

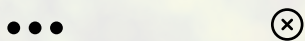
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#Vocabulary: p37 and p40 | #Grammar: p39 and p42 | #Reading: p38 |
#Listening: p41 | #Speaking: p43 | #Writing: pp44–45 |
#Learning situation: How can you improve your health? pp46–47

Staying healthy

WE BELONG TO ...

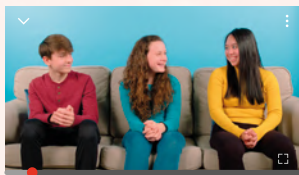
3 GOOD HEALTH AND WELL-BEING



Grammar p39 & p42



Speaking p43



Learning situation pp46–47

VideoSkills



- 1 Watch the video. What different sports and activities do you see?
- 2 Work in pairs. Do you like this type of video? Why/Why not?

Staying healthy



1 Look at the list of ways to stay healthy. Can you add one more?

- do exercise eat fruit and vegetables
- eat less sugar have a healthy diet
- play sports watch less TV

2 Work in pairs. Talk about the ways to stay healthy in exercise 1. Use *always, often, usually, sometimes, hardly ever, never*.

3 17 Listen and repeat the phrases. How do you say them in your language?

- drink enough water eat lots of fast food
- eat too quickly feel stressed get active
- get enough sleep go to bed late
- have sugary snacks improve your mood
- keep fit skip breakfast spend time outdoors

4 Match the phrases in exercise 3 with photos A–I above. Some photos match more than one phrase.

A – get enough sleep

- get active (*phr*) do physical activities
- keep fit (*phr*) do physical exercises to stay healthy
- outdoors (*adj*) not in a building

5 Choose the correct option to complete the sentences.

- 1 I feel stressed/improve my mood when I have exams.
- 2 Eating too quickly/Getting enough sleep can cause indigestion.
- 3 It isn't a good idea to get active/have sugary snacks between meals.
- 4 It's important to drink enough water/eat lots of fast food, especially in hot weather.
- 5 I love spending time with my friends because they always get active/improve my mood.
- 6 Cycling is a great way to skip breakfast/stay fit and feel stressed/spend time outdoors.

6 Complete the sentences with phrases from exercise 3.

- 1 Three things I often do are (...).
- 2 Two things I sometimes do are (...).

An advice page

1 Read the text quickly and choose the best summary.

The text is giving advice about

- a food to help you feel and think better.
- b food that helps you perform better at sports.
- c the best kinds of food for young people to eat.

2 18 Read and listen to the text. Are the statements true or false?

- 1 Food only affects your body, not your brain.
- 2 Dark chocolate contains a lot of magnesium.
- 3 The magnesium in mangoes keeps you calm.
- 4 Fish and seafood contain vitamin B.
- 5 Fish and legumes don't contain any protein.

3 Choose the correct answers.

- 1 When you eat dark chocolate,
 - a it's important not to have too much.
 - b you will immediately feel stressed.
 - c your blood sugar falls.
- 2 If you want to remember things,
 - a you need to eat blueberries regularly.
 - b use rosemary oil when you are studying.
 - c drink juice rather than eating blueberries.

- 3 If you don't get enough B vitamins, you
 - a will feel hungry between meals.
 - b won't get enough sleep.
 - c should eat more foods like beans and fish.
- 4 You should eat eggs and bananas
 - a because they contain a lot of serotonin.
 - b only four times a week.
 - c to help your body make serotonin.

4 **MEDIATION** Your 16-year-old American friend has a lot of important exams soon. He/She often feels stressed and has little energy. Write a short message to him/her giving advice about what foods to eat.

Critical Thinking

5 **UNDERSTAND** → Choose three foods, drinks or oils mentioned in the text and explain what each one is good for.

Digital Competence!

Go online and find more information about other foods or drinks that are good for your brain.

Food *for* thought!

You're feeling stressed or anxious

Foods that are high in magnesium (Mg) make you feel calmer. Dark chocolate is good, but you mustn't eat more than 50g or your blood sugar will rise quickly and then fall. This causes low mood! Almonds (around 12) will give you about 20% of your recommended daily intake (RDI) of magnesium. Mangoes are a great fruit for increasing calm. They contain a chemical called linalool that reduces stress.



You've got a test

Blueberries can help to boost your brain function. In one study, students performed tasks 10% faster and more accurately after drinking blueberry juice. In another, researchers found that people were able to do 15% better in memory tests if they could smell rosemary oil when they studied.

You've got no energy

The body can't get or make energy without B vitamins. Foods with vitamin B include beans and peas, fish and seafood, wholegrains and leafy greens (e.g. spinach). Low blood sugar can make you feel tired and so you must eat regularly to keep your blood sugar level steady. Don't skip meals and choose foods that release energy slowly.



You want to improve your mood

Serotonin is the 'happiness' hormone, so eat foods that help the body to make it, such as eggs or bananas – studies have shown that just four bananas a week can cheer you up! Also, make sure you're eating enough protein. Good sources of protein are fish, eggs and legumes (peas, beans and lentils).

Everyone knows that a healthy diet is good for your body, but eating the right foods can affect the way you feel and think.

You must eat regularly

1 Look at the tables. Then watch the Grammar video and answer the question.



Could Gloria and Graham sleep in when they were kids?

Talking about possibility

Eating too quickly **can** give you indigestion.
You've just eaten. You **can't** be hungry!

Talking about obligation/no obligation

You **must** drink enough water.
I **have to** get enough sleep or I feel stressed.
You **don't have to** eat a banana every day.

Talking about prohibition

You **mustn't** skip breakfast.

Modals – third person singular

The modals *have to/don't have to* change for the third person (*he, she, it*). The other modals do not.
He **has to** study today.
She **doesn't have to** work today.

2 Look at the tables again and answer the questions.

- Which modals mean 'this is/isn't possible'?
- Which modal means 'you are not allowed to do this'?
- Which modals mean 'it is necessary to do this'?
- Which modal means 'this isn't necessary'?

3 Choose the correct option.

- You **must/mustn't** drink plenty of water to stay hydrated.
- Eating mangoes **can/has to** help you feel calm.
- You **have to/mustn't** skip meals! It's really bad for you.
- I **can/can't** understand the text. It doesn't make sense.
- Mark **doesn't have to/has to** study hard if he wants to pass the test.
- You **don't have to/must** come to the gym if you don't want to.

4 Look at the table. Complete the rules with *past, specific or general*.

Talking generally about the past

I **could/was able to** focus better.

I **couldn't/wasn't able to** concentrate.

Talking about a specific situation in the past

They **were able to** understand the text.

They **couldn't/weren't able to** pass the exam.

Obligation and lack of obligation in the past

I **had to** rest because I was tired.

Yesterday, I **didn't have to** go to school.

- To talk about a (...) possibility in the past, we use *could/couldn't* or *was/wasn't/were/weren't able to*.
- To talk about a (...) success in the past, we use *was/were able to* in the affirmative. In the negative, we can use either *couldn't* or *wasn't/weren't able to*.
- To talk about obligation in the (...) we use *had to*. To talk about lack of obligation in the past we use *didn't have to*.

5 Choose the best answer.

The power of music

Research has shown that music 1 (...) lower blood pressure and reduce stress. Slow, calm music is best – you 2 (...) listen to classical music to relax, any calm music works! Singing along to songs 3 (...) also release tension. When hospital patients listened to music before and after surgery, they 4 (...) relax more and recovered faster. In another study, researchers found music 5 (...) increase self-esteem in older people. Headphones often increased the benefits – however, it is important to remember you 6 (...) turn the volume up too loud. Enjoy listening!

- | | |
|-------------------|------------|
| 1 a can | b had to |
| 2 a don't have to | b couldn't |
| 3 a has to | b can |
| 4 a could | b had to |
| 5 a had to | b could |
| 6 a couldn't | b mustn't |

Healthy habits

1 19 Listen and repeat the phrasal verbs. How do you say them in your language?

cut down on cut out get up sleep in
stay up stick to switch off take care of
talk through wake up

2 Read the interview answers 1–3 and match them with photos A–E. Some interview answers match more than one photo.

How do you stay healthy?

1 It's important to **take care of** yourself. I keep fit. I have an exercise routine and I **stick to** it! What else? I **talk through** any problems with my friends so I don't get stressed.

I **switch off** all my electronics before bed (really!). I try to **go to bed** and **get up** at the same time every day. That way, I **wake up** refreshed! I sometimes **stay up** late at the weekend, so I usually **sleep in** then.

3 I'm careful about what I eat and drink. I have **cut out** caffeine and fizzy drinks and I want to **cut down on** sugary snacks.

2

3 Read the interview answers again. Match the verbs in bold to definitions 1–10.

- 1 continue sleeping after your alarm goes off
- 2 do something you decided you would do
- 3 turn off a piece of equipment
- 4 get out of bed
- 5 discuss
- 6 reduce
- 7 look after someone/something
- 8 stop eating or drinking something
- 9 stop sleeping
- 10 not go to bed

4 Complete the sentences with the correct phrasal verb from the box.

cut down on get up sleep in
stay up talk through

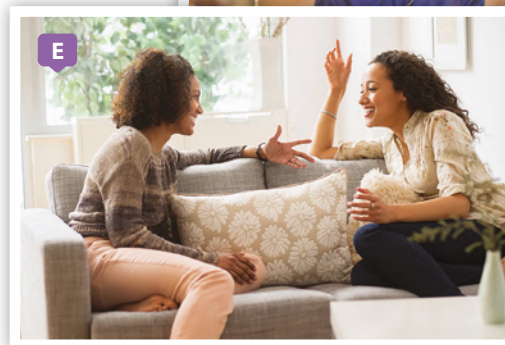
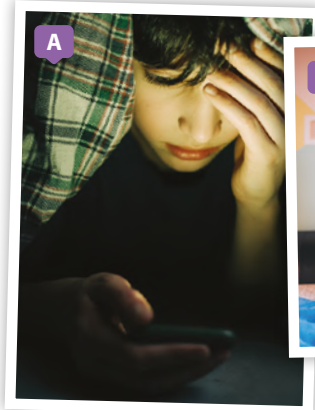
- 1 I'm not sure what to do. I'll (...) some ideas with my sister.
- 2 I'm putting my alarm on for 6:00 am because I want to (...) early.
- 3 We're going to a party tonight, so we'll (...) late!
- 4 She should (...) sugary snacks.
- 5 They don't have to get up early tomorrow. They can (...) until 9:00 am!



GAMES

Access your Digital Student's Book and have fun with Vocabulary.

A conversation



- 1 Look at photos A–E. What do they show?
- 2 20 Listen to Jake and Erin’s conversation. Which topic from exercise 1 don’t they discuss?

3 Listen again. Are the statements true or false?

- 1 Not many experts think teenagers should start school later.
- 2 Jake usually feels tired at about 10:00 pm.
- 3 Scientists say that teenagers should start school at 10:00 am.
- 4 It’s a good idea to switch off electronics at least three hours before bed.
- 5 Talking about your problems doesn’t help you to sleep better.
- 6 You should cut out sugary snacks or fizzy drinks before bed.

Language alive!

Work in pairs. Ask and answer the questions.

- 1 Who do you talk your problems through with?
- 2 Do you get enough sleep? What could you do to improve it?
- 3 Would you like to start school later? Why/Why not?

Celebrities for Good



Venezuelan influencer Lele Pons has over 18 million subscribers to her YouTube channel *The Secret Life of Lele Pons*, where she talks openly about her obsessive-compulsive disorder (OCD) and other mental health issues. Find out about other celebrities who help people by talking about their own personal struggles.



I'm interested in finding out more!

1 Look at the table. Then watch the Grammar video and answer the question.



Does Graham prefer cooking or playing football?

Gerund	
After certain verbs:	I enjoy talking to friends. He's finished eating . The experts suggested starting school later.
As the subject of a sentence:	Eating too quickly is a bad idea.
After prepositions:	Switch off your phone before going to bed.
Infinitive	
After certain verbs:	I want to eat less fast food. She decided to cut out caffeine. You need to get more sleep.
To talk about purpose:	I do sport to relax .
After adjectives:	It's important to get enough sleep.

2 Choose the correct option.

- I go to bed at 9:00 pm **to get/getting** enough sleep.
- It's important **to drink/drinking** plenty of water.
- To spend/Spending** time outdoors is healthy.
- I'm interested in **to do/doing** more exercise.
- Karen exercises by **to cycle/cycling** every day.

Gerund or infinitive?

Some verbs can take either the gerund or the infinitive with no change of meaning, e.g. *like, love, hate, can't stand, prefer, continue*. Using the gerund is more common.

I can't stand **getting up** early./I can't stand **to get up** early.
She prefers **playing** tennis./She prefers **to play** tennis.

They like **watching** films./They like **to watch** films.
We continued **talking**./We continued **to talk**.

When we talk about the future or imagine something, we use *would + verb + infinitive*.

I would like **to learn** the piano.

3 Copy and complete the table with the verbs in the box.

~~decide~~ admit agree can't stand ~~enjoy~~
~~like~~ choose hope learn miss offer
~~need~~ plan practise prefer promise ~~want~~

Verb + infinitive	Verb + gerund	Verb + infinitive or gerund
<i>decide, need, want</i>	<i>enjoy</i>	<i>like</i>

4 Complete the sentences with the correct form of the verbs in brackets.

Mark admitted *losing* (lose) the sports equipment.

- I want (...) (go) swimming later.
- He can't stand (...) (feel) tired in the morning.
- They promised (...) (eat) healthy snacks.
- I want (...) (cut down on) fizzy drinks.
- You missed (...) (see) a great documentary.

5 Choose the correct option.



– happy body, happy mind!

Sport is good for your mind. **1 Exercising/ To exercise** helps with stress! When you learn **2 playing/to play** a sport well, it's good for your self-esteem. Many teenagers choose **3 doing/to do** team sports because spending time with others makes them happier. It isn't easy **4 finding/to find** time to do exercise. Experts recommend **5 making/to make** exercise part of your daily routine by **6 walking/to walk** to school, for example. They also suggest **7 doing/to do** exercise outdoors because sunlight contains vitamin D, which improves your mood.

Giving instructions

1 🗨️ Work in pairs. Look at the photo and ingredients. What is Katya learning to make?



2 📺 Watch the video. In what order does Malik mention the ingredients?

3 Watch the video again and read the model dialogue.

MODEL DIALOGUE

Katya

I really enjoyed the gym today ... but now I'm hungry and thirsty!

Malik

Why don't we make some smoothies? They only take five minutes to make.

Cool. So what do we have to do?

First, get the ingredients. You can add any fruit ... let's see, we have some **strawberries, two peaches** and **two bananas** – perfect for two!

What's next?

Chop the fruit, and I'll get the **milk** and the other ingredients.

Like this? Is that OK or should I do them smaller?

No, that's great. OK, put all the fruit into the blender.

Sure, what now?

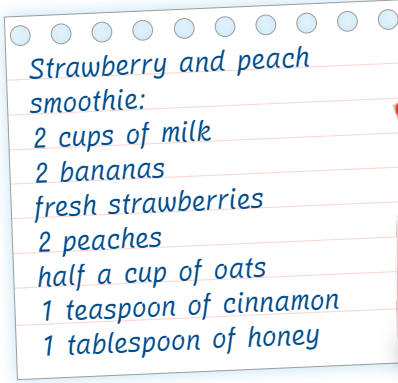
Then add **two cups of milk, one tablespoon of honey** and **half a cup of oats**. I add the **oats** if I'm hungry. And last, **one teaspoon of cinnamon** ... that's for flavour.

OK, I've done that. Shall I mix it now?

Yeah, but you have to put the lid on! OK, turn on the blender now for **thirty** seconds or so.

I nearly forgot the lid! And now?

Finally, pour it into two glasses. Then all you have to do is drink it!

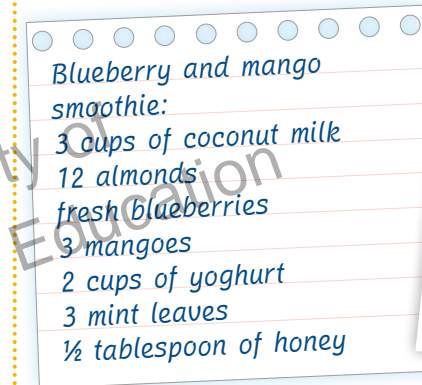


4 Create your own dialogue. Follow the steps in the Speaking planner.

SPEAKING PLANNER

THINK

Think of a recipe for a delicious smoothie. Use the recipe below or invent your own.



PREPARE

Prepare a dialogue. Use the Cheat Sheet and your ideas to replace the words in **bold** in the model dialogue.

PRACTISE

Practise your dialogue.

PERFORM

Act out your dialogue for the class.

CHEAT SHEET

First ... Next ... Then ... Finally

Get/Measure/Chop/Add the ingredients.

Add a/one cup/teaspoon/tablespoon/handful of (fruit).

Mix/Cook (it/them/the dish) for (two minutes).

Pour (it/the mix/the liquid) into (a glass/a pan).



US → UK

flavor (US) → flavour (UK)

An informal email

MODEL TEXT

✉ New message
← → ↻

Re: Football tournament!

From: Dan Egan

To: Sally James

Hi Sally,

How are you doing? Sorry I haven't written for ages, but I've been really busy with exams.

I've got some exciting news! The Midtown Sports Centre is organising a big football tournament! Do you want to play in our team? I really hope you say yes, because you're a great player! And girls and boys can play in the same team!

Oh yes, I almost forgot! The tournament's on the second weekend in June (at the sports centre). We have to pay £2.00 to take part, but all the money goes to charity. And the winning team gets a cup and all the players in the team get a medal!

Please write soon and tell me your answer!

Cheers,
Dan

SEND

Start your email with a question. Remember, we use a question mark (?) after a question.

Use an exclamation mark (!) at the end of a sentence to show excitement or surprise.

In informal emails, use contractions with an apostrophe (') and not the complete form of verbs.

Use brackets (...) when you give extra information.

1 Read Dan's email. Are the sentences true or false?

- 1 The football tournament is at Dan's school.
- 2 Dan wants Sally to take part.
- 3 The tournament is on Saturday and Sunday.
- 4 The winning team get all the money from the tickets.
- 5 Each player in the tournament gets a medal.

2 Rewrite the following sentences with the punctuation marks in the box. You may need more than one.

' () ! . ?

Sam went to bed early last night
Sam went to bed early last night.

- 1 Did you play sport yesterday
- 2 Mark doesnt play table tennis very often.
- 3 It's very late Go to bed now
- 4 I like all kinds of vegetables especially carrots and peas.

WRITING PLANNER

TASK Write an email to a friend and ask them to do a healthy activity with you.

THINK

Make notes to answer the questions.

- 1 What activity do you want to do?
- 2 Why do you want to do the activity?
- 3 When do you want to do the activity?
- 4 Where do you want to do the activity?
- 5 Are any other people coming? Who?

PREPARE

Organise your notes into paragraphs.

Paragraph 1: Say hello and explain why you are writing.

Paragraphs 2–3: Give details about the activity (why, when, where, who with).

Paragraph 4: Ask for an answer and say goodbye.

WRITE

Write your email. Use your notes, the phrases below and the model text on p44 to help you.

Hi ...,

How are you doing?

I'm getting in contact because ...

Do you want to ... ?

What do you think?

Please write soon.

Cheers,

REVISE

Read your email. Answer the questions.

- 1 Have you explained why you are writing, given details and asked for an answer?
- 2 Have you used the correct punctuation?
- 3 Have you used the contracted form of verbs?

GRAMMAR

Modal verbs

Modals can express possibility, (lack of) obligation and prohibition.

Anyone **can** take part in the fun run.

You **can't** get fit if you don't exercise.

You **must** register for the event.

I **have to** help organise the day.

You **don't have to** run, you can walk instead.

You **mustn't** forget to bring some music.

Past modal verbs

We **could/were able to** do all the dances.

They **couldn't/weren't able to** use the school hall.

The Fun Run was hard, but I **was able to** finish it.

I **couldn't/wasn't able to** get to the end.

We **had to** organise an event.

I **didn't have to** pay any money.

Gerund and infinitive

We use the gerund ...

- 1 after certain verbs.

The experts suggested **starting** school earlier.

- 2 as the subject of a sentence.

Eating the right food can affect the way you feel.

- 3 after prepositions.

She is very good at **playing** the piano.

We use the infinitive ...

- 1 after certain verbs.

I decided **to cut down on** sugary snacks.

- 2 to talk about purpose.

Go to bed earlier **to get** a good night's sleep.

- 3 after certain adjectives.

It's hard **to feel** tired before 11 pm.

VOCABULARY

21 Staying healthy

do exercise	eat less sugar	play sports
eat fruit and vegetables	have a healthy diet	watch less TV

22 Health and well-being

drink enough water	feel stressed	improve your mood
eat lots of fast food	get active	keep fit
eat too quickly	get enough sleep	skip breakfast
	go to bed late	spend time outdoors
	have sugary snacks	

23 Phrasal verbs: healthy habits

cut down on	stay up	talk through
cut out	stick to	wake up
get up	switch off	
sleep in	take care of	

Plurilingual competence How do you say these phrasal verbs in your language? Does it have verbs like these?

More review with ...

Kahoot!

WE BELONG TO ...

3 GOOD HEALTH AND WELL-BEING



Learning situation

How can you improve your health?

Project: plan a fitness weekend and create a diary to show how successfully you carried it out

PROJECT PLANNER

ProjectSkills

Learning situation:

Work with classmates to plan a fitness diary for a weekend.

Cross-curricular topic:

Health and wellness

Language:

Use modal verbs, gerunds and infinitives, and vocabulary from the unit.

Creativity: Evaluate different ideas.

...



1 Watch a video of students presenting a diary of their fitness weekend. Answer the questions.

- 1 How many activities did the group do each day?
- 2 Did they need any equipment for the activities?

THINK

- 2 Look at the fitness weekend diary in the model project. Answer the questions.
 - 1 Why did the group choose cycling?
 - 2 Why was walking an easy activity to plan?
 - 3 Why was the weekend great?

PLAN

- 3 Work in groups of three. Read the tips in the Creativity box.

Creativity

Evaluating different ideas

TIPS

- Think of as many ideas as you can.
- Discuss the advantages and disadvantages of each idea.
- Choose the best idea or ideas.

- 4 Make your fitness plan in your groups. Use the tips in the Creativity box.

CREATE

- 5 Look at the ways of making your fitness diary in the box. Answer the questions.

comic photo story report video

- 1 Which one do you prefer? Why?
- 2 How else could you make a record of what you did?
- 6 Look at the Learning situation graphic organiser in the Student's Resource Centre. Make sure you have everything you need to do the fitness activities and record them. Then carry out the activities.

- 7 Create your fitness diary. Record what you did each day and how you got on.

PRESENT

- 8 Show your fitness diary to the class. Answer your classmates' questions about it.

EVALUATE

- 9 Use the Cheat Sheet on p47 to check your work.

MODEL PROJECT



Saturday

We got up early and met in the park. We cycled for an hour to get fit! We had to bring our bikes and helmets. We chose cycling because it's a great way of exercising outdoors.



We made sure we drank enough water 😊.



Sunday morning

We went skateboarding. Max fell off, but he didn't stop trying.



Emma was able to learn a new trick! Yay!



Sunday afternoon

We went for a walk. We didn't have to take any equipment so it was easy to plan. We loved spending time outdoors together.



Our weekend was great! We stuck to our plan, got active and we switched off all electronics. Taking care of ourselves was fun!

Use health and well-being vocabulary.

Use past modal verbs.

Use infinitives.

Use gerunds.

CHEAT SHEET

Evaluation rubrics checklist

Copy the checklist and write ✓ or X.

- **Task:** Did you follow the four steps: Think, Plan, Create and Present?
- **Creativity:** Did you brainstorm ideas and discuss their advantages and disadvantages?
- **Content:** Did you create an attractive and clearly organised diary?
- **Language:** Did you use past modal verbs, gerunds and infinitives, and health vocabulary?
- **Presentation:** Did you present each section of the diary clearly and with good organisation?