the sentences in 1. Point out that all of the options are grammatically correct for the sentences, but only one in each group is what the speaker says.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 (excess) weight
- 2 fit and healthy
- 3 film stars
- 4 health

See the recording script on page 140.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain the importance of predicting what kind of information they should listen for such as dates, activities, etc, and also to think about which part of speech can complete the gap. Tell them that when they hear similar kinds of information, they should listen out for words such as *most of*, *a few of*, *always*, etc to help them complete the sentence. Remind them to try to complete the sentences the first time they listen, and to check their answers on the second listening. Stress that their answers must be grammatically correct, so they should check their grammar too.

4

- 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 predict the information required to complete the gaps.
- Play the recording and ask students to write 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

- 1 medical condition: *I also see patients who must avoid certain foods and stick to a special diet because they have a medical condition.*
- 2 misinformation: *Misinformation is the biggest enemy of anyone who wants to achieve good health and weight loss.*
- 3 celebrity doctors: *Some of these diets are even approved by celebrity doctors, so we are made to believe they are safe.*
- 4 whole groups: *Basically, any eating plan which excludes whole groups of foods, like carbs, fat or protein is wrong and can actually prove dangerous to our health.*
- 5 dried fruit: *... we can replace 'bad' carbs, like white bread and sugar with 'good' carbs, like wholegrain pasta and dried fruit.*
- 6 dieting myth: *One dieting myth that ruins your chances of losing weight is 'the less you eat, the more you lose'.*
- 7 our body: *... from an evolutionary point of view, our body has learnt to adapt to any condition it sees as an emergency or a threat in order to survive.*
- 8 to concentrate: *Weak, drowsy and unable to concentrate, you couldn't be further from the model of 'glowing health' you had in mind when you began your starvation diet.*
- 9 all products: *Just because they're on a shelf and widely available doesn't mean that all products are safe or appropriate.*
- 10 everyday foods: *If you eat or drink more than is safe, even everyday foods may harm your system.*

See the recording script on page 140.

Speaking (SB page 103)

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

Accustom students to giving their opinion by asking them to comment on current news stories and events. You could allocate some time every lesson to discussing current issues.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must first complete the sentences and then decide if the sentences give an opinion or justify one.
- Read the sentences and explain anything they don't understand.
- Read the phrases in the *Language Bank* and explain anything they don't understand.
- Point out that in order to justify an opinion, one has to be given first.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Alternatively, you can ask students to complete the sentences before looking at the *Language Bank* and then get them to check their answers against it.

Answers

- 1 rather
2 reason
3 don't
4 fond of
5 The way
6 can see
7 two minds
8 ask
9 is true
aG bJ cG dJ eG fG gG hJ iG jG kJ

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Emphasise the importance of justifying their opinion by giving examples to show what they mean. Explain that they are free to express any opinion they choose, so long as they are able to support it.

3

- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them. Ask them also to look back at 2 for examples of the phrases in use.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about which lifestyle they find more desirable. Student B must reply to one question about which photo is closer to their lifestyle. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about which of the two people in the photos seem to enjoy a better quality of life. Student A must reply to one question about stress and how they cope with it.*)
- 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.

Answers

Students' own answers

4

- 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 104-105)

Essay: Creating a good impression

- Ask students to read the information on essays and creating a good impression. Explain that when their essays are marked, some of the marks they receive will be for the general impression their work makes. Tell them that examiners look for neat, clear handwriting (without scribbles), proper punctuation and correct spelling. Explain that these all contribute to making their work easier to read. Point out that the one thing they most certainly can do – irrespective of their ability – is to present their work neatly. Also stress the importance of linking their ideas with suitable linking words and phrases that will help to guide the reader through their writing.

1

- 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 have to find and correct the eight mistakes in the essay extract, and

then they need to replace the informal linking words with the formal ones.

- Ask students to read the words in the orange box and the extract, and explain anything they don't understand.
- Ask students which of the words in the orange box mean the same thing and can therefore be used interchangeably (*Furthermore* and *In addition*).
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

Error	Correction
to (line 1)	too
student's (line 2)	students
too much nervous (line 2)	too nervous
wich (line 3)	which
their (line 4)	there
stress (line 4)	stress.
doing (line 4)	Doing
healthy (line 5)	healthily
felling (line 5)	feeling
Informal linking word/phrase	Formal linking word/phrase
To start off	In the first place
And	Furthermore/In addition
But	However
And	In addition/Furthermore

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that an essay should be formal in tone, so they should avoid starting sentences with *And* and *But* because they are too informal.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

- 1 Furthermore, In addition, Moreover, Also, Apart from that,
- 2 However, On the other hand, In contrast, Yet, Nevertheless

3

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

Answers

Students should circle: *keeping fit in other ways*

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the essay is written in answer to the task in 3.
- Refer students back to the essay extract in 1. Ask them where the linking words are and elicit they are at the start of the sentences.
- Ask a strong student to read the essay and explain anything students don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students if any of the linkers have a similar meaning (*in addition, moreover*).

Answers

Students should underline: *However, Firstly, In addition, Moreover, On the other hand, To sum up*

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that gerunds can be used as the subject of a sentence and explain that this enables a writer to emphasise an activity rather than the person doing it.
- Write the following sentences on the board for students to see the difference: *Eating fruit instead of sweets is good for you. / It is better if you eat fruit instead of sweets.*
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

Students should circle: *Walking, driving, cycling, taking, Swimming, training with, playing in, Eating*

6

- 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.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

- 1 Sitting for hours in front of a computer is bad for people's health.
- 2 Not getting enough sleep can make people tired during the day.
- 3 Going outside and getting some fresh air can get rid of a headache.
- 4 Not drinking enough water could lead to being dehydrated.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words for physical and mental health, and explain anything students don't understand. Remind students to use a wide range of vocabulary in their writing.

▶ EXTENSION ACTIVITY

Time permitting, have a class debate on the topic, 'Teenagers are too lazy to exercise.' Divide the class into two teams and choose a speaker for each one. Give them enough time to write down their ideas in support of their view before having the debate.

7

- Read the task out to students and explain anything they don't understand.
- Remind them to produce neat work that will make a good impression.
- Go over the *Plan* with the students.
- Ask students to make notes for their paragraphs and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to use linking words and phrases that will help to make their essays flow and guide the reader. Also remind them to check punctuation, grammar and spelling for any mistakes.

🔄 Reload 8 (SB page 106)

Objectives

- To revise vocabulary and grammar from Unit 8.

Revision

- Tell students that Reload 8 revises the material they saw in Unit 8.
- 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 and 2: Revise the factors that affect health. Write the second half of each phrase on the board. Ask individual students to come to the board. Read out the first part of a phrase and ask the students to match it with one of the items on the board.
- 3 and 4: Revise the compound nouns. Read them out one by one and ask individual students to explain what they mean.

- 5: Revise the verbs. Ask the following questions about the verbs:

- 1 Do you function well when you have a cold? (no)
- 2 What do you crave? (sweets, chocolate, etc)
- 3 When do you yawn? (when tired or bored)
- 4 What is the opposite of decline? (increase, go up)
- 5 What can be adopted? (children, ideas, habits)
- 6 What can sleep restore? (the mind and the body)

Vocabulary 2

- 1: Practise prepositions. Write the verbs, nouns and adjectives on the board and ask students which prepositions they go with to form the prepositional phrases. Once answers have been given, ask students to use the phrases in sentences. (*suffer from, admit to, on the mend, allergic to, on medication, discharge from*)
- 2 and 3: Practise word formation. Write the nouns on the board and ask students to give you the verb and adjective forms. Remind them that not all of the nouns have both a verb and an adjective form. Then they must use one of the derivatives in a sentence.
- 4: Practise collocations and expressions. Write the expressions on the board and ask students to tell you what they mean. Once the meanings have been given, ask students to use the expressions in sentences.

Grammar Revision

Grammar 1

Practise gerunds and infinitives.

- Revise gerunds and infinitives by writing these words on the board and asking individual students to use them in sentences with a gerund or an infinitive form. (*enjoy, too busy, had better, remember, let, agree, can't stand, would rather, forget* (enjoy doing, too busy to do, had better do, remember doing / to do, let sb do sth, agree to do, can't stand doing, would rather do, forget doing / to do))

Grammar 2

Practise the causative forms.

- Write the forms on the board and ask students to give you sentences using them:
subject + *have* + object + past participle
subject + *get* + object + past participle
have + object + bare infinitive
get + object + full infinitive
- Students are now ready to do Reload 8.
- 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 2b 3d 4d 5a 6b 7c 8c 9a

Grammar

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

Objectives

- To revise vocabulary and grammar from Units 7 and 8.

Revision

- Tell students that Progress Review 4 revises the material they saw in Units 7 and 8.
- 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 the words for crimes.

Unit 7, Vocabulary 1, Exercises 1 and 2: Write the crimes on the board and then read out the definitions one by one. Ask individual students to match the definition to the crime.

- getting money from people by deceiving them (fraud)
- using violence or threats to take control of a vehicle, especially a plane (hijacking)
- making illegal copies of things like DVDs and books in order to sell them (piracy)
- making continuous loud noise, especially late at night and in a residential area, which annoys the people living there (disturbing the peace)
- using somebody else's name and personal information to use their credit cards or to take money out of their bank account (identity theft)

Revise words connected to crime.

Unit 7, Vocabulary 1, Exercises 3 and 4: Write the words on the board. Ask students to tell you which words relate to people (*accomplice, hostage, juror, suspect*), and which words relate to evidence (*CCTV footage, DNA, fingerprints, murder weapon*). Then ask them to explain what the words mean.

Revise words related to crime.

Unit 7, Vocabulary 1, Exercise 5: Write the halves of the phrases on the board in two columns and ask students to match the words. Then ask them to explain what the phrases mean.

Column 1	Column 2
crime	accident
criminal	account
eyewitness	case
hit-and-run	citizen
law-abiding	policeman
open-and-shut	record
plain-clothes	scene

(*crime scene, criminal record, eyewitness account, hit-and-run accident, a law-abiding citizen, an open-and-shut case, a plain-clothes policeman*)

Revise the factors that affect health.

Unit 8, Vocabulary 1, Exercises 1 and 2: Ask students the following questions.

- Can you name some environmental risks? (*air pollution, water pollution, etc*)
- How do you feel when you are suffering from sleep loss? (*tired, exhausted, can't concentrate, etc*)
- Can you give some examples of nutritious food? (*fresh food and vegetables, salads, fish, etc*)
- Can you make some recommendations for regular exercise? (*walking, swimming, going to the gym, etc*)
- What happens at a medical check-up? (*a doctor checks your heart, lungs, blood pressure, ears, throat, etc; a doctor checks to make sure you are in good health*)
- What contributes to a stressful lifestyle? (*busy job, family, commuting, etc*)

Revise compound nouns.

Unit 8, Vocabulary 1, Exercises 3 and 4: Write the compound nouns on the board and then read out the definitions one by one. Ask individual students to match the definition to the compound noun.

- a group of people born around the same year (age group)
- burgers, chips and pizza are examples of this (junk food)
- it helps your body to fight infection and disease (immune system)
- this refers to when and how long you sleep (sleep pattern)
- putting on more kilos (weight gain)
- the time your body thinks it is (body clock)

Revise the verbs.

Unit 8, Vocabulary 1, Exercise 5: Ask individual students what the verbs mean (*adopt = take up, use; crave = want very badly; decline = decrease; function = work, operate; restore = make the same as before; yawn = open your mouth wide due to being tired, sleepy or bored*).

Revise collocations and expressions.

Unit 7, Vocabulary 2, Exercise 1: Read out the expressions one by one, omitting the final noun, and ask individual students to complete the expressions and explain what they mean.

- have a brush with the (law) = (experience being in trouble with the police)
- take someone to (court) = (take legal action against someone)
- place someone under (arrest) = (arrest someone)
- take someone into (custody) = (keep someone in prison while they wait to go to court)
- press (charges) = (complain officially about someone in a law court)
- reach a (verdict) = (find someone guilty or innocent after a trial)

Unit 8, Vocabulary 2, Exercise 4: Read out the definitions and ask individual students to give you the correct expressions.

- It's a common symptom of a cold. (*runny nose*)
- It's a very bad headache. (*blinding headache*)
- It's a disease you can catch from someone else. (*infectious disease*)
- You get this after eating something bad. (*upset stomach*)

- 5 *You have this if you can't see very well. (poor eyesight)*
 6 *These are sudden, sharp pains. (shooting pains)*

Revise prepositions.

Unit 7, Vocabulary 2, Exercise 2: Write the phrases on the board and ask students to complete them with the correct preposition.

- 1 *convict me (of) a crime*
- 2 *fine me (for) something*
- 3 *be guilty (of) a crime*
- 4 *be (on) trial*
- 5 *release me (from) prison*
- 6 *testify (against) me in court*

Unit 8, Vocabulary 2, Exercise 1: Write the phrases on the board and ask students to give you example sentences using them. Alternatively, write the sentences on the board and ask students to complete them with the correct preposition.

- 1 *I've got a runny nose. I'm suffer (from) a cold.*
- 2 *The doctor is admitting the patient (to) hospital.*
- 3 *I'm feeling better. I'm (on) the mend now.*
- 4 *He can't eat eggs; he's allergic (to) them.*
- 5 *You shouldn't drive when you are (on) medication.*
- 6 *She's going home today. She is being discharged (from) hospital.*

Revise commonly confused words.

Unit 7, Vocabulary 2, Exercise 3: Write the pairs of words on the board and ask individual students to use both words in sentences.

after / afterwards; all ready / already; any way / anyway; beside / besides; foreword / forward; in time / on time.

Revise word formation.

Unit 8, Vocabulary 2, Exercises 2 and 3: Write one word from each set on the board and ask individual students to give you the derivative forms. Then they must use one of the derivatives in a sentence.

Grammar Revision

Revise zero, first, second and third conditionals.

• Write these prompts on the board and ask students to write the conditional sentences.

- 1 *zero conditional: witness a crime / call the police (If/When you witness a crime, you call the police.)*
- 2 *first conditional: gain weight / overeat (You'll gain weight if you overeat.)*
- 3 *second conditional: we have evidence / we arrest him (If we had evidence, we could/would arrest him.)*
- 4 *third conditional: he not break leg / he join us (If he hadn't broken his leg, he would/could have joined us.)*

Revise mixed conditionals.

• Write these stems on the board and ask students to complete them as mixed conditionals.

- 1 *If he hadn't got caught in the rain, ...*
- 2 *We would be home now ...*
- 3 *If Tom had eaten less junk food, ...*

Revise conditionals without *if*.

• Write the words on the board and ask students to use them in conditional sentences without *if*.
unless, as/so long as, provided/providing, otherwise, in case

Revise gerunds and infinitives.

• Read out these words one by one and ask individual students to use them in sentences with either a gerund or an infinitive form.

imagine, excited, promise, had better, it's not worth, fit enough, pleased, would like

(imagine doing, (too) excited to do, promise to do, had better do, it's not worth doing, fit enough to do, pleased to do, would like to do)

Revise causative forms.

• Write the forms on the board and ask students to give you sentences using them.

subject + *have* + object + past participle

subject + *get* + object + past participle

have + object + bare infinitive

get + object + full infinitive

• Students are now ready to do Progress Review 4.

• 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 | jurors | 4 | accomplice |
| 2 | eyewitness | 5 | fingerprints |
| 3 | piracy | 6 | hostages |
| | | | |
| 2 | | | |
| 1 | took | 5 | press |
| 2 | found | 6 | fined |
| 3 | reached | 7 | placed |
| 4 | testified | 8 | released |
| | | | |
| 3 | | | |
| 1 | immune | 4 | poor |
| 2 | medical | 5 | runny |
| 3 | nutritious | 6 | sleep |
| | | | |
| 4 | | | |
| 1 | allergic | 5 | drowsy |
| 2 | medication/medicine | 6 | infectious |
| 3 | concentration | 7 | recommendation |
| 4 | attendance | 8 | alertness |

Grammar

Answers

- | | | | |
|---|--|---|-------------|
| 1 | | | |
| 1 | don't understand | 5 | gets |
| 2 | wouldn't have turned | 6 | didn't have |
| 3 | would contact | 7 | had taken |
| 4 | catch | 8 | don't find |
| | | | |
| 2 | | | |
| 1 | otherwise | 4 | case |
| 2 | unless | 5 | Provided |
| 3 | long | 6 | if |
| | | | |
| 3 | | | |
| 1 | to take | 5 | walking |
| 2 | pay | 6 | talking |
| 3 | getting | 7 | take |
| 4 | to see | 8 | to buy |
| | | | |
| 4 | | | |
| 1 | will be having a burglar alarm installed | | |
| 2 | had two teeth filled | | |
| 3 | got the accomplice to record | | |
| 4 | had their fingerprints taken | | |
| 5 | is getting his burns treated | | |
| 6 | didn't have her computer stolen | | |