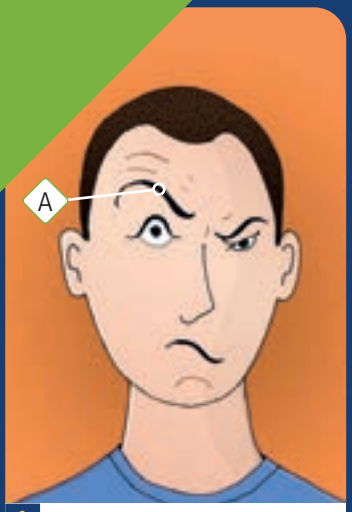
Look after yourself

6

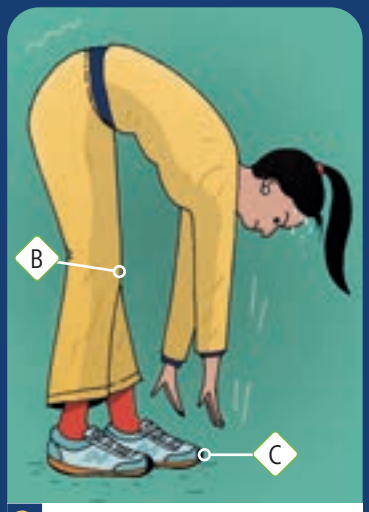
VOCABULARY
Parts of the body | Sports and fitness | Accidents and injuries | Sleep | Symptoms, illnesses and allergies

GRAMMAR
Countable and uncountable nouns | Quantifiers | Past Continuous and Past Simple

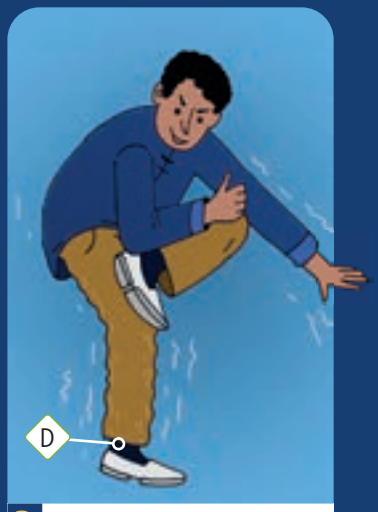
BODY CHALLENGE
Can you do these things?



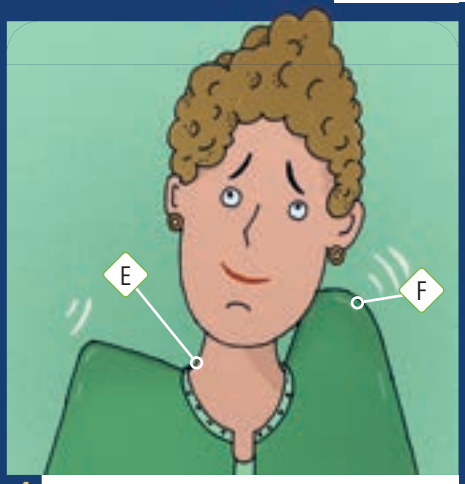
1 Raise one eyebrow and not the other.



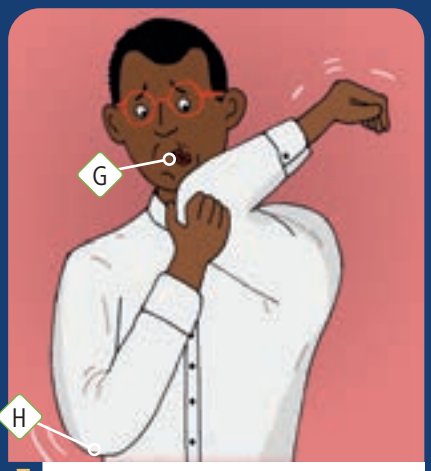
2 Touch your toes without bending your knees.



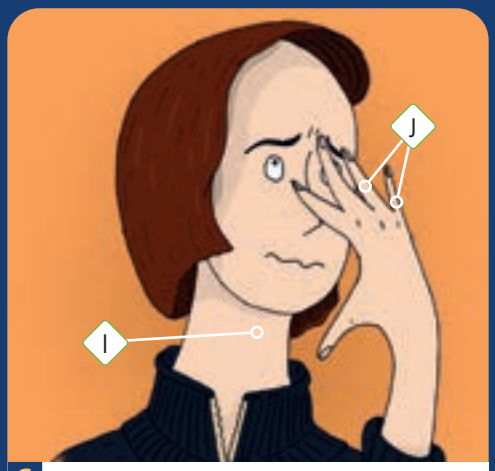
3 Touch your ankle with your elbow.



4 Touch your neck with your shoulder.



5 Touch your elbow with your lips.



6 Touch your eyebrow and your throat with the fingers of one hand.

6.1 Vocabulary

The body

1 **I KNOW!** Work in pairs. How many parts of the body can you name in a minute?

2 6.1 Study Vocabulary box A. Match the words with parts of the body A–J in the pictures. Listen and check.

VOCABULARY A Parts of the body 1

☐ ankle ☐ elbow ☐ eyebrow ☐ fingers
☐ knee ☐ lips ☐ neck ☐ shoulder
☐ throat ☐ toes

3 6.2 Read and listen to the Body Challenge quiz. In pairs, ask and answer the questions.

A: Can you raise one eyebrow and not the other?
B: Yes, I can.

4 6.3 Study Vocabulary box B. In pairs, find the words in the fact box in Exercise 5. Check you understand them.

VOCABULARY B Parts of the body 2

bone brain heart muscle skin stomach tongue

5 In pairs, read the fact box. Which of the facts do you find most surprising?

PHYSICAL FACTS

1. Your largest organ is not inside your body, it's your skin – it can be fifteen percent of your body weight!
2. The human stomach can stretch to hold up to four litres of food!
3. A human brain is three to four times smaller than an elephant's.
4. Twenty-five percent of your bones are in your feet – there are twenty-six in each foot.
5. Your heart beats about 100,000 times a day to move the blood around your body.
6. Your tongue has eight muscles. It's very strong. (Perhaps because we talk a lot!)

6 6.4 **WORD FRIENDS** Complete the table with the words below. Listen and check.

~~badminton~~ cycling exercises healthy hockey rugby surfing yoga

play	1 *badminton* basketball football 2 _____ 3 _____ (team) games
do	4 _____ sport weight-training 5 _____
go	6 _____ running 7 _____ swimming walking
keep	fit 8 _____

7 6.5 Listen to Alfie and Chloe talking about how they keep fit. Choose the correct option.

1 To keep *fit / sport* Chloe does *yoga / exercises* before breakfast every morning.
2 She also goes running *three / five* times a week.
3 She used to play *football / hockey* at school.
4 Alfie doesn't go *swimming / climbing* because he thinks it's boring.
5 He *plays badminton / does weight-training* with his friend Tim.

8 How do you keep fit? Discuss in pairs.

A: How do you keep fit? Do you do a lot of sport?
B: Yes, I go running at weekends, I play football for the school team and I do judo.

9 6.6 **WORD FRIENDS** Listen to Chloe and Alfie talking about accidents and injuries. Complete the sentences with body parts.

1 When Alfie fell, he hit his *head* and hurt his _____ .
2 One time he broke his _____ during a football match.
3 Last week, Chloe cut her _____ and burned her _____ in the kitchen.

10 Label photos A–E with the highlighted injuries in Exercise 9.

YOUR WORLD

11 In pairs, talk about a time you had an injury. Use the phrases in Exercises 6 and 9 to help you.

A few years ago, I went skiing and I broke my leg.

6.2 Grammar

Countable and uncountable nouns | Quantifiers

VIDEO **GOOD FOR YOU**

Mia: Hi, what's for lunch?
Noah: First, a salad with a lot of tomatoes.
Lena: Don't put too many tomatoes in it!
Mia: But tomatoes are good for your skin.
Mateo: There isn't enough salt.
Mia: Too much salt isn't good for you.
Noah: OK … Now some crisps … How many crisps do you want in the salad?
Mia: Crisps in a salad?
Noah: Yeah, but not many … I'm kidding!
Mateo: After the salad there's some chicken.
Lena: That smells good! Are there any chips?
Mateo: No, there weren't enough potatoes.
Mia: Good, I don't want any chips.
Noah: I'm making a dessert, but it's healthy. There isn't much sugar in it. Mateo, how much chocolate do I need?
Mateo: 200 grams.
Mia: That's a lot of chocolate!

Lena: Can we have some cream with it?
Mateo: Sorry, we don't have any cream. Mia, are you eating the chocolate?
Mia: Oh! Oops!
Noah: Don't worry. Chocolate's good for you!

1 30 6.7 Describe the photo. Why is Mia smiling? Watch or listen and check.

SET FOR LIFE

2 Do you have a healthy lifestyle? In groups, say how often you do these things.

- drink two litres of water
- eat five pieces of fruit and vegetables
- have a good breakfast
- sleep for eight hours
- walk or exercise for thirty minutes

3 Study the Grammar box. Find more quantifiers with nouns in the dialogue.

GRAMMAR Quantifiers

Countable	Uncountable
how many crisps?	how much chocolate?
too many tomatoes a lot of tomatoes some crisps	too much salt a lot of chocolate some chicken
not many crisps not any chips not enough potatoes	not much sugar not any cream not enough salt

GRAMMAR TIME > PAGE 131

4 In pairs, add words from the dialogue to the lists below. Then add more examples of food and drink.
Countable: *tomatoes, crisps, …* Uncountable: *salt, …*

5 Complete the sentences with the quantifiers below.

~~many~~ enough too many too much

1 There aren't *many* crisps, but I don't need any more.
2 There isn't _____ rice for four people. Add some more.
3 Don't put _____ butter on your toast.
4 I've got _____ olives. Do you want some?

WATCH OUT!
We usually ask questions with ***any***. *Are there **any** chips?*
But we can use ***some*** in questions when we make an offer or a request. *Can we have **some** cream?*

6 Choose the correct option.

1 My brother doesn't eat *many / some* vegetables.
2 Don't eat *enough / too much* salt – it's bad for you.
3 *How many / How much* sugar did you put in my tea?
4 Is there *any / many* jam in the cupboard?
5 Would you like *any / some* of this cake?

YOUR WORLD

7 In pairs, discuss your bad eating habits.

I don't eat enough vegetables. What about you?

6.3 Reading and Vocabulary

Sleep

1 Are these sentences true for you?

1 It's hard to get up in the morning.
2 I sleep more than my parents.
3 I never want to go to bed before 11 p.m.

2 6.8 Read the letter and answer the questions.

1 Who did Carla write to?
2 What is the letter about?
3 What does she want her parents to stop doing? Why?

3 Read the letter again. Choose the correct answer.

1 Teenagers can't fall asleep until it's late because
   a they feel tired in the morning.
   b they have less melatonin than adults.
   c their brains work differently from adult brains.
2 Teenagers shouldn't play video games at night because
   a blue light can stop you sleeping.
   b their parents don't think it's a good idea.
   c video games are bad for you.
3 Teenagers can't get enough sleep during the week because they
   a are growing.
   b have to go to bed before 10 p.m.
   c have to get up early for school.
4 Carla thinks it's a good idea that
   a schools start later.
   b students can sleep at school.
   c teenagers get up early.

4 6.9 **WORD FRIENDS** In pairs, find these phrases in the letter and write the missing words. Listen and check.

1 fall *asleep*
2 feel _____/tired
3 get enough_____
4 get up/wake up _____/ late
5 go to _____/sleep
6 keep you _____
7 remember your dreams
8 sleep badly/_____

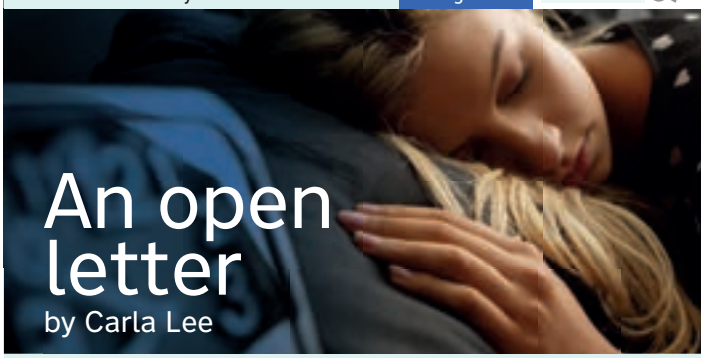
5 6.10 Choose the correct option. Listen and check. Then ask and answer the questions in pairs.

BEDTIME QUESTIONS

1 What time do the people in your house usually *go / sleep* to bed?
2 Do you usually start to *fall / feel* sleepy before or after your parents?
3 Do you usually *fall / sleep* well at night?
4 What time do you *feel / get* up on school days? Is that too early?
5 What time do you usually *go / wake* up at the weekend?
6 Do you ever find it difficult to *fall / wake* asleep? Why?

TeenSpace

About us | Lifestyle | Health and fitness | Teenagers talk



An open letter

by Carla Lee

Dear Mum and Dad,

I know you don't like it when I go to bed late and I can't wake up early in the morning. But it's not my fault. I'm a teenager, and teenagers are different.

Human brains make a hormone called melatonin, which makes us feel sleepy. But teenagers don't start producing melatonin until about 11 p.m., two hours after adults or younger kids. That's why we can't fall asleep early and we play video games or go on our phones. But that's not a good idea because the blue light from screens reduces the melatonin in our brains and keeps us awake!

The problem is that teenagers are growing, so we need more sleep than adults: eight to ten hours a night! But if we can't sleep before midnight and we have to get up at 7 a.m. to go to school, then one thing is clear: we don't get enough sleep during the week. In some places schools start later, which is great! But our school starts at 8 a.m.! ☹

So what happens? At weekends we sleep late, sometimes very late. ☺ Sleep is important. If you don't sleep well, you feel tired. Your memory fails. You can't concentrate. You get angry more easily. You have more accidents. And you fall ill more often.

So please don't open my curtains too early. I'm not lazy. I just need to sleep.

Love, Carla

VIDEO ▶ WIDER WORLD

6 ▶ 31 Watch four people talking about sleeping and getting up. Write down the sleep habits they mention.

7 In pairs, talk about your sleep habits.

A: What time did you go to bed last night?
B: I went to bed at …

I can understand an open letter about sleep.

6.4 Grammar

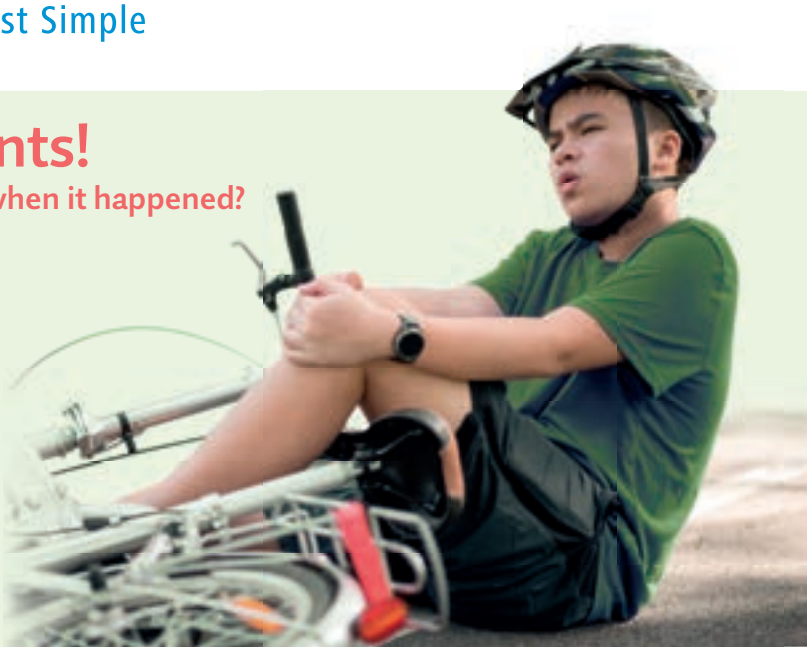
Past Continuous and Past Simple

Tell us about your accidents!

What happened to you? What were you doing when it happened?

Yesterday afternoon I was cycling in the park. Some kids were playing football, so I wasn't paying attention to where I was going. While I was watching the match, a dog ran in front of me. I fell off my bike. I broke my arm, hurt my back and cut my knee. It was really painful. *Arlo*

My basketball team was playing a match on Friday. We weren't playing well, and the other team was really good. They were winning 34–21 when I got the ball. Unfortunately, when I was trying to score a basket, I hurt my ankle and fell. I hit my head and broke my nose. I was lucky I didn't break my neck. *Jodie*



1 6.11 Describe the photo. Read the text and answer the questions.

1 What was Arlo doing yesterday afternoon?
2 What happened to him when he fell?
3 What was Jodie doing on Friday?
4 What happened to her?

2 Study the Grammar box. Find more examples of the Past Continuous in the text.

GRAMMAR Past Continuous and Past Simple

+	I was cycling in the park. She was jumping. They were playing football.	
–	I wasn't running. She wasn't swimming. We weren't playing well.	
?	Were you cycling? Was she jumping? Were they playing?	Yes, I was./No, I wasn't. Yes, she was./No, she wasn't. Yes, they were./No, they weren't.
	What was she doing yesterday at 5 p.m.?	

Past Simple and Past Continuous

While/When/As I was watching the match, a dog ran in front of me.
I was watching the match when a dog ran in front of me.

GRAMMAR TIME > PAGE 132

3 In pairs, ask and answer the questions below.

What were you doing …

- at 8 p.m. last Friday?
- at six o'clock this morning?
- last week at this time?
- an hour ago?
- on Sunday at 12.30?
- 24 hours ago?

A: What were you doing at 8 p.m. last Friday?
B: I was watching a film. What about you?

4 Choose the correct option.

1 My cousin *had / was having* an accident when he *rode / was riding* a motorbike.
2 My mum *hit / was hitting* her head as she *got / was getting* into the car.
3 As my dad *did / was doing* weight-training, he *hurt / was hurting* his back.
4 We *fell / were falling* when we *danced / were dancing*.
5 I *hurt / was hurting* my ankle when I *ran / was running* to school.

5 6.12 Complete the dialogue with the correct form of the verbs in brackets. Listen and check.

A: What [1]*were you doing* (you/do) when the accident [2]_____ (happen)?
B: I [3]_____ (drive) my kids to school. They [4]_____ (make) a lot of noise, so I [5]_____ (tell) them to be quiet. I [6]_____ (not look) at the road and I [7]_____ (drive) into a tree. Fortunately, nobody was hurt.

VIDEO WIDER WORLD

6 32 Watch three people talking about accidents they had. Write down what happened to them.

7 Work in groups. Describe an accident you had when you were younger.

- How old were you?
- What were you doing at the time of the accident and what happened next?

I was ten. I was walking to school when …

6.5 Listening and Vocabulary

Symptoms, illnesses and allergies

1 Look at the picture. Why is tomorrow a big day for Mansewood United?

2 6.13 Study the Vocabulary box. In pairs, match the symptoms with the illnesses and allergies.

VOCABULARY Symptoms, illnesses and allergies

Symptoms

cough feel ill feel sick have a cough have a headache have a high temperature have a sore throat have a stomachache sneeze

Illnesses and allergies

have a cold have a food allergy have hay fever have the flu

When you have hay fever, you can sneeze.

3 6.14 What symptoms have the players in the picture got? Complete the sentences. Listen to Jerry and check.

1 Nathan is *sneezing* .
2 James has got a _____ .
3 Ben has got a _____ throat and a high _____ .
4 Chris has got a _____ .

4 6.15 Listen to a dialogue. In pairs, answer the questions.

1 Why couldn't Ben play?
2 Why was Nathan sneezing?
3 Why did James have a stomachache?
4 Why couldn't Chris play?
5 What did the coach get at the end?

5 6.16 Listen to Jerry talking to a friend about the football match. Choose the correct answer.

1 They played the match on
  a Wednesday.
  b Saturday.
  c Sunday.
2 While Jerry was visiting friends,
  a he got a cold.
  b he got the flu.
  c he got hay fever.
3 On the day of the match, Jerry felt
  a great.
  b ill.
  c very well.
4 Ben didn't finish the match because
  a he hurt his ankle.
  b he broke his leg.
  c he hurt his back.
5 Jerry's team won the match
  a 2–1.
  b 3–1.
  c 3–2.

YOUR WORLD

6 In pairs, talk about a time when you were ill. Describe your symptoms.

I had a really bad cold last month.

6.6 Speaking

Talking about health problems

VIDEO **WHAT'S THE MATTER?**

Noah: Hi Lena, how are you feeling?
Lena: I've got a sore throat and a headache. I think I've got the flu.
Noah: Have you got a temperature?
Lena: No, I haven't. Perhaps it's just a cold.
Noah: Maybe you should take some medicine.
Lena: I took some an hour ago.
Noah: You probably need to stay in bed for a day or two … Oh! Is this your model for Technology? Can I help you with it?
Lena: Sure.
Noah: Ow!
Lena: What's the matter?
Noah: My fingers are stuck! Ow! It hurts!
Lena: Let me see. How did you do that?
Noah: I was using this glue and …
Lena: That's the wrong glue! It's really strong! You should be more careful. Here, have some water.
Noah: I don't need water! My fingers are stuck together! It's really painful! Ow!
Mum: Hi! What's going on? Why were you shouting? What's wrong?
Lena: Noah's got his fingers stuck together.
Mum: Let me have a look. You need to see a doctor. Come on!

SOUNDS GOOD! Sure. • What's going on? • Let me have a look.

1 33 6.17 Describe the photo. What is Noah's problem? How do you think it happened? Watch or listen and check.

2 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Talking about health problems

Asking what the problem is
What's the matter? What's wrong?
How are you feeling?

Talking about symptoms
I feel sick/ill/terrible.
I've got a stomachache/a headache/toothache/a temperature/a sore throat/a cold/the flu.
My leg/back hurts.
It's sore/painful.

Giving advice
Sit down.
Have some water.
You should/need to lie down/stay in bed/keep calm/see a doctor/be more careful/go to hospital.
You should take a tablet/some medicine.

3 6.18 Complete the dialogues with one word in each gap. Listen and check.

1 A: What's the *matter*?
B: I've got a _____ temperature.
A: You should stay in _____ and take some _____ .

2 A: _____ wrong with you?
B: I _____ terrible, and my leg _____ . Perhaps it's broken.
A: I think you _____ go to hospital.

4 Suggest what the people should do. Use the Speaking box to help you.

1 Lena's got the flu. *She should take some medicine.*
2 Mateo's got hay fever.
3 Mia broke her arm.
4 Noah's stomach hurts.
5 Adam fell down the stairs and hurt his shoulder.

YOUR WORLD

5 In pairs, follow the instructions. Use the Speaking box and Exercise 4 to help you.

- **Student A** – ask how Student B is feeling. Listen and give advice.
- **Student B** – you feel ill. Tell Student A about your symptoms.
- Change roles.

6.7 Writing

A narrative

1 Read Sophia Grey's story and answer the questions.

1 Why was Sophia in Cardiff last Sunday?
2 What was the weather like at first?
3 What happened to Sophia?
4 Who helped her?
5 Why did she feel so happy?

WRITING A narrative

1 **Write when and where the event happened**
Last Sunday in Cardiff, I ran my first half marathon.

2 **Describe the scene**
The sun was shining.

3 **Describe the action**
I was running towards the 20 km sign. I fell.

4 **Write what happened in the end**
I crossed the finishing line.

2 Match sentences a–d with sections 1–4 in the Writing box.

a ☐ As I was running, a young man fell in front of me.
b ☐ I took part in a race in my home town last weekend.
c ☐ In the end, we finished the race together.
d ☐ It was a beautiful day and I felt good.

3 Study the Language box. Find four examples of narrative linkers in the story.

LANGUAGE Narrative linkers

Use narrative linkers with the Past Simple and Past Continuous to connect ideas: *next, suddenly, then, when, after that, while, a few minutes later, the next day.*

4 Complete the text with the narrative linkers below.

a few minutes later suddenly
the next day then when ~~while~~

[1]*While* I was shopping in Cardiff on Sunday, I stopped to watch the half marathon. Just [2] _____ , I saw my friend Sophia. [3] _____ she was running past me, I called out, but she didn't hear me. [4] _____ , she fell. I was worried, but [5] _____ someone helped her up, and she finished the race. [6] _____ at school, she told me all about it.

An unforgettable day

Sophia Grey

1 Last Sunday in Cardiff, I ran my first half marathon. 21.097 kilometres!

2 The sun was shining. I didn't go fast at first, but after ten kilometres, I felt fit and strong. While we were running through the city centre, the crowd began to cheer. I started to run faster.

3 I was running towards the 20 km sign when it started raining. I didn't slow down. That was a mistake because the ground was wet. Suddenly, I fell. I hurt my back and cut my hand. It was bleeding. My knee was sore too.

4 Another runner stopped and helped me to get up. Then we ran the last 200 metres together. I was crying when I crossed the finishing line, but I felt wonderful. It was an unforgettable day.

WRITING TIME

5 Write a narrative with the title: *An unforgettable day.*

1 **Find ideas**
Make notes for a narrative.
- Where and when did the story happen?
- What was happening when the story began?
- What happened?
- How did it end?

2 **Plan**
Organise your ideas into paragraphs. Use Simon's story to help you.

3 **Write and share**
- Write a draft narrative. Use the Language box and the Writing box to help you.
- Share your narrative with another student for feedback.
- Write the final version of your narrative.

4 **Check**
- Check language: did you use linkers to connect your sentences?
- Check grammar: did you use the Past Simple and the Past Continuous?

Vocabulary Activator

WORDLIST 6.19

Parts of the body 1
ankle (n)
elbow (n)
eyebrow (n)
fingers (n)
knee (n)
lips (n)
neck (n)
shoulder (n)
throat (n)
toes (n)

Parts of the body 2
bone (n)
brain (n)
heart (n)
muscle (n)
skin (n)
stomach (n)
tongue (n)

Word friends (sport and fitness)
do exercises
do sport
do weight-training
do yoga
go cycling
go running
go surfing
go swimming
go walking
keep fit
keep healthy
play badminton
play basketball
play football
play hockey
play rugby
play (team) games

Word friends (accidents and injuries)
break your leg
burn your hand
cut your finger
hit your head
hurt your ankle

Word friends (sleep)
fall asleep
feel sleepy
feel tired
get enough sleep
get up early
get up late
go to bed
go to sleep
keep you awake
remember your dreams
sleep badly
sleep well
wake up early
wake up late

Symptoms, illnesses and allergies
cough (v)
feel ill
feel sick
have a cold
have a cough
have a food allergy
have a headache
have a high temperature
have a sore throat
have a stomachache
have hay fever
have the flu
sneeze (v)

Extra words
accident (n)
adult (n)
advice (n)
bleed (v)
break your arm
break your nose
careful (adj)
concentrate (v)
cry (v)
cut your hand
doctor (n)
exercise (v)
fall (v)
finish the race
half marathon (n)
healthy (adj)
hormone (n)
hospital (n)
human (adj)
hurt your back
keep calm
lie down (v)
medicine (n)
memory (n)
my fingers are stuck
my leg/back hurts
painful (adj)
pay attention
see a doctor
sit down (v)
stay in bed
suddenly (adv)
take a tablet
take some medicine
teenager (n)
toothache (n)

1 Use words from the wordlist to find these things.

1 three parts of the bottom part of your body that you use when you walk *ankle, …*
2 three sports that are team games
3 two sports you can do in water
4 three body parts that are in/on many areas of your body
5 two symptoms ending with *-ache*
6 two body parts that are part of your mouth

2 Complete the sentences with words from the wordlist.

1 You have an *eyebrow* above each eye.
2 Your _____ is in the middle of your leg.
3 You feel _____ when you're not well.
4 You _____ a lot when you have hay fever.
5 When you've got the flu, your _____ can be high.
6 Weight-training is good for the _____ in your arms and back.

3 Complete the sentences with the words below. In pairs, say which sentences are true for you.

~~allergy~~ broke burned feel remember sleep

1 I don't have a food *allergy* , so I can eat everything.
2 I usually _____ my dreams when I wake up.
3 I sometimes _____ sleepy in class.
4 I get hay fever in the summer, so I don't _____ well.
5 Las year I _____ my hand on the hot oven.
6 I went to hospital when I _____ my leg.

4 6.20 **PRONUNCIATION** Listen to the words below and decide if you hear the underlined letters. Listen again and repeat.

feel tired go walking headache knee muscle temperature tongue wake up early weight-training

Revision

Vocabulary

1 Choose the correct answer.

1 Which of these things can you break?
a muscles b brain c bones

2 Which of these things isn't very important for being healthy?
a keeping fit b waking up early
c getting enough sleep

3 Which of these things makes you sneeze?
a hay fever b a cough c feeling sick

4 Which of these things can't you do on your own?
a do yoga b go running
c play badminton

5 Which of these things is not near your head?
a neck b ankle c shoulder

6 Which of these things hurts if you eat too much?
a tongue b stomach c brain

2 Match phrases 1–6 with a–f to make sentences.

1 ☐ I think I've got the
2 ☐ Our neighbour's loud TV keeps
3 ☐ My sister likes to
4 ☐ My friends often play
5 ☐ I can't write because I burned
6 ☐ I enjoy doing

a go running after school.
b my hand on the oven.
c flu, so I'm staying at home.
d weight-training to keep fit.
e football in the park.
f me awake at night.

3 Choose the correct option. Then think of some advice you can give to Archie.

Dear Problem Pete,

My problem is that I often feel [1]*tired / tiring*. A few days ago I [2]*kept / fell* asleep on the bus for a minute or two. When I woke [3]*up / at* my friend was looking at me, but she didn't say anything.

I'm worried because I don't get [4]*enough / too* sleep. I never go [5]*in / to* bed late, but I don't sleep very [6]*good / well*. I want to have a good night's sleep. What can I do?

Thanks for your help,

Archie

Grammar

4 Choose the correct option.

A: I'm so hungry! Is there anything to eat?
B: Well, we've got [1]*any / some* cheese.
A: Good! Have we got [2]*any / some* bread for a sandwich?
B: No, we haven't got [3]*any / some*. But we have got [4]*any / some* eggs.
A: Excellent! How [5]*many / much* eggs?
B: Two.
A: That's [6]*not much / not many*!
B: But we've got [7]*a lot of / any* potatoes.
A: Great! So, we can have fried eggs and chips!
B: No, I don't have [8]*much / many* time to cook. And anyway, we eat [9]*too many / too much* chips! There are [10]*a lot of / too many* vegetables, so you can have a vegetable omelette!

5 Complete the text with the Past Simple or the Past Continuous form of the verbs in brackets.

Last weekend I [1]*was sitting* (sit) in my room when I [2]_____ (hear) a noise from outside. I [3]_____ (get up) and opened the window. My brother [4]_____ (lie) in the garden. He [5]_____ (not look) at me, so I [6]_____ (shout) 'Jack! Are you OK?'
'My knee hurts. I fell off the chair,' he answered.
'Why? What [7]_____ (you/do) on the chair?'
'I [8]_____ (help) the cat to get down from the tree! I [9]_____ (stand) on the chair when the cat [10]_____ (jump) suddenly, and I fell. It's very painful!'

Speaking

6 In pairs, role play the situation. Student A, look below. Student B, go to page 139.

Student A

- Say hello to Student B.
- Ask Student B how he/she is.
- Ask Student B what happened.
- Give some advice.
- Reply that you aren't feeling well. Describe your symptoms.
- Listen and react to Student B's advice. Say thank you.

Dictation

7 6.21 Listen. Then listen again and write down what you hear during each pause.

SET FOR LIFE

Let's sort this out!

Mum: Sam, can you tidy and vacuum the living room, please? And do the ironing?

Sam: Again? But I did some ironing at the weekend. Why can't Alice do something?

Mum: She did the washing up this morning.

Sam: But washing up's really easy – and it's quick! Why do I have to do all the boring jobs?

Mum: That's not true, Sam.

Sam: It's always me! Alice never has to vacuum the floors, or do the ironing. It's not fair!

1 **In groups, study the list of things which usually cause arguments between teenagers and their parents. Discuss the questions below.**

clothes/hair/make-up coming home late friends
housework mobile phones schoolwork

1 Do you ever disagree with your parents on these topics? Give examples.
2 What other things do teenagers argue about with their parents?

2 6.22 **Read the dialogue and answer the questions.**

1 What are Sam and his mum arguing about?
2 What does Sam have to do?
3 Why doesn't he want to do it?
4 What does he feel about his sister, Alice?

3 **How do you think the dialogue ends? Choose an answer.**

a Sam agrees to do the work.
b Sam's sister has to do the housework.
c Sam and his mum get angry.

4 6.23 **Listen to the ending of the dialogue and check your answer to Exercise 3.**

5 **In pairs, discuss the questions.**

1 What happened at the end of the dialogue?
2 Did Sam and his mum solve the problem?
3 Are they both happy?

6 6.24 **Listen to another possible ending to the dialogue. What do Sam and his mum do differently this time? Choose the correct option.**

1 They *listen / don't listen* to each other's arguments.
2 They *make / don't make* personal comments.
3 They *talk / don't talk* about their feelings.
4 They *resolve / don't resolve* the problem.

Resolve arguments with other people

7 6.24 Listen again. Number the expressions in the Useful Phrases box in the order that you hear them. Which expression is not in the dialogue?

8 In pairs, discuss the situations below. Decide how both people feel and how they can resolve the problem in a positive way.

Situation 1

A: Your younger brother/sister always takes your things without asking. Yesterday you found your expensive new camera in his/her room.

B: You are the younger brother/sister. You're interested in photography, so you took your brother's/sister's camera for a quick look.

Situation 2

A: You want to go to a party at the weekend and you'd like your mum/dad to collect you at midnight.

B: You are the parent. You think that midnight is too late, but you don't mind coming at ten o'clock.

9 Read the Useful Tips. In class, discuss the questions.

1 What do you do when you are feeling angry or annoyed with another person?

2 Do you think the tips can help? Why?/Why not?

SET FOR LIFE

10 In pairs, role play a situation where two people have an argument and find a way to resolve it. Follow the instructions.

1 **Choose one of the situations in Exercise 8 or think of a situation from your own life.**

2 **Write the scene. Use the expressions from the Useful Phrases box. Decide:**
- how both people in the situation feel
- what they should say in the dialogue
- how they can resolve the problem in a positive way

3 **Practise your dialogue. Remember to stay calm and show that you understand another person's position.**

4 **Present the dialogue for the class or record it on your phone.**

USEFUL TIPS

When you have an argument with another person, it is important to find a way to resolve it in a positive way.

Stop for a moment and think.

Stay calm. Use sentences with the pronoun *I* to explain your feelings.

Don't use phrases like *You never …* *You always …*

If you are wrong, apologise!

Try to find a good solution for everyone.

USEFUL PHRASES

Stopping an argument

- ☐ Let's stop and think for a minute.
- ☐ Let's sort this out.
- ☐ What's the basic problem here?

Explaining your position calmly

- ☐ I (don't) feel that …
- ☐ I (don't) think that …

Seeing another person's point of view

- ☐ I understand that …
- ☐ I see what you mean.
- ☐ (Maybe) you've got a point.

Working together to find a solution

- ☐ If you like, I can …
- ☐ Perhaps I/you/we could …

Extra Practice 6

Vocabulary

1 R Complete the words for the parts of the body.

0 e*y*e b*r*o*w*
1 s _ o u _ d _ r
2 _ u s _ l _ s
3 s t o _ a _ h
4 b _ _ e s
5 e _ b _ w
6 a _ _ l e
7 b _ a _ n

2 T1 Choose the correct answer.

0 I like to keep fit. I *c* a yoga class four times a week.
a go b play c do
1 Lucy was tired and she _____ asleep on the bus.
a got b felt c fell
2 I can't walk. I _____ my ankle in PE class.
a cut b hurt c lost
3 Today, I can _____ up late!
a go b get c sleep
4 Do you ever _____ your dreams?
a see b remember c keep
5 How often do you do _____ training?
a exercise b weight c gym
6 Chris _____ his head when he fell off his bike.
a hit b broke c burned

3 T2 Circle the odd one out. Explain why in your notebook.

0 fever flu headache sore throat
Flu is an illness. Fever, headache and sore throat are symptoms of an illness
1 eyebrow tongue fingers lips
2 break hurt cut sick
3 crisps nuts hot dogs hamburgers
4 keep fit cough sneeze have a temperature
5 brain heart skin stomach
6 running exercise swimming surfing

4 T1 Complete the sentences with one word in each gap.

0 I always *go* to bed early on school nights.
1 My grandma _____ very fit and healthy.
2 I have a really bad time in spring. I always get hay _____.
3 I can't eat anything. I have a _____ throat.
4 My neighbour was playing loud music all night – it kept me _____.
5 I slept really _____ last night so I feel great today!
6 Gary has a food _____; he can't eat any type of seafood.

Grammar

5 R Choose the correct words.

0 How *much* / *many* sugar do you take in your coffee?
1 Can I have *some* / *not much* salad, please?
2 There's *too many* / *a lot of* chocolate in the cupboard.
3 I don't think I eat *not any* / *too much* salt.
4 Would you like *an* / *some* egg for breakfast?
5 There aren't *some* / *any* nuts in the cake.
6 There weren't *many* / *some* people at the restaurant.
7 How *much* / *many* money have we got?
8 There *isn't* / *aren't* much we can do.

6 T1 Complete the second sentence so that it means the same as the first. Use quantifiers.

0 I've got only ten minutes for lunch.
I haven't got *much time for lunch*.
1 There are fifteen bottles of mineral water in the fridge.
We've got _____.
2 We've got sixteen sandwiches for four people.
There are _____.
3 The coffee tin is empty.
There isn't _____.
4 There are two or three apples in the bowl.
You've got _____.
5 What is the cost of this cake?
How _____?
6 There are only three people in the gym.
There aren't _____.

7 T1 Write sentences in your notebook. Use the correct form of the Past Simple and Past Continuous.

0 I / watch / TV – you / call
I was watching TV when you called.
1 they / play / a video game – the computer / crash
2 where / you / stand – it / start / to rain?
3 he / not dance – he / twist / his ankle
4 what / they / do – you / see / them?
5 who / drive / the car – the accident / happen?

8 I Write eight sentences.

Write about yourself, your friends and family. Say what people were doing when something important/funny/interesting happened.

Vocabulary

1 R Read the text. Guess the meaning of the words in bold. Look them up in a dictionary to check if you guessed correctly.

Teen health

Physical health is important! Be **physically active** for at least 60 minutes every day. Do the things you like. For example, play your favourite sport or ride your bike.

Being **overweight** or too skinny is not good for your health. A good diet and regular exercise can help you keep to a healthy **weight**. Replace your **bad habits** with **good habits** – eat fruit while you're watching TV, not crisps and biscuits.

Look after your **mental health**. Learn ways to **manage stress**. **Stay calm** when things are stressful, especially as you get ready for exams. And make sure you have a good **balance** between school work, family and **social life**.

2 T2 Read the sentences. In your notebook, write comments on them using the words and expressions in bold from Exercise 1.

0 Mark goes jogging every day at 6 a.m.
This is a good way -to keep physically active.

1 Sandra listens to her favourite music to relax between studying for her exams.
2 Although Nick works hard, he always makes time to see his friends.
3 Pam eats fast food and drinks cola five times a week.
4 Thomas has regular meals and eats a lot of fruit and vegetables.
5 Mum always knows what to do and how to help when something bad happens.
6 George isn't fat. He isn't thin, either.
7 Beth eats well, she exercises and she is always in a good mood.

3 I Do some research. Find more examples of ways to keep in good physical and mental health. Take notes in your notebook.

Grammar

4 R Match sentences 1–2 with a–b.

1 ☐ Liz put on her jacket and left. _____
2 ☐ While I was watching TV, Chris was playing a video game. _____

a Two activities were happening at the same time.
b One activity finished and then another happened.

5 T2 Complete the sentences with the Past Simple or Past Continuous form of suitable verbs.

0 It was late, so I *switched off* the lights and went to bed.
1 Daria made some orange juice and then she _____ back to her desk.
2 I wasn't listening while the teacher _____ so I don't know what he said.
3 We _____ Danny in the street and we invited him to the party.
4 I was listening to music while I _____.
5 She _____ the book and gave it to me.
6 My brother _____ while I was studying.

Writing

6 T1 Read the text and study the words and expressions in bold. Match them with 1–4.

As I was getting ready for bed, I heard a loud noise coming from the kitchen, so I went downstairs. **Although** it was dark, I saw something on the floor. It looked **as if** it was moving. I threw a recipe book at it. When I turned on the lights, I saw that it was my cat's toy mouse. She was playing with it when I threw the book at it. **Every time** she sees me come into the kitchen now, she runs away!

1 what you say after this seems surprising _____
2 this happens again and again _____
3 something is different from what it seems _____
4 while _____

7 I Write a short story about a misunderstanding (100–140 words). Use all the expressions in bold from Exercise 6.

Progress Check Units 1–6

Vocabulary and Grammar

1 Choose the correct option.

1 I'm really interested ___ technology.
a in b into c with

2 Please remember to wear your ___ on school sports day.
a costume b uniform c tracksuit

3 Do you want to ___ yoga? Contact Marie for more information.
a do b go c make

4 No talking please. All students ___ be quiet during the exam.
a can b must c don't have to

5 I was listening to music when my little brother ___ into my room.
a was coming b came c used to come

6 Please put your coffee cups in the ___ before leaving the office. Thank you.
a dishwasher b washing machine
c wardrobe

2 Complete the text with one word in each gap.

Your bedroom is the place where you study, sleep and relax, so if you ask me, it's important to feel comfortable in it. We [1]*used* to live in a flat and I had a bedroom [2]_____ was very small. In fact there wasn't [3]_____ space for a table and chair, so I studied in the kitchen. Now we live in a big house, so I don't [4]_____ to study in the kitchen. I've got a very big room [5]_____ I can do my homework. I like a clean and tidy room, so I [6]_____ my bed every day. At the weekend, I vacuum the floor and I take [7]_____ the rubbish. In fact, everyone likes my room.

3 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

1 Did you watch many horror films when you were little? **USE**
Did you *use to watch* many horror films when you were little?

2 Falling over in the basketball game was very embarrassing. **FELT**
I _____ when I fell over in the basketball game.

3 It isn't polite to finish a telephone conversation without saying goodbye. **HANG**
It is rude _____ without saying goodbye.

4 It's OK with me to do homework at the weekend. **MIND**
I _____ homework at the weekend.

5 We do lots of Maths tests – and I hate it! **STAND**
I _____ lots of Maths tests.

6 George is a very good dancer. **DANCES**
George _____ .

Speaking

4 Choose the correct option.

1 A: What do you think of comics?
B: ___
a I think they're cool.
b I agree with you.
c Sounds good.

2 A: What should I do about my room?
B: ___
a Sit down.
b That's a terrible idea!
c I think you should redecorate it.

3 A: ___
B: My back hurts.
a What's the matter?
b Can you give me some advice?
c What happened in the end?

4 A: My computer crashed.
B: ___
a That's not a bad idea.
b You need to switch it off and on again.
c You have to charge it.

5 In pairs, follow the instructions. Go to page 139.

Listening

6 In pairs, discuss what can go wrong on a camping weekend. Use the photos to help you.

7 PC1–6.1 Listen and choose the correct answer.

1 Why didn't Amy go on the camping trip?
   a She had too much homework to do.
   b Her mum didn't let her go because she was ill.
   c She decided to stay at home.
2 What did Amy have for lunch?
   a pasta b cheesecake c soup
3 When did Frank get back from the camping trip?
   a On Monday. b On Sunday. c On Saturday.
4 Why did Amy's friends come home early?
   a They didn't feel well.
   b A family member came for a visit.
   c The weather was bad.

8 Tell your partner about a weekend that went wrong. What happened? What did you do?

Reading

9 Read the blog and complete the sentences with a word or a short phrase in each gap.

Emily's tech blog

Are you excited about new tech gadgets? Check out these amazing smart gadgets for your home!

Smart lights are useful and they're lots of fun. You don't have to stand up to switch them on and off because you can do that from your smartphone. There are white lights or lights with colours. They are expensive, but they last up to twenty-five years!

Smart vacuum cleaners are popular with people who don't have enough time to clean their houses. There are different prices – you have to pay over £2,000 for a very expensive vacuum cleaner, but you can also get one for only £300. The vacuum cleaners that cost more have a camera that helps them move around the house. On a full battery they can work for ninety minutes and vacuum a big apartment or one floor of a house.

The **clock rug** is my favourite gadget. It's a smart alarm clock. I put my clock rug on the floor next to my bed, and it wakes me up at seven in the morning, or at ten at weekends! It uses my favourite songs from my smartphone when it turns on the alarm. The only way to make it stop is to get up and stand on it! So it works!

1 You can control smart lights with your *smartphone* .
2 You can use smart lights for _____ years.
3 A cheaper smart vacuum cleaner costs _____ .
4 To move around the house, expensive smart vacuum cleaners use a _____ .
5 Emily gets up at _____ during the week.
6 To switch off the clock you must _____ .

10 What gadget from Emily's blog would you like to have? Why?

Writing

11 Write a narrative about a strange house. Include the information below.

- when and where the story began
- what was happening when the story began
- what happened in the story
- what happened in the end