

3 Fit as a fiddle

page 29

Reading:	identifying key information; matching prompts to text
Vocabulary:	health and fitness
Grammar:	present perfect simple and present perfect continuous; <i>for, since, lately, already, yet</i> and <i>still</i>
Listening:	thinking about the missing words; complete the sentences
Speaking:	describing similarities and differences; photo description

Grammar:	countable and uncountable nouns; quantifiers
Use your English:	prepositions; idioms; checking your sentences make sense; sentence transformation
Writing:	giving advice; giving effective advice; writing an article
Live well, study well:	forming positive habits; challenging limiting beliefs

Unit Opener page 29

In the photo

Skydiving is a popular sport and many older people, even into their 90s and older, have jumped from a plane, proving that age is just a number. In 2020, a 103-year-old man from Texas became the oldest skydiver. Before him, the record was held by a 102-year-old woman from Australia.

- Show the photo. Elicit ideas about the meaning of the title (it is an idiom which means someone is in good health, often used to talk about people who are healthy for their age).
- Students describe the photo. Encourage them to use adjectives to add detail.
- In pairs, students discuss the questions. Get feedback.

EASIER: Brainstorm the woman's possible feelings and different types of exercise, and write them on the board before students discuss the questions.

EXTENSION: Elicit the types of exercise students like to do and write them on the board. In small groups, students choose their five favourite forms of exercise and rank them from their most (1) to their least favourite (5). Groups present their conclusions to the class, including an explanation of their agreed choices, and anything they couldn't agree on and why.

Reading pages 30–31

identifying key information; matching prompts to text

1

- Ask students if they think they lead a healthy life and why / why not. Give your own example if necessary.
- Elicit a clear definition of *social networking* (using the internet to connect and communicate with people).
- In small groups, students discuss the questions. Get feedback.

EXTENSION: Write the following questions on the board:
What kind of goals do you set for yourself?
How many hours do you usually sleep?
Do you spend a lot of time on social network sites?
In pairs or small groups, students discuss the questions. ★

2

MEDIATION SKILLS

- Summarising the content of a written or spoken text in speech is mediation. In this case, students are asked to summarise the outcome of their own discussion to a second pair of students. They should summarise the arguments from their original discussion and explain their list, including their reasons for including each point.
- In order to do this, students will have to adapt the language of their earlier discussion in various ways, e.g. using *we* and the past tense for decisions they made (*we decided ... , we agreed ...*). They will also need to focus on the outcome of the discussion and the reasons, rather than repeating everything that was said.
- Students can practise this mediation skill throughout the course by summarising the content of audio recordings, videos, their own pairwork discussions or reading texts, using their own words. They should be expected to summarise opinions and ideas as well as key information.
- In pairs, students write a list, then compare their ideas with another pair, giving reasons for their choices.
- Get feedback. Write students' ideas on the board.

FAST FINISHERS: In pairs, students discuss which of the things in their lists they do and how often.

EASIER: Before they begin, as a class brainstorm things people might do to live a long time, e.g. spend time in nature, exercise, etc.

LOOK!

In pairs or small groups, students discuss the question. They could discuss people they know or famous centenarians. Get feedback.

3 3.1 ▶

- Ask *In which countries do you think many people live a long time? Why?* Elicit a few ideas.
- Students scan the article and do the exercise. Get feedback.
- Play the recording while students read again.

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *peninsula* (a piece of land almost completely surrounded by water), *crop* (a plant grown by farmers for food), *disease* (a medical condition negatively affecting the body that is not related to injury) and *strengthen* (to make or become stronger).

FAST FINISHERS: In pairs, students discuss what they know about the countries in the article, e.g. which continent they are on, the capital city, languages spoken. Get feedback.

EXTENSION: In pairs, students describe the photo on page 31, then compare their description with another pair.

3.1 ▶

As reading text on page 31.

4

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students read the complete sentences aloud.

EASIER: In pairs, student A looks at Japan and Costa Rica, and B looks at Greece. They find the words in their paragraph(s) to complete the sentences, then compare their answers with another pair.

ANSWERS

- 1 homegrown
- 2 generations
- 3 inhabitants
- 4 local
- 5 agriculture

5

- Go through the Exam Tip.

Exam TIP

Identifying key information

- Explain that in this type of exam task, each paragraph can be matched with more than one question.
- Remind students to just skim a text when they read for gist or a general understanding. They can often get the gist of a paragraph by reading the first and last line.
- Explain that exam questions usually paraphrase ideas or contain synonyms of words found in the text. On the board, write: *They grow and eat fruit and vegetables only found in their region.* Students scan the first line of each paragraph and say which one it matches, and how the sentence is paraphrased in the text (A; *They eat food that is local and have a diet that is unique to the area.*). Identify the words that are similar in meaning (*fruit and vegetables / food, only found in their region / local / unique to the area*).

- Students read the Exam Task and underline the key words, then compare their answers in pairs. Get feedback.

EASIER: Choose students to read the questions in the Exam Task aloud and elicit the key words as a whole class.

6

Exam TASK

Matching prompts to text

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EXTENSION: Divide the class into three groups, A, B and C. Group A does further research on Okinawa, group B on the Nicoya Peninsula and group C on Ikaria. They make notes, then work together to create a presentation for the other groups.

ANSWERS

1 B 2 A 3 C 4 C 5 B 6 C 7 A 8 B 9 A 10 B

- Remind students of the concepts of *moai* and *ikigai* in Paragraph A of the article.
- They discuss the questions in pairs.
- Get feedback. Ask *What is the life expectancy in your country? What are the staple foods in your diet?*

your ideas

Vocabulary page 32

health and fitness

1

- In pairs, students discuss the bullet points. Get feedback.

EXTENSION: Write the words *stressed*, *ill*, and *unfit* on pieces of paper. Put students in groups of three and give each group the three words, putting them face down on a desk. They each take a word and act it out for the rest of the group to guess.

2 3.2 ▶

- Ask *Which of the options a–d might improve your fitness? (a, b and c). Which might help if you were injured or ill? (d).* Ask students if they have ever trained for an event or joined a gym.
- Play the recording. Students do the matching exercise, then compare their answers in pairs.
- Play the recording again while they do the note-taking part of the exercise. Get feedback.

EASIER: When playing the recording again, stop after each speaker and elicit key words to help students choose the correct answers.

ANSWERS

1 c 2 d 3 b 4 a

3.2 ▶

Speaker 1

Someone recently told me that you get fit doing exercise and lose weight in the kitchen. I eat a healthy diet anyway, so now I need to think about my fitness. I'm not that keen on using an exercise bike or lifting weights, but I've paid now so I'll give it a go! My first session is tonight after work.

Speaker 2

I have to arrive at the hospital about an hour in advance. I'm not allowed to eat anything for twelve hours beforehand. I will meet the doctor and the nurses. They will talk to me about what is going to happen and then give me something to make me sleep. I'll wake up three hours later and my leg will be fixed. I'm very nervous about it, to be honest.

Speaker 3

I've always been really active and love to go walking. I can walk for hours and hours! But recently, I've noticed that I'm slowing down a bit and my clothes are starting to feel a bit tight! So, starting on Monday, I'm going to change my diet, cut out chocolate and sweet things, and see if that makes any difference.

Speaker 4

I go jogging every morning before breakfast and then I have a big plate of eggs, spinach and grilled tomatoes. I've got six months to get my fitness levels up to where they need to be. Some of the other competitors are really strong and fit, so if I've got any chance of winning, I really need to do the right preparation now.

3

- Elicit the types of words in items 1–6 (*recover* and *treat*: verbs; *injury*, *symptom*, *patient* and *emergency*: nouns).
- Students do the exercise, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write two sentences using words from the exercise.

ANSWERS

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

4

- Students briefly describe the photos and predict what the article is about, then skim the article to check their predictions.
- Students complete the article, then compare their answers in pairs. Get feedback. Elicit the meaning of *pose* (to sit or stand in a particular position) and *toxins* (poisonous substances produced in the cells of plants, animals, etc.).

EXTENSION: As a class, discuss the following questions: *Do you think the judge's idea is a good one? Why? / Why not? Do you believe some types of exercise can make an illness disappear?*

ANSWERS

1 doing 5 treat 9 health
2 illness 6 instructor 10 prison
3 pain 7 evidence
4 operation 8 symptoms

5

- Students skim what each doctor says before they complete the sentences. They then check their ideas in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback.

EASIER: Write the unused words from Exercise 4 on the board so students have them as reference.

playing, temperature, ache, emergency, recover, player, medicine, patients, illness, hospital. ★

EXTENSION: Using the paragraphs in Exercise 5 as a model, students imagine they are a doctor and write their own short text giving lifestyle advice.

ANSWERS

1 illness	5 ache	9 Patients
2 playing	6 emergency	10 recover
3 medicine	7 hospital	
4 player	8 temperature	

3.3 ▶

For our weekly section on health and fitness, we asked several doctors to let us know what kinds of problems they face. Dr Wang said:

Dr W: An unhealthy lifestyle can definitely lead to illness. It's really important that people exercise. There are lots of different options such as doing yoga or playing football in the park. The key is to exercise regularly.

Dr Lopez told us:

Dr L: I don't think people would ask for medicine every time they felt unwell if they realised how expensive the pills and creams are.

Dr Al-Mahmood said:

Dr A: The other day, a football player came to me with an ache in his leg. He was very surprised when I told him it was an emergency and he must go straight to the hospital. His leg was broken!

And finally, Dr Ebadi told us:

Dr E: Recently, I saw someone with a high temperature. He had the flu. I told him to drink plenty of water and rest. Patients who follow our advice usually recover quickly.

- Brainstorm ways to recover from an illness and write them on the board. Give examples if necessary, e.g. *drink water, eat fruit, get lots of sleep.*
- Students discuss the questions in pairs. Get feedback.

your ideas

Present perfect simple and present perfect continuous

GRAMMAR GUIDE: present perfect simple and present perfect continuous

We use both the present perfect simple and the present perfect continuous for past states and actions that are linked to the present. This can be:

- because the state / action is unfinished.
I've worked here for five years.
I've been working here for five years.
- because the state / action is finished, but the time isn't.
I've read this article today.
I've been reading this article today.
- recently finished actions when we don't mention a finished time.
She's just told him.
She's just been telling him.
- finished actions that have an effect on the present when we don't mention a finished time.
I've painted this room.
I've been painting this room.

Differences

- We use the present perfect simple to draw attention to the results.
I've painted this room myself. Do you like it? (result)
- We use the present perfect continuous to draw attention to the action and its duration.
I've been painting this room all day and I'm exhausted. (action / effort)

Additionally, we use the present perfect simple and **not** the present perfect continuous:

- when we mention specific quantities or repetitions of a finished action.
She's made two cakes!
I've told you three times already.
- for experiences with **ever** and **never**.
This is the best cake I have ever had.
Have you ever been to Paris?
I've never been to a rock concert.
- with stative verbs.
I've always preferred dark clothes.

1

- Students answer the questions, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: In pairs, student A looks at sentences 1 and 2 and student B looks at sentences 3 and 4. They then share their information and check each other's answers.

ANSWERS

a 2 b 1 c 3 d 4

2

- Show the sentences in Exercise 1. Do the first item with the class. Ask *Which sentences use the present perfect simple? (1, 3).*
- Students complete the rules then compare their answers in pairs. Get feedback.

ANSWERS

a PPS b PPC c PPS d PPC e PPS f PPC

TEACHING TIP: Encourage students to make notes on the use and form of tenses they struggle with in their notebooks. They can write example sentences and explanations of how to use each tense in their own words.

3 3.4 ▶

- Elicit or teach *Paleo diet* (a diet based on what early humans could find by hunting and gathering, i.e. meat, fish and vegetables).
- Students complete the sentences, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback.

EXTENSION: In pairs, students write three similar sentences and give them to another pair to complete.

ANSWERS

- have been researching
- hasn't seen
- have been developing
- has become
- has made
- has been practising
- have signed
- has been going

3.4 ▶

- For many years, people have been researching areas of the world with high numbers of centenarians.
- The old man hasn't seen a doctor for fifty-five years.
- Scientists have been developing new treatments here since the early 2000s.
- The Paleo diet has become very popular over the past decade.
- Alexei has made a pot of coffee.
- Eleni Derke has been practising yoga for more than twenty-five years.
- I have signed a contract at the gym and my first session is at three o'clock today.
- Tina has been going to exercise classes since the start of the year.

for, since, lately, already, yet and still

GRAMMAR GUIDE: for, since lately, already, yet and still

- We use *for* + a measure of time.
They've known each other for 30 years.
They've been discussing this for hours.
- We use *since* + a specific point in time / the time something started.
We've known each other since 1990.
They've been arguing since the trip to Rome.
- We use *lately* and *recently* to mean a time that started not long ago and may or may not be finished. We can use them at the beginning or the end of a sentence.
Have you read anything interesting lately?
Recently, I haven't been sleeping well.

- We use *already* to mean 'before now'. With the present perfect simple, it can go before the past participle or at the end of the sentence.
*I've **already** told you.*
*I've told you **already**.*
- Yet also means 'before now', but we use it in questions and negative sentences to talk about actions or events we expect and it usually goes at the end of the sentence.
*Have you seen that film **yet**?*
*They haven't arrived **yet**.*
- We use *still* in negative sentences with the present perfect to say that we expected something to have happened already but it hasn't. It usually goes before *have / has*.
*They **still** haven't arrived. Have you tried calling them?*

4

- Students do the exercise, then compare their answers in pairs. Get feedback.

EXTENSION: Write the following prompts on the board:

I've been feeling ... lately.

I've been ... for a few weeks.

I've already ...

I haven't bought ... yet.

Students complete the prompts, then compare their ideas in pairs or small groups. ★

ANSWERS

- | | |
|----------|-----------|
| 1 since | 5 already |
| 2 lately | 6 still |
| 3 yet | 7 yet |
| 4 for | |

5

- Students complete the rules, then compare their answers in pairs. Get feedback.

EASIER: Write the time expressions on the board:

for, since, lately, already, yet, still

Do the exercise as a class, crossing off each expression as it is used. ★

ANSWERS

- | | |
|---------|-----------|
| a yet | d lately |
| b for | e still |
| c since | f already |

6

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Choose students to read the completed sentences aloud.

FAST FINISHERS: Students write three sentences of their own using the time expressions in the box.

ANSWERS

- | | |
|-----------|---------|
| 1 lately | 4 yet |
| 2 already | 5 still |
| 3 for | 6 since |

Listening page 34

thinking about the missing words; complete the sentences

1 3.5 ▶

- Write the following numbers on the board: 100,000, 72%, 1,200, 2/3, 6.2. In pairs, students discuss how to say them. Elicit the answers (*one hundred thousand, seventy two per cent, one thousand two hundred, two thirds, six point two*).
- Ask *Which numbers in the list look like years?* (5 a/b/c and 7b).
- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

FAST FINISHERS: In pairs, students practise saying the numbers in Exercise 1.

EXTENSION 1: Books closed. Put students in small groups. Say ten numbers from Exercise 1 (that aren't in recording 3.5) for them to write down. Nominate one person from each group to write them on the board. The group with the most correct numbers wins.

EXTENSION 2: Write the following years on the board: 2116, 1066, 1544, 1981, 2099

In pairs, students practise saying each date correctly. ★

ANSWERS

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

3.5 ▶

- one sixth
- seventeen per cent
- 50 million
- two thousand, three hundred
- eighteen seventy-eight
- fifth
- twenty forty-two
- seven point three

2 3.6 ▶

- Before listening, students read the sentences and underline the key words (1 *19 per cent, too much salt*; 2 *1970s, 4 per cent, overweight*; 3 *28 days, bad habit*; 4 *walk, 22 minutes, chocolate*; 5 *300 million, diabetes*; 6 *life expectancy, 82*).
- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EASIER: Before listening, elicit the meaning of *overweight* (too heavy / fat), *burn off calories* (lose the energy (calories) you put into your body with food, by exercising) and *diabetes* (a disease that means you have too much sugar in your blood).

ANSWERS

1 F 2 T 3 T 4 F 5 T 6 F

3.6 ▶

- According to one study, about 90 per cent of Americans have too much salt in their diet.
- In the 1970s only four per cent of children in the USA were overweight. Nowadays, that number is nearer twenty per cent.

- 3 If you've got yourself into bad habits, the good news is that it only takes about 28 days to break a bad habit.
- 4 To burn off a bar of milk chocolate with 229 calories, you would need to go on a 42-minute walk or a 22-minute run.
- 5 Worldwide, more than 300 million people suffer from a disease called diabetes.
- 6 Whilst it varies from country to country, the average life expectancy across the world is 72.

3 3.6 ▶

- Play the recording again. Students make a note of the true information for 1, 4 and 6. Get feedback.

ANSWERS

1 90% 4 42 6 72

4

- Go through the Exam Tip.

Exam TIP

Thinking about the missing words

- Ask why it's important to read each question in an exam task (*to find out the topic*). Students should try and predict the missing words before they listen, making a note of them separately rather than filling in the gap.
 - Write the following sentence on the board: *More than ___ people in the UK have a heart condition.* Ask what type of word is missing and why (*a number, indicated by 'more than' and the noun 'people'*).
 - Explain that they can write numbers and dates in words or figures without losing marks for the form they choose.
- Students read the Exam Task, predict the missing information, then compare their ideas in pairs.
 - Get feedback. Students give reasons for their predictions.

5 3.7 ▶

Exam TASK

Complete the sentences

- Play the recording. Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students spell their answers aloud or write them on the board.

ANSWERS

1 90 per cent / 90%	6 healthier places
2 illness	7 Air and water
3 symptoms	8 lack of exercise
4 the reason	9 Active design
5 raise	10 some stairs

3.7 ▶

Have you ever thought that buildings can affect your health? According to some studies, people in industrialised countries spend, on average, about 90 per cent of their time indoors. This has led to people having a condition called 'sick building syndrome', or 'SBS'. People with this illness complain of symptoms such as headaches, coughs, dry or itchy skin, sore throats, extreme tiredness and feeling sick. Often, patients only

experience these symptoms when they're in a particular building, or room in a building. If doctors aren't able to find other reasons for these symptoms, they generally conclude that the person has SBS.

A slightly different condition is 'BRI', which stands for 'building related illness'. BRI is different to SBS because doctors know for certain that something in the building is making their patient unwell. For example, someone might have got a chest infection because the place they work in is damp or polluted and this is the reason for the illness.

For several years now, the healthy building movement has been trying to raise awareness of the problems. Many architects and building designers are now trying to make new buildings healthier places for the people living and working inside them. In order to do this, they focus on issues such as air and water quality, noise, air flow through the building, natural lighting and views. At the same time, they are keen to ensure that new buildings are built to include something called 'Active Design'.

What exactly is 'Active design?' We know that illnesses such as cancer, heart disease and diabetes cause about 60 per cent of deaths worldwide. We also know that poor diet and lack of exercise are major causes of these illnesses. 'Active design' means that architects and building designers use design to make people more active. For example, they might include a large, beautifully designed staircase opposite an entrance, which will encourage people to walk up it. Or they might include a walkway lined with trees and plants that make it attractive to use. In Stockholm, Sweden, some stairs at a train station have been made to look like a piano and each step plays a different note as you walk on it. This 'fun' element of the design meant that more people take the stairs than the nearby escalator, therefore increasing their activity.

It's true that most of us will continue to spend much of our time indoors either at school or at work, but if we can make sure that our buildings aren't making us ill, it will be much better for all of us.

Speaking page 35

describing similarities and differences; photo description

1

- Ask *What do people often get stressed about?* Elicit ideas and write them on the board. Ask a few students to say whether they find these things stressful or not. Don't go into detail at this stage, as they will discuss this further in Your Ideas.
- Students order the activities according to their opinion. Do not get feedback at this stage.

2

- In pairs, students discuss the questions. Encourage them to give reasons for their answers in Exercise 1. Get feedback.

EXTENSION: In small groups, students discuss why the activities in Exercise 1 would make them feel less stressed, e.g. *they're a distraction, exercise releases feel-good chemicals, etc.*

3

- Show the photos. Elicit which two words in the box are opposites (*indoors* and *outdoors*).
- In pairs, students discuss the photos. Make sure they don't just describe them; using the questions will help them think about what each photo represents. Get feedback.

FAST FINISHERS: In pairs, students say which activity they would prefer to do and why.

EASIER: Elicit similarities and differences between the photos, then brainstorm problems in A and benefits in B. Write key vocabulary on the board as a reference.

4

- Go through the Exam Tip

Exam TIP

Describing similarities and differences

- Refer back to the similarities and differences students discussed in Exercise 3.
- Explain that they should use linking words and phrases, e.g. *however, but, whereas, etc.*, to compare and contrast the photos, e.g. *In the first photo the boy is eating and relaxing, whereas in the second photo people find being outside relaxing.*
- Tell students they will have a different set of photos to their partner, but they may get ideas for ways to talk about their photos as they listen to their partner.
- Students read the Exam Task.
- Students discuss the question. Get feedback, making sure that students are clear about the difference between comparing and describing something.

5

Exam TASK

Photo description

- Go through the Useful Language box.
- Put students into A / B pairs. They turn to the correct page and look at their photos, then take turns to talk about their photos. Remind them to focus on comparing the photos and to ask and answer their follow-up questions.
- Get feedback.

EASIER: In pairs, students brainstorm ways to introduce and link ideas. Give examples if necessary, e.g. *In the first photo ... , In my opinion, ... , From my point of view, ... , but, however, in comparison, compared to, etc.* Write their ideas on the board.

TEACHING TIP: Peer feedback is useful in building confidence and helping students become more independent learners. Encourage pairs to record themselves doing the Exam Task, then watch or listen back to it. They say three things they thought their partner did well and one thing their partner could improve on, e.g. pronunciation, range of vocabulary, grammatical structures, inclusion of Useful Language phrases, etc.

your ideas

- Ask *How often do you get stressed? What makes you stressed?* Elicit a few ideas.
- Students discuss the questions in pairs. Get feedback.

EXTENSION: If students are happy to talk about their personal circumstances, ask them to think about the last time they were stressed and discuss what made them feel better with a partner.

Grammar page 36

Countable and uncountable nouns; quantifiers

GRAMMAR GUIDE: countable and uncountable nouns

- Most nouns are countable and have singular and plural forms. The verb agrees with the noun.
- Some nouns are uncountable. They only have a singular form, although they can end in *-s*. They always take the third person singular form of the verb and are replaced by the singular pronoun *it*. *The furniture is lovely. Where did you buy it? I'm afraid the news is not very good.*
- Nouns that are countable in one language can be uncountable in another language and vice versa, which can cause confusion among learners. While the best way to learn uncountable nouns is to remember them individually, grouping them as follows may help:

some foods	bread, cheese*, fruit, food*, rice, pasta, spinach, salt*
liquids	coffee*, milk, oil*, water*
abstract nouns	advice, fun, health, information, knowledge, love, news, progress, time, weather
areas of knowledge	biology, history*, maths, dentistry, economics, engineering, medicine*
other	equipment, furniture, homework, money, music, research, rubbish, traffic

*Some nouns can be both, depending on how they're used, e.g.:

Countable	Uncountable
<i>I love French cheeses.</i>	<i>I don't eat cheese.</i>
<i>Two coffees, please!</i>	<i>Coffee is bad for you.</i>
<i>I take three different medicines every day.</i>	<i>She studies medicine.</i>
<i>Here's a glass of water.</i>	<i>This is made of glass.</i>

- To talk about part of an uncountable noun we use a *piece of* or specific quantities: *Let me give you a **piece of advice**. You need to add a **pinch of salt**.*

1

- Students complete the rules, then compare their answers in pairs. Get feedback.
- Elicit the meaning of *star jumps* (jumping with your arms and legs extended out into the air). A willing student could demonstrate how to do them.

ANSWERS

- a Countable
- b Uncountable

2

- Ask students to imagine you have a cold or the flu. Ask *Where could I go to see a doctor for advice?* (a surgery). Elicit advice on how you could feel better.
- Students read the text and check if their ideas are mentioned.
- They complete the table then compare their answers in pairs.
- Get feedback. Copy the table on the board and ask students to complete it.

FAST FINISHERS: In pairs, students brainstorm countable and uncountable nouns for objects in the classroom.

EASIER: Do the exercise as a class. Write the table on the board and choose students to read each line of the text aloud. Invite volunteers to come and write the answers in the correct column in the table.

ANSWERS

Countable nouns: people, tissue, mouth, hands, emergency
Uncountable nouns: advice, water, honey, rest, soap

3

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Ask *In which sentence is 'room' countable / uncountable?*

ANSWERS

- 1 (uncountable) space
- 2 (countable) a specific room, e.g. a bedroom

4

- Students tick the nouns which are both countable and uncountable, then compare their answers in pairs. Get feedback.

EXTENSION 1: Students choose one of the countable and uncountable nouns (2, 3 or 4) and write two sentences: one with the countable form of the noun and one with the uncountable form.

EXTENSION 2: Write the following words on the board:

chicken
paper
time
hair
memory
tea

In small groups, students note down the meaning of the countable and the uncountable form of each noun. They share their ideas with another group. Get feedback and write the differences on the board. (*chicken* (U food, C the animal); *paper* (U something you write on, C documents); *time* (U a general concept, C specific moments); *hair* (U all the hair on your head / body, C individual hairs); *memory* (U the ability to remember, C specific memories); *tea* (U in general, C when asking for a specific number). ⚡

ANSWERS

2 experience 3 activity 4 culture

TEACHING TIP: Encourage students to record nouns that can be both countable and uncountable in their notebooks. They should write example sentences to help them remember the uses.

5 **3.8**

- Do the first item with the class. Elicit whether the noun is countable or uncountable (*experiences, countable*).
- Students complete the sentences, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback.

ANSWERS

- 1 experiences
- 2 activity
- 3 cultures
- 4 centenarians
- 5 headache
- 6 health

3.8

- 1 We had some wonderful experiences during our time in Greece.
- 2 Human activity is one of the main reasons for climate change.
- 3 The Ikarian and Nicoyan cultures are fairly similar.
- 4 I don't know any centenarians. Do you?
- 5 I've got the flu. I've got a headache and a really sore throat.
- 6 A poor diet can have a major impact on your health.

6

- Students categorise the words from Exercise 5. Get feedback

EASIER: Elicit the missing words from Exercise 5 again. As you elicit them, students say if they are countable or uncountable.

ANSWERS

1 C 2 U 3 C 4 C 5 C 6 U

Quantifiers

GRAMMAR GUIDE: quantifiers

C = with countable nouns; U = with uncountable nouns

some	affirmative sentences; requests; offers We've got some bread . Could I have some sweets , please? Would you like some coffee ?	C, U
any	negative sentences; questions We haven't got any milk . Don't give him any biscuits ! Have you got any information ?	C, U
no	affirmative sentences, negative meaning There are no children here. We have no milk .	C, U
a lot of / lots of / plenty of / all (the) / enough	affirmative / negative sentences; questions My friend eats lots of bananas . He does that all the time . All people are equal. Have you got enough money for it?	C, U
much	negative sentences; questions I couldn't give him much advice . How much milk do you want?	U
many	negative sentences; questions Not many people came. How many eggs do you need?	C
a little / little	affirmative sentences; <i>little</i> = less than expected We only had a little water . Little is known of what happened.	U
a few / few	affirmative sentences; <i>few</i> = fewer than expected There were a few apples on the tree. Few people came. (= hardly anyone)	C
specific quantity	affirmative / negative sentences; questions We need one kilo of apples . We haven't got two jars of jam . Do we need one or two litres of water ?	C, U

We also use *several / a (large) number of* with countable nouns and *a bit of / a great deal of / a (large / small) amount of* with uncountable nouns.

Several people didn't turn up.

A large number of books is missing.

We haven't got **a great deal of money**.

You need to add **a bit of salt**.

7

- Students complete the rules, then compare their answers in pairs. Get feedback.

ANSWERS

- a Many, a few
b Much, a little

LOOK!

- Write the following sentences on the board:
There aren't students in the class.
This tea doesn't need milk.
How is that painting?
- In pairs, students decide whether the sentences take *much* or *many*, and say where the words go.
- Get feedback (*There aren't many students in the class; This tea doesn't need much milk; How much is that painting?*). ☆

EXTENSION: In their pairs, students write two similar sentences without *much* or *many*, then exchange sentences with another pair.

8

- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write three questions using *much* or *many*, then ask and answer their questions with another pair.

ANSWERS

- | | |
|------------|------------|
| 1 much | 4 many |
| 2 a little | 5 a little |
| 3 a little | 6 a few |

Use your English

page 37

prepositions; idioms; checking your sentences make sense; sentence transformation

Prepositions

1

- Check understanding of *preposition* by brainstorming examples, e.g. *to, for, on, in, at, from*.
- Do the first item with the class. Ask a student to read the first sentence aloud and elicit the answer (*against*). Ask why this is correct (*'protect against' is a phrasal verb*).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION 1: In pairs, students identify the phrasal verbs and collocations in the sentences (*protect against, work on, contribute to, over ... years old, at risk of, depend on, be a member of, focus on*). Elicit where the preposition is usually found (*at the end of the phrase*).

EXTENSION 2: In pairs, students write two sentences with a missing preposition, then take turns to read their sentences aloud to another pair. The other students say the preposition.

ANSWERS

- | | | |
|-----------|--------|------|
| 1 against | 4 over | 7 of |
| 2 on | 5 of | 8 on |
| 3 to | 6 on | |

TEACHING TIP: Encourage students to keep a section in their notebooks for prepositions. This could include phrasal verbs, prepositions of place, time and movement, collocations that include prepositions and prepositional phrases. Remind them to revise these regularly to help them in exam tasks.

Idioms

2

- Review the meaning of *idiom* and elicit the topic of the idioms in the exercise (*health*). Remind them they have already come across one of them (*fit as a fiddle*) as the title of this unit.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

ANSWERS

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

3

- Go through the Exam Tip.

Exam TIP

Checking your sentences make sense

- Explain that students should always review their sentences at the end of this type of task for two reasons: to check they make sense and have the same meaning as the first. Elicit ways to do this, by checking, e.g. the grammar, that the given word has been included, that the positive or negative usage is correct, etc. Students should also check their spelling if they have time.

Exam TASK

Sentence transformation

- Remind students they saw this Exam Task type in Unit 1.
- Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

1 focus on
2 on the mend
3 contribute to
4 didn't do (very) much
5 depend on
6 was on her last legs

- Students discuss the questions in pairs.
- Get feedback. Write students' answers to the first question on the board. Students choose the top three things that help them recharge their batteries.

your ideas

Writing

pages 38–39

giving advice; giving effective advice; writing an article

Learning FOCUS

Giving advice

- Elicit or teach *article* (a piece of writing in a newspaper or magazine, or online). Find out if students ever read articles that give advice. Ask *Do these articles usually tell you what to do, or make suggestions?* (make suggestions).
- Give the following imaginary scenario: you need advice as you and a friend have fallen out. Write these sentences on the board: *1 Try to speak to your friend. 2 You must speak to your friend.* Elicit which sentence gives the best advice and why (*1 because 2 sounds too strong / forceful*). ★

1

- Go through the expressions in the Learning Focus box for giving advice. Elicit more examples, e.g. *You could ... , What about ... + verb + -ing, ... , If I were you ...*
- Write the title of the text on the board. In pairs, students note down advice to answer the question. They then read the text and check if their advice is mentioned.
- Students discuss which advice they would or wouldn't follow, giving reasons for their answers. Get feedback.

2

- Ask *What do your friends usually ask for advice about?* and elicit ideas.
- Elicit or teach *junk food* (unhealthy food, e.g. burgers, cakes, etc. with low nutritional value).
- Students write a short piece of advice for each question, using phrases from the Learning Focus box. Do not get feedback at this stage.

EASIER: Students write the advice in pairs or small groups.

3

- In pairs, students share and discuss their advice from Exercise 2.
- Get feedback by asking how many students found their partner's advice useful. Elicit suggestions and write them on the board.

EXTENSION: Students work with another pair to decide which is the most useful piece of advice. Groups share their choice, giving reasons for their answer.

4

- Mime that you have a cough and elicit what is wrong with you. Check pronunciation if necessary /kɒf/. Elicit ways to prevent a cough or cold and give an example if necessary, e.g. *Wash your hands well.*
- Choose a student to read the example task aloud. In pairs, students discuss the sentences. Get feedback. Ask them to correct the false statement (*4 The advice will be published on a website.*).

ANSWERS

1 T 2 T 3 T 4 F

5

- Students read the title of the model answer. Elicit ideas about what it means. They skim the text to check their ideas.
- Students complete the model answer, then compare their answers in pairs.

MEDIATION SKILLS

- Summarising the content of a text in writing is mediation. Summarising a discussion in speech was practised earlier in the unit, and producing a written summary uses similar skills. However, summarising a written text in writing can be challenging for students as they need to avoid copying chunks of text.
- In this extension exercise, students need to identify the key points of the text and write them in a simple and direct way, leaving out any unnecessary details.
- Students can be given further practice of this mediation skill using written texts and recordings from the Student's Book. Students can also practise at home, using written or spoken materials in English or their first language. These could include podcasts or videos, articles, stories, websites, etc.

EXTENSION: Students identify the key advice in the article in Exercise 5. They should write each piece of advice as a simple sentence or bullet point.

(Suggested answers:

- *Improve your diet today to help you stay healthy (e.g. eat more fruit and vegetables).*
- *Get enough sleep and don't use a screen just before you go to bed.*
- *Do at least fifteen minutes' exercise every day.)*

ANSWERS

- 1 shouldn't
- 2 Why not
- 3 Try to
- 4 don't forget
- 5 Don't worry
- 6 make sure

6

- Students read the article again, identifying whether they agree or not with the writer.
- Get feedback. Have a class vote on how many students agree or disagree with the advice.

7

- Review some idioms from the Use your English lesson, e.g. *fit as a fiddle*, *be on your last legs*, etc.
- Go through the Useful Language box. Elicit or teach the phrases *prevention is better than cure* (you should try and stop an illness from starting rather than fight it when you get it) and *balanced diet* (a balance of food groups / eating certain things in moderation).
- Students complete the paragraph, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 batteries
- 2 in shape
- 3 diet
- 4 choices
- 5 fit

8

- Go through the Exam Tip.

Exam TIP

Giving effective advice

- Write on the board *I feel really tired all the time. Say You must get some exercise. Getting more sleep won't help. Ask What is wrong with this advice? Is it positive or negative? Elicit better ways of giving advice in this situation, e.g. You could try doing more exercise. If you do more exercise, you'll feel less tired. Doing more exercise is good because ... , etc. Explain that giving clear reasons can help persuade someone to take your advice.*
- Students read the Exam Task and identify how many things they need to write about, then make notes on the advice they want to include. Get feedback.

ANSWERS

three (lifestyle, physical activity and diet)

9

Exam TASK

Writing an article

- Students complete the Exam Task using their notes from Exercise 8 and phrases from the Useful Language box.

10

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's article and tick the things their partner has included using the Reflection Checklist.

Live well, study well

page 40

forming positive habits; challenging limiting beliefs

Useful vocabulary

acknowledge (v): to admit or accept that something is true, or a situation exists

expand (v): to become larger in size, number or amount

get back on track (v phr): to get back to focusing after losing your way for a period of time

gradually (adv): slowly, over a long period of time

manageable (adj): easy to control or deal with

master (v): to become very skilled at something

repetition (n): doing or saying the same thing many times

reward (v): to give someone something because they have done something good, helpful or have worked hard

setback (n): a problem that delays or prevents progress

succeed (v): to do what you wanted or tried to do

1

- Show the diagram and elicit suggestions for what the text might be about (old habits, new habits, making changes, etc.)
- Brainstorm reasons why people might want to start new habits and write them on the board. Ask if they can find similar ideas in the diagram.
- Check understanding of any new vocabulary (see the Useful vocabulary box).
- Students read the information carefully, then do the matching exercise.

EASIER: Students underline key words in each section of the diagram, then find similar ideas in the headings.

ANSWERS

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

2

- In pairs, students discuss the questions, giving reasons for their answers. Get feedback.

EXTENSION: Students think of any other steps they might include when trying to create a new habit.

3

- In their pairs, students discuss the question.
- Get feedback. Ask students to say if this has ever happened to them.

4

- Go through the Mind your Mind information. Elicit or teach *limiting beliefs* (thoughts or opinions that hold someone back from changing or improving their life).
- In pairs, students discuss the question.
- Get feedback. Find out if anybody has tried any of the tips and if so, whether they worked.

5

- Ask a few students what they would like to achieve and write their ideas on the board. Give an example if necessary, e.g. *I want to study and pass an exam in a new language.*
- Students think of a goal and answer the four positive questions, then share their ideas in pairs.



- In groups, students read through and choose a project. Project 1 is pairwork and involves helping a friend succeed at their goal, while Project 2 is an individual task which involves creating an action plan to form a new habit. However, Project 2 could also be carried out in a group.
- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everyone has a task and students swap tasks for peer correction.

Project 1

- In pairs, students write a plan to help a friend reduce their screen time, using the Useful Language box and ideas from Exercise 1 to help them. Explain they can display the information in any way they prefer.
- Encourage them to think of possible questions their friend might ask as a response and prepare some answers to them.

- Remind students to think about ways to give advice in a light way, and how they can make sure their friend follows it.
- Pairs present their plans to another pair. Encourage them to ask questions about each other's plans and to be prepared to answer the final question.

Project 2

- Students make a diagram similar to the one in Exercise 1, using their own ideas and including the prompts in the Useful Language box.
- Encourage students to include potential problems they may face when making the change and how they can maintain the change.
- Students share their plans with a partner or in small groups. Follow up on the plans in a future lesson to see if they have adopted the new habit.

Review page 151

ANSWERS: VOCABULARY

1

- 1 illness, symptoms 4 emergency, pain
2 patient, operation 5 injury, recover
3 treat, ache 6 medicine, temperature

2

- 1 to 2 of 3 on 4 against 5 over 6 on 7 of 8 on

3

- 1 weather 3 batteries 5 fiddle
2 legs 4 mend 6 life

ANSWERS: GRAMMAR

4

- 1 has already finished
2 have lived here since
3 haven't had dinner yet
4 still hasn't completed / finished
5 has been wonderful lately

5

Countable	Uncountable	Both countable and uncountable
operation	advice health honey	activity emergency experience illness room soap tissue wood

6

- 1 How **much** stress do you have in your life?
2 I've still got **some / a little** money left so I'll buy you lunch!
3 Oh no! I've put too **much** salt in the pasta.
4 How **many** operations does a surgeon usually perform in a day?
5 I have very little **reason** to continue living here.
6 I don't really have much free **time** to relax.
7 There are very few **children** playing in the park today.
8 I'm pleased I have **some / a lot of** free time at the moment.