


Learning Well


Student's Book

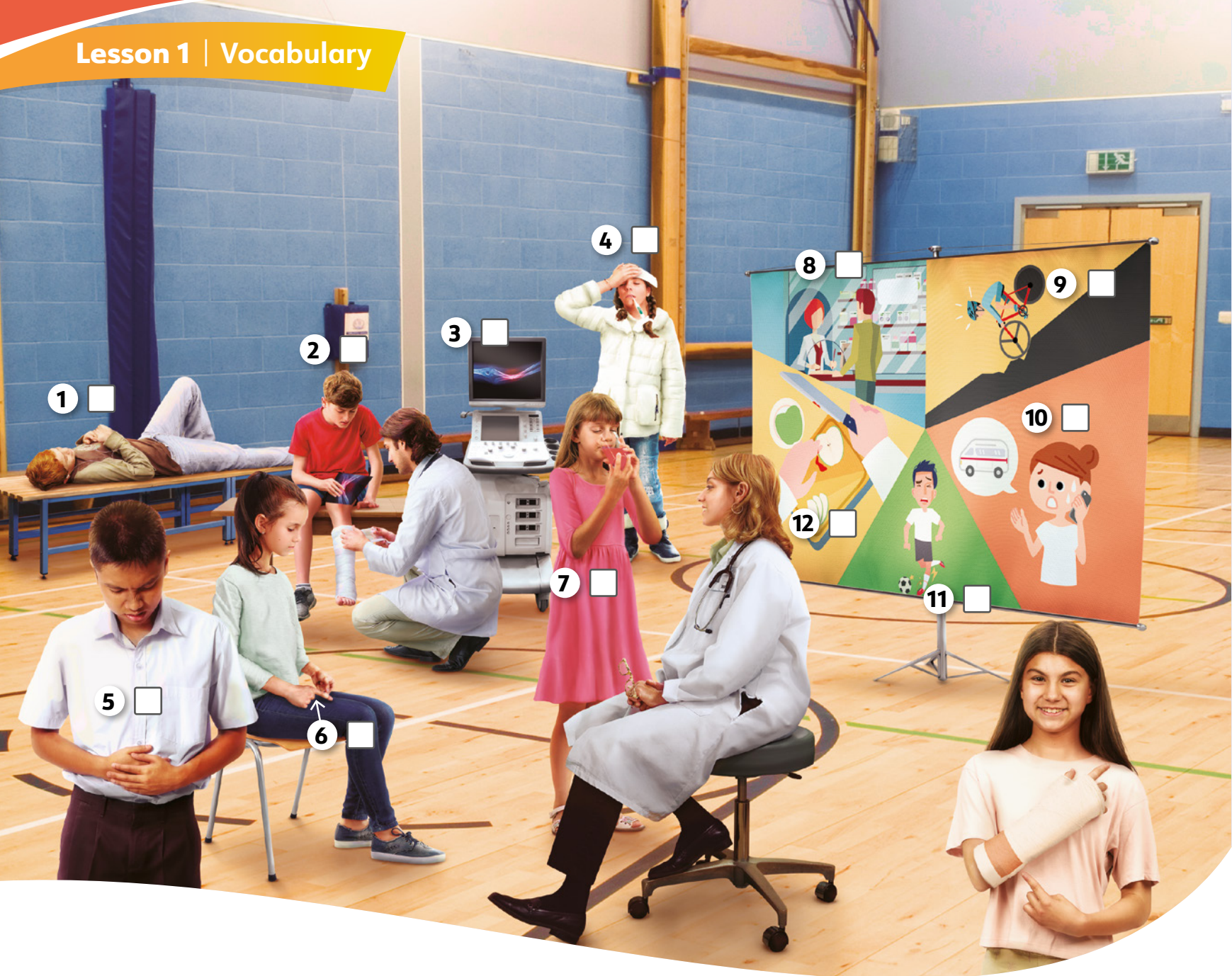


with Digital Student's Book



- 1**  **6.01 Listen and look.**
 - 1 What do you hear?
 - 2 What do you see?
 - 3 What's happening?
 - 4 What makes you say that?

- 2**  **What do you know?**
 - 1 Have you ever had an accident? What happened?
 - 2 What do you do to stay safe and healthy at home and at school?



1 6.02 Match the phrases to the photo. Then listen, check, and repeat.

- a cut your finger b call an ambulance c have a fever d break a bone
 e twist your ankle f put a bandage on g ask the pharmacist h be painful
 i have an accident j lie down k take medicine l get a cast

2 Think of solutions for the health problems.

break a bone

You should go to the hospital and get a cast.

3 Think. Answer the questions. Give details.

- Which of these health problems have you had? What did you do to get better?
- What's the difference between a doctor and a pharmacist? Why is it often a good idea to ask a pharmacist for advice?



1 6.03 Listen and read. Is Elena ill?

Mason: Hi, Elena. Why do you have a cast on your arm in the photo you showed me?

Elena: We had a workshop at school to learn about different health problems. I pretended to break a bone in my arm and I got a cast. **My friends said they liked writing on it.** It was fun!

Mason: I'm glad you didn't really break a bone. My brother broke his leg, and **he said that it was really painful.** I wanted to draw a picture on his cast, but **he said he didn't want anyone to write on it!**

Elena: Oh, no! Is he OK?

Mason: Yes, he's much better now!

2 6.04 Listen, read, and repeat. When we say something using the simple present, what tense do we use to report it?

Reported Speech

My friends **said** they **liked** writing on it.
 He **said** that it **was** really painful.
 He **said** he **didn't want** anyone to write on it.
 You **said** that you **didn't need** to call an ambulance.

Look

When we use reported speech, we don't always need to use the word *that*.

3 Read and complete. Use reported speech.

1 I need a bandage.

He said that he _____ a bandage.

2 My leg hurts a lot.

She said that her leg _____ a lot.

3 I eat healthy food every day.

She said she _____ healthy food every day.

4 All of the doctors are very kind.

They said all of the doctors _____ very kind.

5 I don't want to take my medicine.

He said that he _____ to take his medicine.

6 I don't have a fever anymore.

She said she _____ a fever anymore.

4 **Team Time** Work in groups. Tell your group three facts about yourself using *be*, *have*, and *like*. Then report what each member of your group said.

I like learning about health and fitness.

Marco said he liked learning about health and fitness.

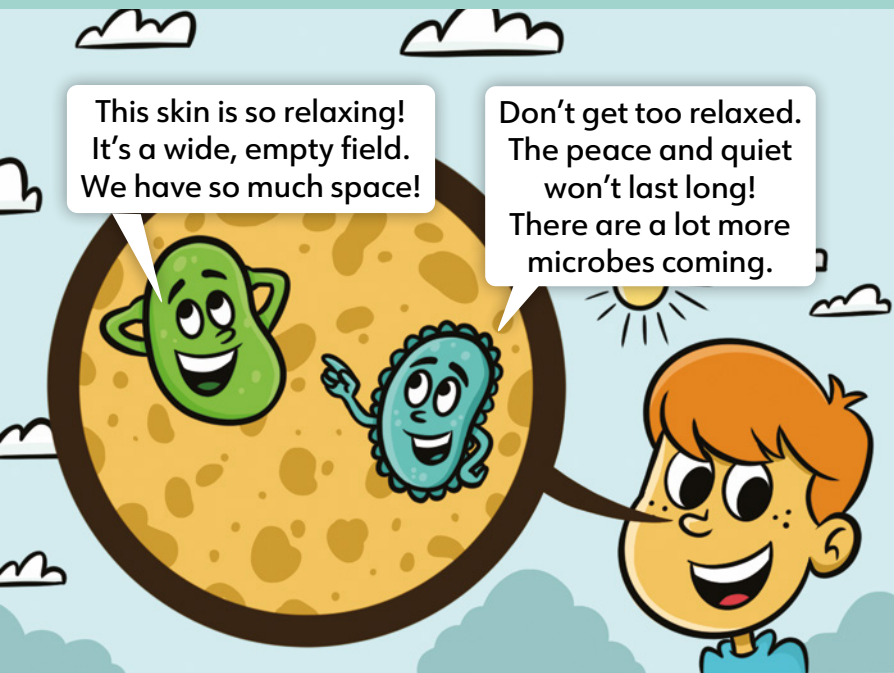


A DAY IN THE LIFE OF
MIKE THE MICROBE

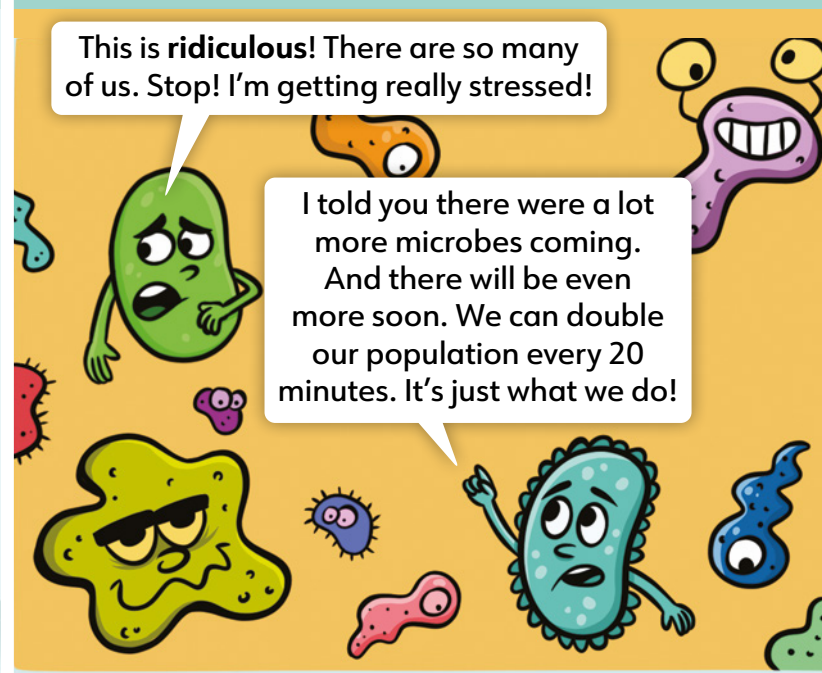
Before You Read

- 1 Think and discuss. Do you know what microbes are? Look at the pictures to help you.
- 2 6.05 Look at the title and the pictures. What do you think the story is about? Skim the text and check. Then listen and read.

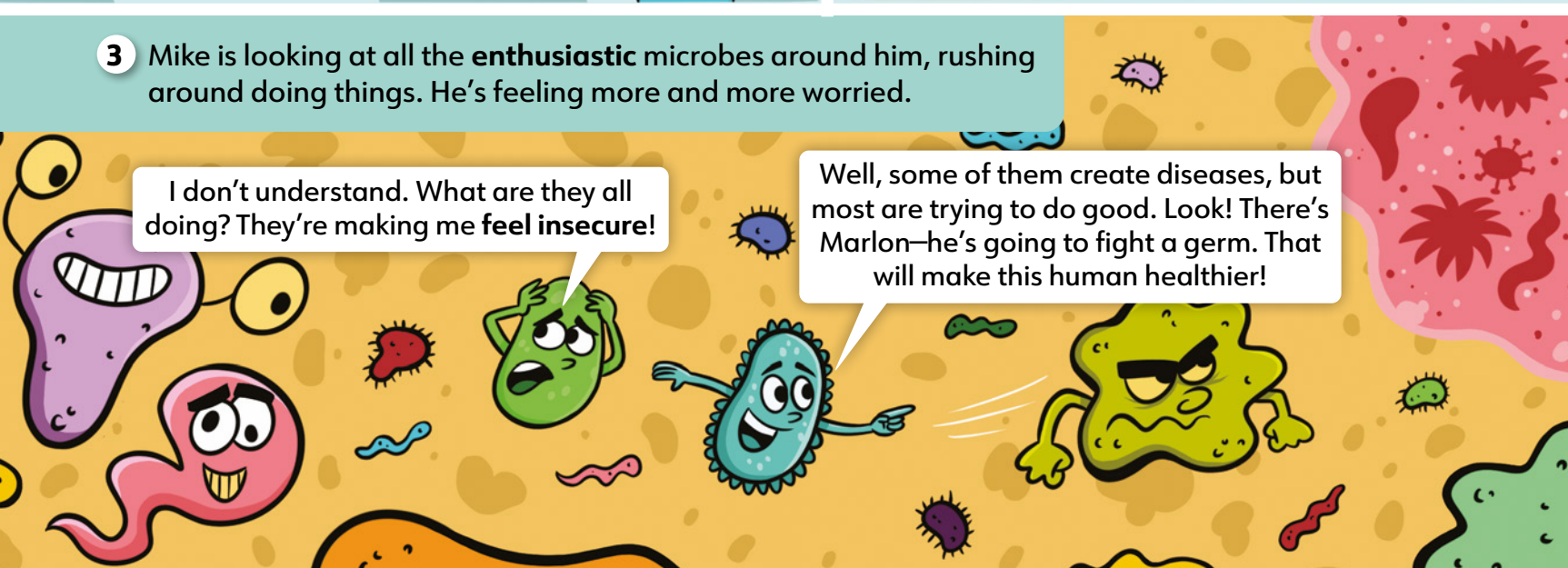
1 It's a beautiful day. The sun is a golden globe in the sky. Mike is chatting with his friend Monica.



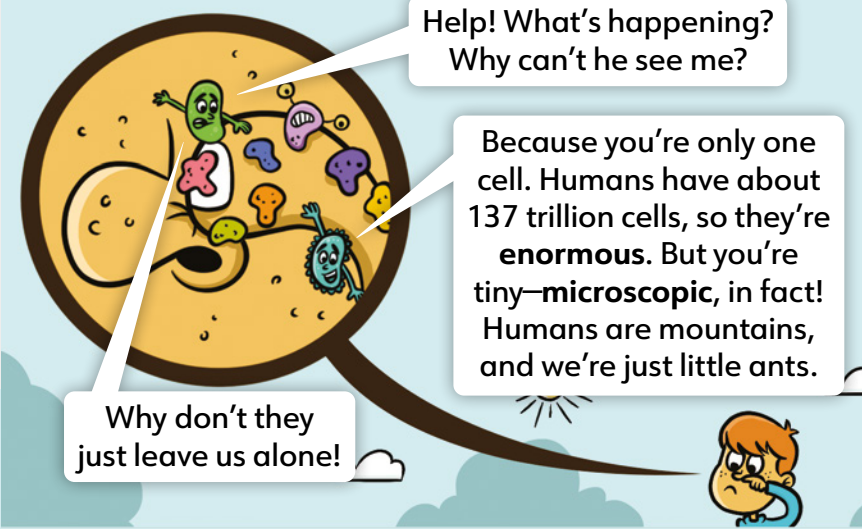
2 Forty minutes later, there are microbes everywhere. Mike isn't happy.



3 Mike is looking at all the enthusiastic microbes around him, rushing around doing things. He's feeling more and more worried.



4 Suddenly, a huge hand comes down and scratches the nose that Mike and Monica are sitting on. They leave the nose and get stuck to the hand.

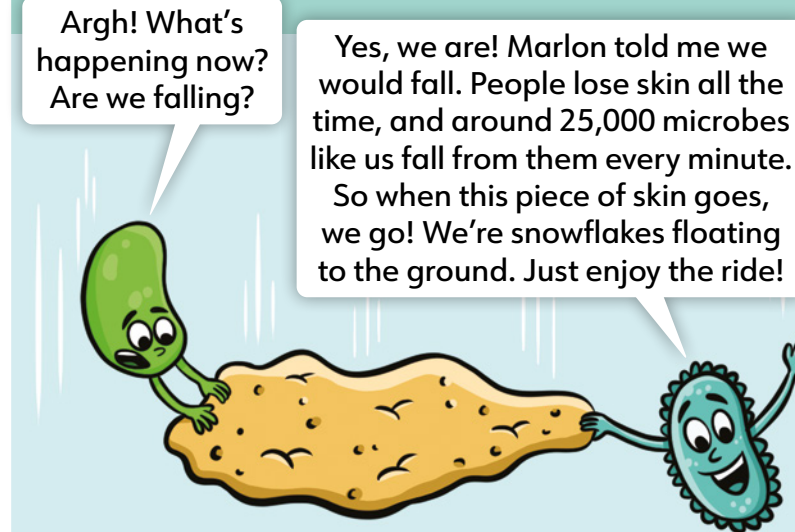


Why don't they just leave us alone!

6 Mike and Monica are sitting in a pile of dust on the ground. Mike's head is painful, and he's confused, but he feels calmer now.



5 Mike feels the flake of skin they are sitting on begin to move.



I have a headache, but at least we're alive. It's comfortable down here!

Yes, we're the lucky ones. That human is washing his hands with soap and water! You know how dangerous that is for us!

Soap and water! Yes, phew!

After You Read

Identify Metaphors

A metaphor is like a simile. It's another way to compare two things. Metaphors don't use *like* or *as*—they use *am*, *is*, and *are*:
The sun is a golden globe in the sky.
This metaphor helps us to imagine what the sun in the story looks like.

3 Read the story again and find metaphors with these meanings.

- 1 There's a lot of space here.
- 2 People are very big.
- 3 Microbes are very small.
- 4 The microbes are falling slowly.



1 Read the story again. Write the number of the frames (1-6).

- 1 In which frames does Mike feel stressed?

- 2 In which frames does he feel relaxed or comfortable?

2 Check (✓) the reasons that Mike feels stressed.

- 1 There are too many microbes around him.
- 2 He doesn't know what the microbes are doing.
- 3 He is chatting with his friend Monica.
- 4 He gets stuck to the boy's hand.
- 5 He and Monica start to fall.
- 6 He's sitting in a pile of dust with Monica.

3 Think and discuss.

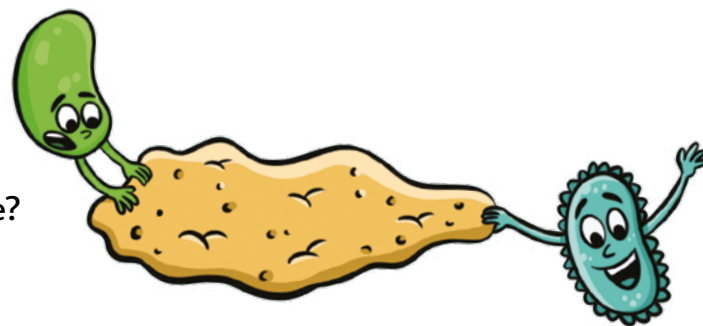
- 1 Why does Monica tell Mike facts about microbes?

- 2 Do these facts help Mike feel less stressed?

4 Work in small groups. What would you tell Mike to help him feel less stressed?

I would tell Mike that he isn't in danger.

That's a good idea! I would say...



5 Do you feel stressed in these situations? Check (✓) yes or no. Then add two of your own ideas for when you feel stressed.

	Yes	No
1 when I have a lot of homework		
2 when I don't understand something		
3 when I have too many after-school activities		
4 when my friends aren't getting along		
5 _____	✓	
6 _____	✓	

6 Work in groups. Share your ideas from Activity 5. Then discuss the questions.

- 1 Why do you feel stressed in those situations?
- 2 Why is it important to understand why you feel stressed?



7 Think of a situation that makes you feel stressed. Explain your feelings to a partner. Then ask for advice.

I feel stressed when I have a test. I'm afraid that I'll get a bad grade.

You could study with a friend before the test. That might help you feel better. I feel stressed when ...

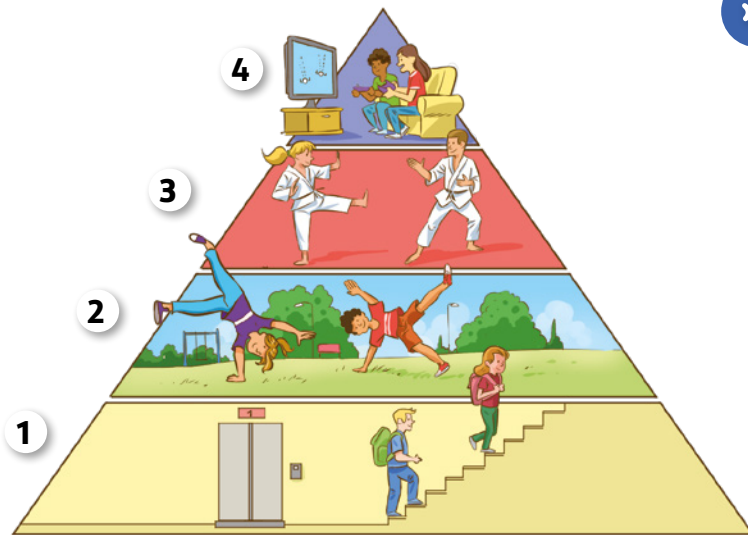
SEL Go to Wellness Book pages 28-32

1 6.06 Match the words to the photos. Then listen, check, and repeat.

- a do cartwheels b take up a new sport c help around the house
d take the stairs e limit screen time f eat a varied diet



2 6.07 Look the picture. What do you think an Activity Pyramid is? Then listen and check your ideas.



Recognize When Speakers Agree or Disagree
To recognize if two speakers agree or disagree with each other, listen carefully to the language they use and their intonation:
Joe: So, where are computer games?
Anna: They're in Level 4!
Joe: So, they're the most important!
Anna: No, it doesn't mean that!

3 6.07 Listen again. In which level of the pyramid do these activities belong?

- 1 swimming _____ 2 helping around the house _____
3 watching TV _____ 4 running around in the park _____

4 6.07 Does Joe agree or disagree with Anna about these things? Write A (agree), D (disagree), or B (both). Then discuss. How do you know?

- 1 helping around the house every day _____
2 eating a varied diet _____
3 doing exercise three to five times a week _____
4 playing computer games sometimes _____

5 Do you follow the Activity Pyramid in your everyday life? If not, what changes do you need to make?

1 6.08 Listen and read. Why is Mason's practice canceled?

Ling: Hi, Mason. Did you go to rugby practice this week?
Mason: No, it didn't happen.
Ling: Why not?
Mason: Well, last week my coach fell over during practice. **He told us that he couldn't stand up. He said that he could see stars.**
Ling: Oh, no! What was wrong?
Mason: He broke his ankle. So our practice was canceled.
Ling: That's a shame.
Mason: Yes, but the doctors told him it wouldn't be painful for long. They also said that he would be able to coach again soon.



2 6.09 Listen, read, and repeat. When we say something using *can* / *can't* or *will* / *won't*, what words do we use to report them?

Reported Speech (*could*, *would*)

He **told** us that he **couldn't stand up**.
He **said** that he **could see** stars.
The doctors **told** him it **wouldn't be** painful for long.
They **said** that he **would be** able to coach again soon.

Look
When we use *tell*, we need to include the person who received the information (*us, her, me*).

3 What did your friends say to you? Read and complete using reported speech.

- 1 I can run really fast. → She said she _____ really fast.
2 We won't watch TV tonight. → They told me they _____ TV tonight.
3 I can't find my wallet. → He told me he _____ his wallet.
4 We'll practice before the game. → They said they _____ before the game.
5 I'll call my grandma next week. → He said that he _____ his grandma next week.
6 I can speak three languages. → She told me that she _____ speak three languages.

4 **Talk Partners** Think about health and fitness. Tell your partner two things you *can* / *can't* do and two things you *will* / *won't* do. Then report what your partner said.

Miriam said she could do cartwheels.
Andy told me that he would take the stairs more.



1 Look at the title. What do you think are some unusual ways to reduce stress?

2 6.10 Listen and read. Is the research more reliable on forest bathing or aromatherapy? How do you know?

← → ↻ blog.stressbusters.net ☆ ☰

Not Your Ordinary Ways to Reduce Stress

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There are many ways to reduce stress and improve your health. Many people often think of healthy eating and exercise, which are great ways to relieve stress. Here are some ideas you might not have thought of before.

FOREST BATHING is a Japanese idea. It's the art of being in the forest. It's not about how far you walk. It's about enjoying nature. You take your time and use your senses. You can look at the **scenery**, touch the trees, smell the air, and listen to the sounds of nature. Many people's lives are too busy and stressful, and they don't spend enough time in nature. According to a study by the Environmental Protection Agency, the average American stays indoors about 93% of the time. Even a small amount of time in nature can have a positive **impact** on your **mental health** and your physical health. For instance, a 20-minute walk near trees will help you feel more relaxed. You don't even have to walk—you can simply sit and notice what is around you. Dr. Li, an expert on forest medicine and the author of the book *Forest Bathing*, says that trees can **promote** health and happiness.



AROMATHERAPY is using *aroma*, or smells, to feel better. One way to **benefit** is by getting aromatherapy candles. When you light the candle, the scents of nature fill the room. Many scents also come in the form of oils. The oils are taken from the flowers and fruit of plants and put into bottles. You can rub the oils on your body or put them in a diffuser. A diffuser is a small machine that **releases** the oil as steam and can make an entire room smell good. It can give a room a calm atmosphere. There isn't much research on aromatherapy, but many people say it can help you feel relaxed and less stressed. Some say lavender can promote sleep, so it's good to use before bed. They say peppermint oil can relax your muscles, so it's good to use after you exercise. Be careful with oils, though. Although they seem to benefit humans, they are not good for all pets to breathe.



The next time you feel stressed, try forest bathing or aromatherapy, and let us know how it made you feel!

3 Read the blog post again. Then write *Forest Bathing*, *Aromatherapy*, or *Both*.

- 1 You use your sense of smell. _____
- 2 It's a way to enjoy nature. _____
- 3 It can help you relax. _____
- 4 You use several senses at once, like sight, hearing, and touch. _____
- 5 You use a candle or oils. _____
- 6 It may not be safe for pets. _____

Evaluate a Text for Reliability

Answer these questions to decide if a text is reliable:

- Does it talk about research and data?
- Does it have quotes from experts?

What do you do to feel relaxed and less stressed?

4 6.11 Listen to Kumiko from Japan talk about reducing stress. Write *T* (True), or *F* (False), or *DS* (Doesn't Say).

- 1 She gets stressed often. _____
- 2 She takes deep breaths to calm down. _____
- 3 The beach is far from her home. _____
- 4 The sound of waves makes her stressed. _____
- 5 She likes to swim in the ocean. _____
- 6 She also goes to a park to relax. _____

5 Watch the video about forest bathing. Discuss the questions.

- 1 What does Anton usually bring with him when he goes forest bathing? Why?
- 2 How does the video help you understand the first part of the text further?
- 3 Would you like to try forest bathing? Why / Why not?

What activities in nature could people in your area do to help improve mental health?



1 Look and think. Answer the questions.

- 1 What activities are these children doing in the forest?
- 2 If you could do one of these activities, which one would you choose? Why?



2 6.12 Watch the friends discuss what to do on their trip to a forest. Which activities in Activity 1 do they agree on?

3 6.12 Watch again. Number the phrases (a-f) in order.



Find a Compromise
When the person or people you are talking to disagree, suggest other options. Try to think of ideas that consider everyone's point of view. Then try to agree on something that everyone is happy with. Usually, you won't be able to have everything you want.

Suggest a Compromise	
a What if we ...?	<input type="checkbox"/>
b You said we could/would ...	<input type="checkbox"/>
c I'll ... if you/we ...	<input type="checkbox"/>
Agree to a Compromise	
d Yes, I'm happy with that.	<input type="checkbox"/>
e OK, it's a deal!	<input type="checkbox"/>
f I think we could agree on that.	<input type="checkbox"/>

4 Plan your conversation in your Workbook on page 79.

5 **Team Time** Work in groups. Take turns practicing your conversations. Use phrases from Activity 3 and try to find an idea that everyone is happy with.

I'm looking forward to our trip to the river. It isn't far to walk.

Oh, you said we'd go on the bus!

What if we ride our bikes there?

6 **Reflect.** Discuss your conversation with your group.

1 6.13 Listen and read. What are the two main reasons Drew likes to jump rope?

The Benefits of Jumping Rope

Are you looking for a way to get fit? But maybe it's raining today and you don't want to go outside? Or perhaps you need something you can do on your own? My friends who play basketball told me I could try jumping rope. They said it was an important part of their fitness routine. So, I tried it and I really enjoyed it. Why don't you try it, too?

Jumping rope is becoming more and more popular, and I think it's easy to see why because there are many benefits. For example, it helps to improve your balance and coordination. Also, you use your whole body, including your heart, your lungs, and many major muscles. In my opinion, if you do physical exercise, you will also feel happier. Your brain has to work hard in various ways when you jump rope: for instance, it has to coordinate all the different movements. So, jumping rope improves your intelligence, too.

I believe that ten minutes a day is enough to start getting healthier. But I feel that one of the main reasons for jumping rope is that it's fun. You can look online for different ways to get started. If you practice, you can learn a lot of exciting things, too, such as cool tricks to show your friends.



2 Read the essay again. Write T (True) or F (False).

- 1 Basketball players often jump rope to stay fit. _____
- 2 Jumping rope is good exercise for your heart. _____
- 3 Jumping rope does not affect your mental health. _____
- 4 Jumping rope makes you more intelligent. _____
- 5 You should jump rope for at least 20 minutes a day. _____
- 6 To get started, you need to take a jump rope class. _____

Use Persuasive Language
Use persuasive language in your essay to:

- a give opinions: *I think ...*, *I believe ...*, *In my opinion, ...*
- b share useful examples: *for example ...*, *for instance ...*

3 Look at the phrases in the box and in the essay and answer the questions.

- 1 What information does each "giving opinions" phrase introduce?
- 2 What information does each "giving examples" phrase introduce?
- 3 There are two extra phrases in the essay. Do they give opinions or give examples?

4 **Plan and write a persuasive essay in your Workbook on page 80.**



Design a relaxation area to support your wellbeing at home or in school.

1 Plan

Imagine a perfect place to relax. Think of places that can help your physical and mental health.

- Where is this place?
- Why did you choose it?
- Does it include ...
 - things to sit on?
 - things to look at?
 - things to listen to?
 - things to do?

2 Prepare

Use your ideas from Activity 1 to create your perfect relaxation area.

Draw a picture of the area or find pictures online to make a collage.

3 Show and Tell

Share your drawing or collage with the class. Describe the area.

This relaxation area is in our classroom, so everyone can take turns using it ...



What do you know now?

- ✓ Review Unit 6 in your Workbook.