

6 Take good care of yourself

Unit profile

Vocabulary: Health

Reading: He's allergic to modern life!

Grammar: Modals (1): Obligation and necessity

Vocabulary: Pronouns with *some, any, every* and *no*

Listening: Matching extracts and pictures

Speaking: Discussing options (1)

Warmer

Draw two columns with question marks on the board. Ask students to tell you one thing they had to eat the previous day, and write their suggestions in one of the columns, according to whether the class thinks it was a healthy choice or not. Elicit titles for the columns, e.g. *Healthy food* and *Unhealthy food*.

Your profile

Ask students to make notes to answer the questions before putting them into mixed-ability pairs to exchange information, ideas and opinions. Read the questions as a class and write key words on the board. Ask *How healthy do you think our class is?* Draw a horizontal line labelled *healthy* at one end and *unhealthy* at the other. Put crosses at different points along the line and ask students to say which position best represents the class. If the cross is near the unhealthy end, elicit ideas for how the class could improve its health.

VOCABULARY Health

- 1 Direct students to the photos and put them into mixed-ability pairs to exchange ideas on what they know about staying healthy. Monitor and help with ideas as necessary.

Possible answers

A healthy diet includes fresh fruit and vegetables, including salad. Enough sleep and regular exercise are also part of a healthy life. Over-exercising or not exercising properly can, however, lead to injury.

- 2 Before doing the quiz, you could read the definitions aloud for them to find the corresponding words in the quiz (see Answers).

Answers

suffering from: have (an illness or health problem)

operate: treat an illness or injury by removing or repairing part of the body

bleed: have blood coming from a cut in your body

reduce: make (something) less

wrap: cover (someone)


prevent: stop (something) happening

injure: hurt part of your body

complain of: tell other people that (something) is making you feel ill

avoid: stay away (from something)

follow: do what (a set of instructions) says you should do

- 3 Put students into mixed-ability pairs and set a short time limit for them to do the quiz. Tell them that for some questions there is more than one correct answer. Monitor and make a note of questions that seem to be causing difficulty, and help where necessary.
- 4  1.14 Play the recording for students to check their answers. Pause it occasionally for them to discuss their answer, before whole-class feedback. Nominate individuals to give answers and elicit any ideas about why the other options are wrong. Do not over-correct for accuracy, but help students express their ideas.

Audioscript

Hi! I'm Marvin and I'm going to quickly go through this quiz with you. Let's see how many you got right.

So first, the stomach ache. Well obviously the thing to do here is to drink some milk. You shouldn't take aspirin for a stomach ache because it isn't good for your stomach. So the answer is B.

Number two, well, a doctor operates in a theatre. In the past, you know in history, there were rows of seats so that lots of people could watch the operation. That's not the case nowadays. Sometimes it's also called an operating room. That's OK! So the only one that is not correct is an operating cinema!

Now, if your nose starts to bleed, what should you do? Many people put their head back, but that's wrong because the blood will go down your throat, so you should put your head forward and you can hold the top of your nose with two fingers. Do not blow your nose because that won't help. Answer B.

Now, number four, to reduce a fever, you need lots of liquid and if you can wrap the patient in a blanket, that also helps, but don't let them get too hot. So A and B are correct.

Mouth problems – well, we have to take good care of our mouths and I'm sure that everyone knows you should brush your teeth twice a day.

Now, injuries, well, they happen to everyone. Imagine you're out playing football and you injure your foot, you know, you hurt it. Well, you must stop playing and you ought to get an adult to have a look at that foot and make sure it's OK. So answer C for that one.

Now question seven, your eyes. If you are in class and you're getting headaches, you don't have to suffer. Get an eye test and you may discover that you should wear glasses. Don't worry about it – nowadays glasses are fashionable! They look cool!

And finally the question about food. I think we all know it's really important to eat a balanced diet – something of everything – not just a huge amount of one thing. If your friend is on a diet, try to talk to him or her about it, especially if you see that they aren't eating lunch. It's really important to eat regularly and you mustn't miss lunch. A diet should be healthy, but it doesn't mean that you don't eat.

So those are the answers to the quiz, everyone. Hope you enjoyed it!

Answers

1 B 2 A, C 3 B 4 A, B 5 A 6 C 7 B 8 A

- 5** Read the instructions and tell students they should think about the correct tense and noun/verb agreement in their answers. Do the first item as a class, pointing out that often, words before and after the gap can help students choose the correct word, for example, the preposition *of* after the space is a useful clue. Put students into small teams and set a short time limit for them to write an answer for each of the items on a piece of paper. Teams swap papers. Invite students to give answers and say why they chose the word. Find out if others in the class agree with the suggestion before confirming. Award one point for the correct word, and a second point for the correct tense.

Fast finishers

Ask fast finishers to write their own sentences using each of the words. Elicit these when checking answers to exercise 5.

Extension activity

You could get students to do the quiz with family members and friends. They ask five people and write a brief summary of their results. Give students some useful phrases, e.g. *One person thinks, Most people think, Quite a few people think*. In the following class, put students into small groups to discuss what they found out.

Answers

1 complains 2 suffers 3 avoids 4 follow 5 bled
6 operate 7 injured 8 prevent/avoid 9 wrapped
10 reduce

READING

- 1** Write *allergy* on the board and elicit some examples, e.g. grass or tree pollen, pet hair, nuts and bee stings. Ask students if any of them have allergies and how these affect their daily life.
- 2** Tell students to ignore any new vocabulary and read the text to check their predictions. Set a time limit to encourage them to read quickly.

Answers

a short description of where he lives

- 3** Read the instructions aloud and ask students to read summary sentences 1–6. Help with vocabulary as necessary. Advise them that they should underline the key words in the summary sentences before reading the paragraphs one at a time and selecting an appropriate summary sentence. They should then check that all the other options are not possible. Students do the exercise individually before comparing their answers with a partner.

Answers

A 5 B 1 C 3 D 6 E 2

EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then ask students to write three sentences for the following uses of *only*: *recently, nowhere else, not more*. The information can be factually true or false. Put students into pairs or small groups. They take turns reading their sentences, for the others to identify which are true and which are false.

Answers

1 c 2 e 3 a 4 b 5 d

Talking points

Put students into pairs or small groups to discuss the questions. Tell them to look back at the text for ideas, and to add their own ideas. Nominate individuals to summarise their discussions.

GRAMMAR Modals (1): Obligation and necessity

Books closed. Write *advice, obligation and necessity* on the board. Ask these questions to check students understand each function:

- Which word relates to something you need to do? (necessity)
- Which word relates to something you have to do? (obligation)
- Which word relates to helpful suggestions? (advice)

- 1** Books open. Give students a few minutes to complete the rules in pairs. Check answers and write the modal verbs under each of the words on the board (advice: *shouldn't, ought to*; obligation: *mustn't*; necessity: *have to, don't have to*). Elicit example sentences for each of the three functions and monitor for accuracy of meaning and form.

Mixed ability

For weaker students, you might need to revise the grammar of modal verbs. Use the sentences in the exercise to elicit the rules from stronger students, i.e. modals are followed by the infinitive form of the verb, they don't change with the first person singular (except *have to*) and the negative is placed after the modal.

Extension activity

Put students into mixed-ability pairs to make sentences expressing advice, obligation and necessity for somebody who is new to their school. Put them into new pairs to compare their ideas. Ask a spokesperson from each pair to read out their advice. Take a class vote on the most helpful information.

Answers

a ought to b has to c mustn't d shouldn't
e don't have to

→ Grammar reference Student's Book page 150

- 2 Do the exercise as a class. Tell students to look at the pictures and ask for a show of hands for the answers to questions 1–5.

Answers

1 a 2 a 3 b 4 b 5 b

- 3 Read the example as a class. Ask why each of the wrong alternatives in the box is inappropriate in this context (see rules in exercise 1). Remind students to change *It* to *You*. Monitor and help with meaning in context as students continue individually. Check answers. Put students into pairs and challenge them to give the opposites of the four sentences using a modal verb, e.g. *You ought to eat lots of chips*.

Answers

- 1 You shouldn't eat too many chips.
- 2 You mustn't eat sweets every day.
- 3 You ought to do regular exercise.
- 4 You don't have to go to the gym every day.

Corpus challenge

Put students into pairs to identify the mistake. Monitor and tell students to think about obligation, permission and necessity, if necessary. Invite one or two students to give their answer. Elicit or explain that Sam's mum thinks it's important not to play outside.

Answer

I thought we should play outside but Sam's mum told him that he couldn't, so we played a game inside instead.

VOCABULARY Pronouns with *some*, *any*, *every* and *no*

- 1 Write the words *some*, *any*, *every* and *no* on the board. Ask students which word you are describing. Say: *It can mean not any (no); It can be used in negative sentences and questions (any); It refers to each one of a group of people or things (every); It can be used in positive sentences and some questions (some)*. Tell students to do the exercise individually and then find the sentence in the text. Ask a student to explain the correct answer.

Answer

anything (*any* is used with negatives)

- 2 Nominate a student to make a pronoun from the words in the two boxes and to nominate another to say which column it should be written in. The second student says another pronoun, and nominates another to say the column. Continue until there are four pronouns in each column.

Answers

People: anyone, everyone, no one

Things: something, anything, everything, nothing

Places: somewhere, anywhere, everywhere, nowhere

- 3 Ask students to do the exercise individually. Monitor and note any problem areas to review when checking answers.

Answers

1 someone 2 anything 3 somewhere 4 Everyone
5 nothing

- 4 Ask students to read the email and ignore the gaps to find out what Juan's problem is (he thinks there's something wrong with a boy in his class). Put them into mixed-ability pairs to complete the email. Monitor and help as necessary. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 someone 2 something 3 Everyone 4 anything
5 nothing

LISTENING

- 1 Put students into pairs to do the exercise. Read the instructions and set a short time limit for them to brainstorm ideas. Elicit suggestions and write ideas on the board.

Answers

- 1 places in a gym (changing rooms, reception, exercise room)
- 2 people you can see in a hospital (nurses, doctors, visitors)
- 3 places in a room (under the window, at end of the bed, near the bookcase)
- 4 ideas for presents (computer game, e-card, toy)
- 5 types of entertainment (clowns, singing, drawing classes)

● Prepare for Preliminary for Schools

Listening Part 1

Task description

Listening Part 1 tests students' ability to identify important information from short monologues or dialogues. It consists of seven short, unrelated texts, each with a question and three pictures. Students listen and choose the picture which best answers the question. They hear the recording twice.

Tip

Tell students it is important to read the questions before they listen. The need to listen for different things for 1–7 and there is always key information in the question, such as what will he do *tomorrow* / where did they go *first*.

→ See Exam Profile 2, Student's Book page 123

2 ● ● 1.15 Tell students that they will hear five short texts (a voicemail, an announcement and three conversations). Play the recording for them to answer the questions. Allow them to compare their answers with a partner before listening again to check. Pause after each extract and ask for answers.

Audioscript

1
This is a message for Lola Weekes. I am returning your phone call of yesterday at 2 pm. We've searched the gym and someone has found your phone. Fortunately, while someone was doing the cleaning, another person saw it and gave it in to reception. It seems it was hidden somewhere in the changing rooms! We've left it with the receptionist and you can collect it. Remember that the gym reception is open between 9 am and 7 pm Monday to Saturday, and from 9 am to 1 pm on Sundays.

2
Girl: Hello Grandad. How's life in hospital? Have you seen many people today?
Grandad: Yes, it's been quite a busy day actually, with nurses and doctors all running around. But I did have a lovely chat with two teenagers. It's this programme where young people can visit hospitals and help patients. It was really good because they didn't actually ask me what was wrong, or worse, how I was feeling! They ought to become nurses!

3
Daughter: Hi Mum, it's me. I just wanted to thank you for the flowers. They're beautiful.
Mother: I'm glad you like them. They must have water. Did anyone get any for you?
Daughter: Yes, the nurse got a jug and then she put them over by the window so that everyone can see them. Sophie came to see me and she bought me a new book too! So I'm reading it and looking at the flowers.
Mother: That's great. I'll see you later.

4
Teen boy: Look, here's a great website for gifts. We ought to send our cousin John something while he's in hospital.
Teen girl: I know, we can't visit as it's so far away. OK, let's see what the online shop has. We've sent him emails already so this funny e-card isn't really necessary, and well, he's 13, so I don't think he'll like this toy. What about the computer game? John has his laptop with him in hospital, so he'll be able to play it. That should make him feel happier.
Teen boy: Great idea! Done!
5
Woman: OK, I just wanted to let you know which activity is taking place this week in the children's part of the hospital. We can't arrange any singing at the moment because it's too noisy for some of our patients, so we're going to organise daily drawing classes instead, for those who are well enough. Unfortunately, the clowns who dressed up as doctors last week can't come back until next month – the children can't wait to see them again!

Answers

Refer to underlining in audioscript above for where the correct answers come.

- B. The focus question asks where Lola's phone is 'at the moment', so A is wrong – although it was found in the changing rooms, it is now in reception; C is wrong because it wasn't left in the gym itself.
- C. Although Grandad says there were 'nurses and doctors all running around', he only refers to the teenagers' visit, so A and B are both wrong.
- A. B and C are wrong as there is no window shown.
- A. B is wrong as the girl says an e-card isn't necessary; C is wrong as she says the toy is too young for John.
- C. A is wrong because the clowns aren't coming back to the hospital until next month; B is wrong because there isn't any singing at the moment.

SPEAKING Discussing options (I)

- Ask students to look at the pictures and invite two or three of them to tell the class what they would like if they were in hospital, and why. Model the activity by giving your own answer, e.g. *I'd like the DVDs. I could watch them if I was feeling tired but bored.*
- 1.16 Read the task and the instructions aloud. Play the recording for students to answer the questions. Check answers.

Audioscript

Ana: So we have to have a present for this girl? I don't think that flowers are a good idea. What do you think?
Hua: Hmm, I like flowers. I think it's a good idea, but maybe not for a teenager. When you are in hospital you want to do something, so do you think a DVD is a good idea? But then it's difficult to decide which one to get.

Ana: Yes, that's true. Lots of my friends have DVDs and I don't know which they have. Hmm, maybe that isn't a good idea. What about a photo frame with a picture of her friends? That's nice. Do you agree?

Hua: That's a good idea, but nowadays I think that we all have photos of our friends on our phones. We don't have photo frames! In my view, paper and pen would be good because you can do lots of things with that. I mean, a computer would be better but it's not there, so paper and pen because then she can draw, write, you know, lots of things. What do you think?

Ana: Yes, it's difficult to choose, isn't it? Nobody I know plays games like this. Do you know someone who likes that?

Hua: Well, actually I do! It's fun!


Ana: Oh OK! OK, so what do we think?

Hua: Well, maybe the flowers are the best! From this list! Everyone likes flowers and I think they are better than these other ideas.

Ana: Yes, I agree with you.

Answers

They agree eventually. They do not mention the book.

- 3**  **1.16** Direct students to read the *Prepare* box. Play the recording again for them to do the exercise. Check answers.

Extension activity

Students role-play a short conversation about buying a present for the girl in the picture. Remind them to use the phrases in the *Prepare* box. Ask two or three pairs to perform their role play to the class.

Answers

Ana: What do you think?, Do you agree?

Hua: I think, In my view, What do you think?

Prepare for Preliminary for Schools Speaking Part 2


Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and try to reach an agreement. The interlocutor gives them instructions and a picture showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.


Tip

Tell students that they should not try to reach an agreement too quickly, as they miss out on the opportunity to demonstrate their language skills. They should try to discuss all of the ideas shown in the picture.

→ See Exam Profile 5, Student's Book page 129

- 4**  Direct students to page 130.

- 1** Ask students to read the instructions and write notes on their opinions on the party ideas. Remind them to add reasons. Put them into pairs to compare their ideas and reasons, and encourage them to give each other ideas.

- 2**  If you feel students need more support, write the expressions from the *Prepare* box on the board. Put students into different pairs to do the exercise. Monitor and give positive feedback when they use phrases from the *Prepare* box. At the end of the exercise, bring the class together and see which party idea was the most popular, and why.

Cooler

Books closed. See a two-minute time limit and ask students to write as many expressions as they can remember from the *Prepare* box. They can check their answers by looking at page 39.

Project

Students prepare a poster for display. Put them into small groups to find out more about three allergies. Ask them to describe each one, explain the difficulties a person with the allergies faces and suggest what other people or governments can do to help. Tell students to distribute the tasks between them, to use the internet for research and to plan when they will make their poster. Display the posters around the classroom for others to read.

Teacher's resources

Student's Book

Grammar reference and practice page 150
Vocabulary list page 139

Video

Speaking Part 2

Workbook

Unit 6, page 24

Go online for

- Pronunciation
- Progress test
- Speaking test video worksheets
- Corpus tasks