In This Unit

Theme
This unit is about body and mind.

Vocabulary
Lesson 1: emotional, energetic, muscle, physical, sense, sore, stress, breathe, comfortable, diet, fit, mind, pain, tense
Lesson 2: active, anxious, brain, depressed, memory, mood, self-confident, belong, benefit, negative, positive, produce, satisfied, suffer

Grammar
Lesson 1: can and could; be able to
Lesson 2: may and might; must and can’t
Lesson 3: must; have to; should and ought to

Unit Opener

Objectives
• To introduce students to the topic of the unit (body and mind)
• To engage students with the topic and activate knowledge and vocabulary

Materials
• Student’s Book, Class Audio CD, IWB, DVD

To start
• Read the title of the unit together. Check students know what it means. Ask them to name the five senses, what kinds of activities are good for the body and mind, and what activities they do to stay healthy.
• Put students into groups of two or three and tell them to think of at least seven words that they can relate to body and mind. Tell them they can suggest adjectives, verbs, phrases or activities.
1 Circle the correct statement.
   • Tell students to look at the photo on pages 66 and 67. Ask students to tell you what they can see.
   • As a class, read the paragraph on page 67. Explain any vocabulary if necessary and make sure students understand the meaning. Ask them if they can name any sports in the Paralympic Games.
   • Tell students to read the instruction on page 67, then ask two students to read sentences a and b.
   • Ask students which sentence is correct and tell them to circle it in their books.
   • Ask students what words they would use to describe Hunter.

About the photo
Blades allow people without legs or feet to run. The blades are usually made from a strong and lightweight material called carbon fibre. Blade running is an event in the Paralympic Games, which take place every four years.

Related vocabulary
balance, determined, fitness, hard-working, injury, rehabilitation

TEACHING TIP
In this unit, handle the subject of diet and exercise with sensitivity! Take care not to upset or embarrass any students, if they are over- or underweight, when discussing this subject. Stress the importance of a healthy diet, but point out that this doesn’t mean that it’s good to eat too little, as eating too little can cause as many health problems as eating too much.
Lesson Aims
- Learn and use new vocabulary: emotional, energetic, muscle, physical, sense, sore, stress, breathe, comfortable, diet, fit, mind, pain, tense
- Learn and use new grammar: can and could; be able to

Materials
- Student’s Book, class Audio CD

To start
- Write a lift, part, a photo, an idea, time, a ring (telephone call) and advice on the board. Then make two columns, with the heading give and take. Elicit which words in the list belong to the correct column (give a lift/an idea/a ring/advice, take part/a photo/time/advice). Then tell students to write their own sentences using the expressions with give and take.

New vocabulary
- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat. [TR: 7.1]
- Tell students to read the words in the vocabulary box. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read. [TR: 7.2]
- Tell students that they are going to read about how to control stress. Ask them to read quickly and find out which sense refers to the garden and why (smell – visit a garden to smell the flowers).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to each read out a sentence from the text.

3 Circle the correct words.
- Tell students to circle the correct words. Remind them to re-read the text for the correct answers if necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

4 Write the sense(s) being used to reduce stress. Use the reading and your own ideas. Then answer the question.
- Tell students to write the correct sense(s) being used to reduce stress. Then answer question 7.
- Elicit the first answer if necessary.
- Check answers as a class and ask students to explain their answers to question 7.

5 Put the words in the correct order to make sentences.
- Read the uses of can and the examples in the grammar box to the class. Explain the terms used if necessary.
- Explain that we use could as the past simple of can to talk about ability in the past. Explain that we don’t use could to talk about present ability. Remind students that we use the bare infinitive of the main verb after can and could.
- Read the first part of the be able to section of the grammar box to the class. Write the names of the verb tenses which can be used with be able to (present simple, past simple, present perfect simple and future simple). Tell students to make sentences about their own abilities using be able to in each of these different tenses.
Were you able to have dinner? He didn’t feel well, but he was able to go to the supermarket. We were able to talk about ability in the past. Could you go to the gym or go for a walk every day if you want to keep fit?

Speak about ability.

Could you go to the gym or go for a walk every day if you want to keep fit?

We use were able to if we talk about ability in the past. We use could to talk about ability in the past.

Note: We use a bare infinitive after be able to and could be to talk about ability. We use could to talk about ability in the past.

We use were able to if we talk about what someone managed to do on a specific occasion in the past. Could is usually used only for general ability in the past. He didn’t feel well, but he was able to eat dinner. Could you go to the gym or go for a walk every day if you want to keep fit?

Put the words in the correct order to make sentences.

1. I wasn’t able to / couldn’t sleep last night.
2. Can we visit José in hospital?
3. I can’t relax before an exam.
4. Can you / Were you able to hear / shouted / couldn’t / he / because / we / us?
5. Wasn’t / sleep / able / last night / I / to
6. Were able to / wasn’t able to / didn’t / do in / the past.
7. The doctors find the cause of his illness. (T)
8. I wasn’t able to / couldn’t do in / the past.
9. Dr Faulkner tells Ban that it’s important to breathe deeply to relax. (T)
10. Can I / I am able to walk after the accident. (F)
11. Can you go to the supermarket? (T)

Correct the sentences.

1. Can I / I am able to walk after the accident. (F)
2. Dr Faulkner says Bao should be energetic at school. (T)
3. My grandma could play the piano. (T)
4. Were able to / wasn’t able to / didn’t / do in / the past.
5. He’s going to succeed if she puts her mind to it. (T)
6. She’s going to succeed if she puts her mind to it. (T)
7. Go to the gym or go for a walk every day if you want to keep fit. (T)
8. Walk after the accident. (F)

Check answers as a class. Ask students to check and discuss any different answers with a partner.

Ask and answer these questions with a partner.

Are young people healthy nowadays? Why/Why not?

Answers will vary.

Fill in the blanks with the correct forms of be able to.

Be able to

We use be able to to talk about ability. We can use it in all tenses except for continuous tenses. We use could to talk about ability. We use can to talk about ability or possibility for help if necessary.

We allow enough time to complete the task.

Ask volunteers to read out their paragraphs.
Lesson Aims
- Learn and use new vocabulary: active, anxious, brain, depressed, memory, mood, self-confident, belong, benefit, negative, positive, produce, satisfied, suffer
- Learn and use new grammar: may and might; must and can't

Materials
- Student's Book, Class Audio CD

To start
- On the board, write I can run fast. Tell students to make a similar sentence about an ability they have using can. Elicit what other ways we use can (to ask for and give permission, to talk about what is possible, to ask somebody to do something). Elicit how to change the example sentence to talk about a past ability (I could run fast).

New vocabulary
- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat. \( \square \) TR: 7.5
- Tell students to read the words in the vocabulary box. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read. \( \square \) TR: 7.6
- Tell students that they are going to read about the benefits of exercise. Ask them to read quickly and find out what the article suggests for the best sleep (exercise about six hours before going to bed).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to each read out a sentence from the text.

3 Write C (Correct), I (Incorrect) or DS (Doesn't say).
- Tell students to read and write the correct letter in the box. Remind them to re-read the text for the correct answers if necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

4 Complete the sentences with words from Activity 1.
- Tell students to complete the sentences with words from activity 1.

5 Circle the correct words.
- Read the first part of the grammar box to the class. On the board, write Some fresh air might help your headache. Point out that this suggests that something is a possibility, but we aren't sure about it.
- Explain that may and might have almost the same meaning and point out that we don't use short forms of may not or might not for the negative. Remind them that may and might are followed by the bare infinitive of the main verb.
- Read the rest of the grammar box to the class. On the board, write There's Mum's bike. She must be in that shop. Explain that we use must here because we are certain that this is true.
- Draw attention to the second example sentence in the grammar box. Explain that we use can’t and not mustn’t to show that there's a reason why something isn't true or possible. Ask them what the reason is in the example sentence (Helen doesn't play tennis).
**GRAMMAR**  
**May and might**

We use *may* and *might* to talk about possibility. We use a bare infinitive after *may* and *might*. We don’t usually use *might* in questions and we usually say *might not*, not *mightn’t*.

I might buy some new trainers.

Trainers may not always be best for hiking.

Note: Be careful with *maybe* (perhaps) and *may be* (modal verb + bare infinitive).

**Must and can’t**

We use *must* to talk about something we are sure is true and can’t when we are sure something isn’t true. We use a bare infinitive after *must* and *can’t*.

Exercising must help people to relax.

That can’t be Helen’s racket. She doesn’t play tennis.

5 Circle the correct words.

1. She’s so intelligent. She must/can’t be self-confident, too.
2. *Usually I* / *I usually* must start doing yoga, but I’m not sure.
3. The magazine *Outdoors* mightn’t / might be good for the gym.
4. Running *may* / *can’t* not suit you because your legs are still.
5. *These shoes can’t be / may* Sara’s. She’s wearing hers.

6 Complete the second sentence in each pair so that it has a similar meaning to the first. Use *can’t*, *may/might*, *may not/might not*, or *must*.

1. Those gym clothes *can’t be* / *are certainly not* comfortable! Those gym clothes *can’t be* / *are certainly not* comfortable!
2. Maybe I won’t go hiking with my mum.

   *I might set* / *will not* hiking with my mum.
3. I’m sure exercise improves your mood.

   Exercise *exert* / *will make* repress your mood.
4. It’s possible that my dad will open a cycling studio.

   My dad’s *may* / *can’t* be fit — a cycling studio.

7 Listen. Listen and repeat. [TR: 7.7]

**PHRASAL VERBS**

Complete the sentences with these verbs.

- bring out
- catch on
- put on
- take off
- try on

1. They’re going to ___ a new bicycle that can go 80 km (50 mph).

   *They’re going to__* a new bicycle that can go 80 km (50 mph).
2. *Take off* your jacket if you’re too hot.

   *You must* try on the shoes in the shop before you buy them. (= put them on to body)
3. *Can I try on* these trainers, please?

   *I always take off* my coat when I go into my house. (= pick it up and wear it)
4. Some people ____________ really expensive clothes just do a yoga class.

   I always take off my coat when I go into my house. (= remove the coat from your body)
5. I think this new exercise will ____________.

   I always take off my coat when I go into my house. (= remove the coat from your body)

8 Circle the letter for the best meaning.

1. belong

   a. be fit
   b. be part of
2. benefit

   a. something helpful
   b. something uncomfortable
3. negative

   a. good
   b. bad
4. positive

   a. good
   b. bad
5. produce

   a. make
   b. learn
6. satisfied

   a. happy with
   b. careful
7. suffer

   a. be fit
   b. feel pain

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   b. bad
5. produce

   a. make
   b. learn
6. satisfied

   a. happy with
   b. careful
7. suffer

   a. be fit
   b. feel pain

9 Listen to four conversations. Write the number of the conversation next to the correct photo. If the photo isn’t mentioned, mark an X.

1. The conversation is about keeping healthy. They then write the number of the conversation next to the correct photo. If the photo isn’t mentioned, they write X. Ask them to quickly look at what each photo shows. Play the recording.

   Play the recording again. Ask students to check and discuss any different answers with a partner.

   Check answers as a class.

**PHRASAL VERBS**

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   *I always take off* my coat when I go into my house. (= pick it up and wear it)
4. Some people ____________ really expensive clothes just do a yoga class.

   I always take off my coat when I go into my house. (= remove the coat from your body)
5. I think this new exercise will ____________.

   I always take off my coat when I go into my house. (= remove the coat from your body)
Lesson Aims
- Listen to, read and understand problems and advice
- Learn and use new grammar: must; have to; should and ought to
- Writing: Letters of advice

Materials
- Student’s Book, Class Audio CD

To start
- Write the phrasal verbs: bring out, catch on, put on, take off and try on on the board.
- Do a mime to show the meaning of take off, e.g., by taking off a jacket or scarf, and ask students to guess the phrasal verb.
- Then repeat for put on.
- Tell students to either explain the meanings of the other phrasal verbs in English or to make a sentence to show the meanings.
- Tell students to look back at the phrasal verbs in Units 1, 3 and 5. Ask them in pairs or small groups to choose two or three phrasal verbs and mime them for the rest of the class to guess.

1 Listen and read this problem page from a magazine for young people. Match the letters with Aisha’s replies. Do you think she gives good advice? Explain. TR : 7.9

Lesson 3

Ask Aisha

1. Dear Aisha, I need your advice. My best friend recently told me that I should buy new clothes for the gym. She said that my current clothes looked terrible, and that I must buy some new ones. I think that she just wants to be helpful, but I don’t know what to do. And right now, I can’t afford to spend money on gym clothes. I’ve got other things to spend my money on. Should I let it go, or tell my friend that she hurt my feelings? – Claire, 13

Aisha: Recently, I haven’t been feeling very well. I’m always exhausted. We’ve got exams at school soon and I can’t afford to go to the gym! I’ve got the wrong idea to train. I’ve got to be very careful. But sometimes I can’t help it. I’m a very anxious person. Please help! – Lara, 14

2. Dear Aisha, I’m very upset and I don’t know what to do. My parents are always telling me that I spend too much time on computer games and texting my friends. I don’t really like sports. – Timothy, 12

Aisha: First of all, you must stop worrying! Try to relax at bedtime by having a warm bath before bed. Think about your day, what are you getting stressed about? Doing exercise will also make you feel more energetic. You don’t have to run 10 kilometres a day – even walking for 20 minutes three times a week will help.

1. What do you think I should do?
2. What do you think I should do?
3. What do you think I should do?

1. Tom: No, you’re making an effort to exercise more.
2. Tom: I haven’t studied for the test.
3. Tom: I haven’t done any exercise.

Talk about the problems below in pairs. Explain that we can use mustn’t to say that it would be wrong for us to do something.

1. Tom: Extra exercise? This way your parents will see that you walk or cycle to school so that you get some healthy to spend so many hours online. Why don’t you try on extra exercise?
2. Tom: First of all, you’re making an effort to exercise more.
3. Tom: Don’t listen to this ‘friend’. There’s nothing wrong with wearing old clothes to the gym. The most important thing about going to the gym is that you’re doing something positive for your body and mind. It’s not a fashion show, and what you wear isn’t important! You ought to find a friend that cares about you, and not your clothes.

SAY IT LIKE THIS!

Asking for and giving advice

What do you think I should do?

Do you think I should + bare infinitive … ?

Why don’t you + bare infinitive … ?

You’d better (not) + bare infinitive …

Complete the dialogue. Then practise it in pairs.

1. Dan: I haven’t studied for the test. What do you think I should do?
2. Tom: You’d better not do the test.
3. Dan: I won’t do the test.

Try not to answer any questions you know.

Talk about the problems below in pairs. Explain that we can use mustn’t to say that it would be wrong for us to do something.

1. Tom: Extra exercise? This way your parents will see that you walk or cycle to school so that you get some healthy to spend so many hours online. Why don’t you try on extra exercise?
2. Tom: First of all, you’re making an effort to exercise more.
3. Tom: Don’t listen to this ‘friend’. There’s nothing wrong with wearing old clothes to the gym. The most important thing about going to the gym is that you’re doing something positive for your body and mind. It’s not a fashion show, and what you wear isn’t important! You ought to find a friend that cares about you, and not your clothes.

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Do you think I should + bare infinitive … ?

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Complete the dialogue. Then practise it in pairs.

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SAY IT LIKE THIS!

Asking for and giving advice

What do you think I should do?

Do you think I should + bare infinitive … ?

Why don’t you + bare infinitive … ?

You’d better (not) + bare infinitive …

Complete the dialogue. Then practise it in pairs.

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Try not to answer any questions you know.

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3. Tom: Don’t listen to this ‘friend’. There’s nothing wrong with wearing old clothes to the gym. The most important thing about going to the gym is that you’re doing something positive for your body and mind. It’s not a fashion show, and what you wear isn’t important! You ought to find a friend that cares about you, and not your clothes.

SAY IT LIKE THIS!

Asking for and giving advice

What do you think I should do?

Do you think I should + bare infinitive … ?

Why don’t you + bare infinitive … ?

You’d better (not) + bare infinitive …

Complete the dialogue. Then practise it in pairs.

1. Dan: I haven’t studied for the test. What do you think I should do?
2. Tom: You’d better not do the test.
3. Dan: I won’t do the test.

Try not to answer any questions you know.

Talk about the problems below in pairs. Explain that we can use mustn’t to say that it would be wrong for us to do something.

1. Tom: Extra exercise? This way your parents will see that you walk or cycle to school so that you get some healthy to spend so many hours online. Why don’t you try on extra exercise?
2. Tom: First of all, you’re making an effort to exercise more.
3. Tom: Don’t listen to this ‘friend’. There’s nothing wrong with wearing old clothes to the gym. The most important thing about going to the gym is that you’re doing something positive for your body and mind. It’s not a fashion show, and what you wear isn’t important! You ought to find a friend that cares about you, and not your clothes.
GRAMMAR Must

We use must to talk about obligation in the present and future. We use a bare infinitive after must.

Note to

We can use have to to talk about obligation in the present. We use a bare infinitive after have to.

You have to go to bed early tonight.

Note: There is an important difference in meaning between mustn’t and don’t have to.

You mustn’t park here = You aren’t allowed to park here.

You don’t have to dress up = It isn’t necessary.

Should and ought to

We use should to ask for and give advice. We use a bare infinitive after should.

You should buy some new socks.

We use ought to to give advice. We use a bare infinitive after ought to.

You ought to wear a swimming cap.

WRITING Letters of advice

A Read these expressions and write A (asking for advice) or G (giving advice) next to each one.

1 I suggest that you should ...
2 Why don’t you … ?
3 What should I do?
4 Please tell me how I can …

B Look at the expressions below. Where can they be used? Tick the correct box.

a at the end of letters asking for advice
b at the end of letters giving advice

C Read part of a letter sent to a problem page and make notes in answer to the questions.

1 What’s Andy’s problem?
2 What should he do?
3 How will he feel then?

D Write a letter giving advice to Andy. Use the expressions in Parts A and B, your notes in Part C and the plan below to help you.

Answers will vary.

E Read your letter and check that you have used the correct expressions from Part A.

Answers will vary.

3 Complete the sentences with these verbs.

1 He ought ... to have a drink.
2 She must ... stay in bed today.
3 He doesn’t have ... to wear a swimming cap.
4 She shouldn’t ... eat all the cakes!
5 He should ... buy some new socks.

• Read the have to section of the grammar box to the class. Explain that we can use have to instead of must to talk about something that is necessary or right to do in the present.

• On the board, write We have to study for the test. We will have to study a lot more next year. We had to study for the test. Explain that this is how we use have to to talk about the present, the future, and the past.

• Draw attention to the note about mustn’t and doesn’t/ don’t have to. Tell students to work in pairs to talk about other things they mustn’t do and things they don’t have to do.

• Read the should and ought to section of the grammar box to the class. Explain that we use both should and ought to to give advice, but we don’t usually use ought to to ask a question or give a short answer. On the board, write You should ask somebody for advice. = You ought to ask somebody for advice.

Should I ask my teacher for advice? Yes, you should. / No, you shouldn’t.

• Tell students to complete the sentences with the verbs in the box. Remind them to look at the corresponding picture first to decide whether it shows that something isn’t necessary, talks about an obligation in the present or future, or shows that it is right or wrong to do something. Point out that the verbs are in the correct form. Remind them to look back at the grammar box for help if necessary.

• Check answers as a class.

WRITING Letters of advice

A Read these expressions and write A (asking for advice) or G (giving advice) next to each one.

• Explain that we can use different expressions to ask for or give advice. Ask students to read the expressions and write A or G next to each one. Remind them to look back at the reading to see if these expressions were in the letters asking for advice or in the replies giving advice.

• Ask students to check and discuss any different answers with a partner.

• Check answers as a class. Ask students to justify their answers.

B Look at the expressions below. Where can they be used? Tick the correct box.

• Tell students to read the expressions and tick the correct answer.

• Check answers as a class.

C Read part of a letter sent to a problem page and make notes in answer to the questions.

• Tell students to read the letter and answer the questions.

• Ask students to check and discuss their answers with a partner.

• Check answers as a class. Ask students to justify their answers.

D Write a letter giving advice to Andy. Use the expressions in Parts A and B, your notes in Part C and the plan below to help you.

Answers will vary.

Paragraph 1: Talk about your own experience and say what you know about this problem.

Paragraph 2: Say what Andy should/shouldn’t do (three or three suggestions) and write the results below.

Paragraph 3: Wishing Andy luck in solving his problem.

Finish like this:

All the best, (your name)

E Read your letter and check that you have used the correct expressions from Part A.

Answers will vary.

Tip! Don’t forget to use the bare infinitive after the expressions in Parts A and B.

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