

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

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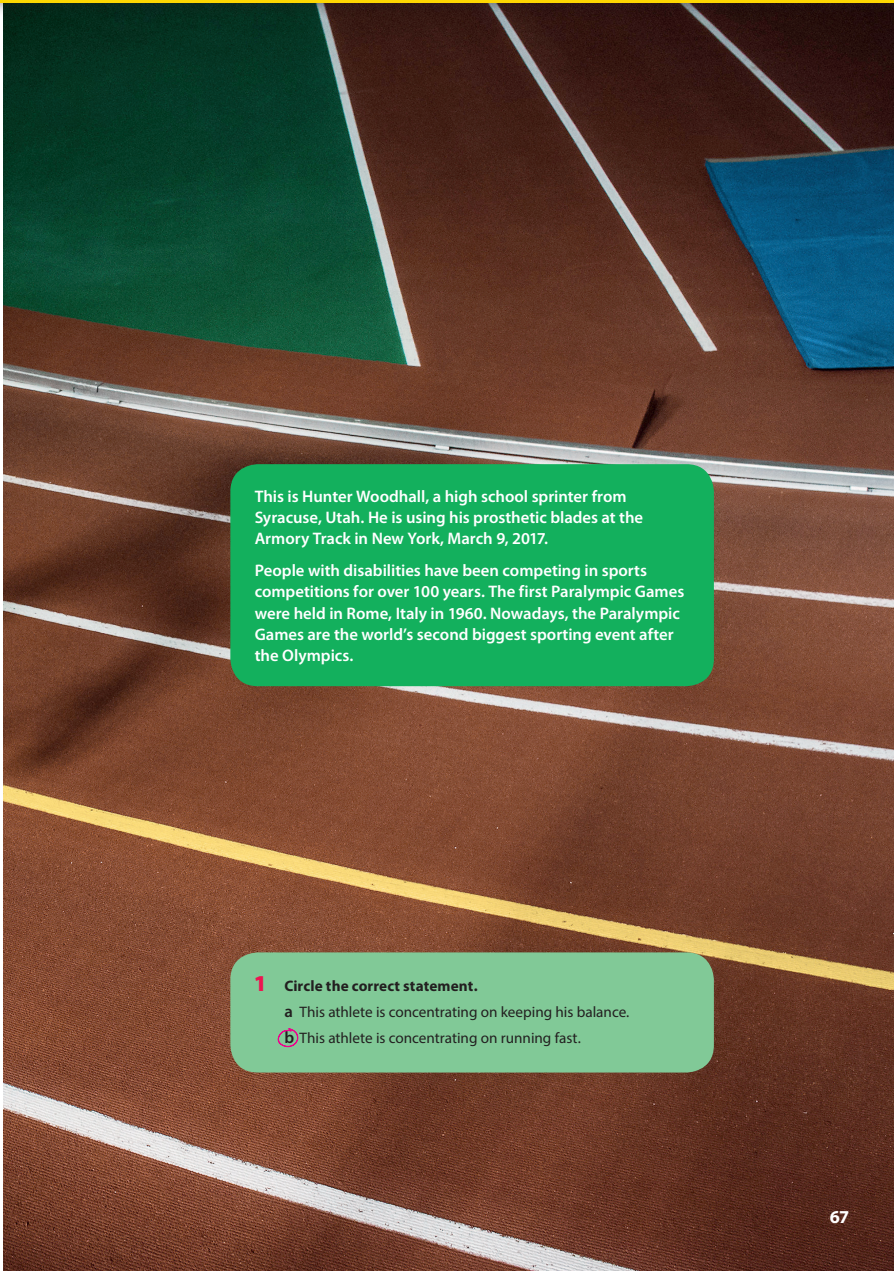


Body and Mind

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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.



This is Hunter Woodhall, a high school sprinter from Syracuse, Utah. He is using his prosthetic blades at the Armory Track in New York, March 9, 2017.

People with disabilities have been competing in sports competitions for over 100 years. The first Paralympic Games were held in Rome, Italy in 1960. Nowadays, the Paralympic Games are the world's second biggest sporting event after the Olympics.

- 1 Circle the correct statement.**
- a This athlete is concentrating on keeping his balance.
 - b This athlete is concentrating on running fast.

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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

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.

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 1

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.

1 Listen. Listen and repeat. TR: 7.1

2 Listen and read. TR: 7.2

emotional sense energetic sore muscle stress physical

To Control Stress, Come to your Senses!

Tests, homework, fights with friends or parents ... there are lots of things that cause us **stress**. And stress can harm us in **physical** and **emotional** ways. Physically, stress can make our bodies tense. We might get stomach aches, headaches or **sore muscles**. Emotionally, stress can cause anger and sadness. Stress can also make us less **energetic**.

When we're too stressed, our bodies and minds simply stop working well. So, it's important to know how to control stress. One way to do so is by using our five **senses**. Follow the suggestions below, and you could be feeling better in no time!

Taste

- Have a cup of warm tea or coffee.
- Eat a small piece of chocolate.
- Have your favourite healthy snack, like a piece of fruit or some nuts.



Touch

- Put on soft, comfortable clothes.
- Stroke a dog, cat or any other furry animal. Use a stuffed toy if you haven't got a pet.
- Have a warm bath.



Sight

- Put a vase of flowers on your desk.
- Look at a favourite photo.
- Go to a room that's painted in a relaxing colour, like blue or green.



Smell

- Go outside and breathe in the fresh air.
- Light a scented candle.
- Visit a nearby garden and smell the flowers.



Sound

- Listen to music that makes you feel good.
- Hum or sing your favourite song.
- Sit near a stream or a fountain and listen to the sound of the water moving.



3 Circle the correct words.

- He's got a strong **muscle** / **sense** of smell. He could smell the cake baking from outside.
- I feel so much **sense** / **stress** whenever I forget to study for an exam.
- Climbing this mountain put a lot of **physical** / **energetic** stress on my body.
- Emotional** / **Physical** stress comes from thinking about bad things.
- Paula is so **energetic** / **sore**. She's always doing something!
- The **muscle** / **stress** in my left leg is really hurting me.
- After running for an hour, her feet were **emotional** / **sore**.

4 Write the sense(s) being used to reduce stress. Use the reading and your own ideas. Then answer the question.

- Lighting a candle smell (sight)
- Holding a stuffed toy touch (sight, smell)
- Putting a vase of flowers in the room sight (smell)
- Having a small piece of chocolate taste (smell)
- Humming or singing a favourite song sound
- Sitting near moving water sound (sight)
- Which of these seems most effective, in your opinion? Answers will vary.

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.

GRAMMAR Can and could

We use **can** for the present and the future to:

- a talk about ability.
I can ride a bike.
- b ask for and give permission.
Can I go home because I don't feel well?
You can go out when you've finished your homework.
- c talk about what is possible.
You can keep fit by walking every day.
- d ask somebody to do something for you.
Can you go to the supermarket?

We use **could** to talk about ability in the past.
Could you walk when you were one year old?

Note: We use a bare infinitive after **can** and **could**.

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 a bare infinitive after **be able to**.

She is able to run faster than him.
You will be able to get out of bed in two days.
They have been able to get fit with yoga.

We use **was/were able to** to 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.
Were they able to get to the hospital in time?

Note: The negative forms **couldn't** and **wasn't/weren't able to** can be used for both general and specific ability in the past.
The boy couldn't/wasn't able to walk after the accident.

5 Put the words in the correct order to make sentences.

- 1 exam / relax / can't / / / before / an
I can't relax before an exam.
- 2 ? / José / visit / we / hospital / in / can
Can we visit José in hospital?
- 3 ? / go / you / to / able / the / to / doctor's / were
Were you able to go to the doctor's?
- 4 wasn't / sleep / able / last night / / to
I wasn't able to sleep last night.
- 5 hear / shouted / couldn't / he / because / we / us
We shouted because he couldn't hear us.

6 Circle the correct words.

- 1 He trained very hard and he **can** / **was able to** win a medal in 2016.
- 2 The doctors **wasn't able to** / **couldn't** find the cause of his illness.
- 3 **Can I** / **I am able to** use your mobile phone?
- 4 Karim **isn't able** / **can't** to relax because he's too stressed out.
- 5 **Can you** / **Were you able to** go to the gym yesterday?

7 Listen. Listen and repeat. **TR: 7.3**

- breathe** It's important to **breathe** deeply whenever you're stressed.
- comfortable** I don't want to get up. I'm so **comfortable** here on the sofa.
- diet** A healthy **diet** includes lots of fruit and vegetables.
- fit** Go to the gym or go for a walk every day if you want to keep **fit**.
- mind** She's going to succeed if she puts her **mind** to it.
- pain** George is in a lot of **pain** after he fell off his bike.
- tense** My body feels **tense** when I'm nervous.

8 Match the word to its meaning.

- | | | |
|---------------|---|---|
| 1 breathe | a | What you eat and drink |
| 2 comfortable | b | Feeling nervous and worried |
| 3 diet | c | Feeling good and free from pain |
| 4 fit | d | Moving air in and out of your lungs |
| 5 mind | e | What you use to think |
| 6 pain | f | Being strong and in good physical shape |
| 7 tense | g | What you feel when something hurts |

9 Listen. Then tick T for True or F for False. **TR: 7.4**

- 1 Bao's stress is only coming from school. T F
- 2 Bao is only having emotional pain, not physical pain. T F
- 3 Bao couldn't sleep for the past few nights. T F
- 4 Dr Faulkner says Bao should be energetic at school. T F
- 5 Dr Faulkner tells Bao that it's important to breathe deeply to relax. T F
- 6 Dr Faulkner gives Bao ideas on how to get some sleep. T F

10 Ask and answer these questions with a partner.

Are young people healthy nowadays? Why/Why not?
What can they do to improve their health?
How can they keep fit? *Answers will vary.*
How can they avoid stress?

11 Write a paragraph about young people and their health. Answer the questions in Activity 10.
Answers will vary.

7 Listen. Listen and repeat.

TR: 7.3

- 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.

8 Match the word to its meaning.

- Tell students to match each word to its meaning with a line.
- Elicit the first answer if necessary.
- Check answers as a class.

9 Listen. Then tick T for True or F for False. **TR: 7.4**

- Tell students to listen to a conversation about health matters and tick the correct answer. Play the recording.
- Play the recording again. Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to read out the sentences, say true or false and justify their answer.

10 Ask and answer these questions with a partner.

- Tell students to work in pairs to ask and answer the questions about young people and their health. Remind them to use *be going to* and *will* to talk about the future.

- Check answers as a class. Ask each pair for one of their questions and answers. If the same question is chosen, ask students if they have anything to add to the answers already given.

11 Write a paragraph about young people and their health. Answer the questions in Activity 10.

- Tell students to write a paragraph about young people and their health, using the questions and their own answers from activity 10. Remind them to look back at the health-related vocabulary and the grammar box for uses of *can*, *could* and *be able to* to talk about ability or possibility for help if necessary.
- Allow enough time to complete the task.
- Ask volunteers to read out their paragraph.

- Read the rest of the grammar box to the class. Explain that, when we talk about the past, we use *could* for general ability: for example, *My grandma could play tennis very well when she was younger*. However, when we talk about a specific occasion, we use *be able to*, for example, *My grandma was able to play tennis with me yesterday*. Ask students to talk about things they weren't able to do in the past.
- Tell students to put the words in the correct order to make sentences. Remind them to look back at the grammar box examples for help if necessary.
- Check answers as a class.

6 Circle the correct words.

- Tell students to circle the correct words. Remind them to compare the sentence with the grammar box example for help if necessary.
- Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

Lesson 2

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.

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.

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.

1 Listen. Listen and repeat.

TR: 7.5

2 Listen and read.

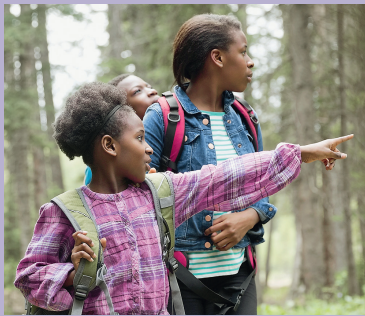
TR: 7.6

active anxious brain depressed
memory mood self-confident

Exercise for your Body and your Mind

People between the ages of six and 17 need 60 minutes of exercise each day. Do you get that much exercise? How about changing your daily routine so that you do more? You must know that exercise is good for your body. The physical benefits include making you stronger and more energetic. But there are also many emotional benefits to exercising.

- Exercise improves confidence.** When you exercise, you're doing something good for your body. If you're getting fit, chances are you'll feel good about yourself. This makes you happier and more **self-confident**.



- Exercise helps stop you feeling depressed or anxious.** Doing exercise immediately improves your **mood**. Going for a run or a hike before a difficult task will make you less **anxious** about it. But, scientists are learning that exercise is great for people who feel **depressed** over a long period of time, too. Research shows that people who are less **active** are 75% more likely to suffer depression.

- Exercise helps you sleep.** Studies show that people who exercise fall asleep more easily and wake up less during the night than people who don't exercise at all. For the best sleep, exercise about six hours before going to bed.

- Exercise affects the chemicals in your body.** Exercise helps your body produce more of the chemicals that make you feel happy. It also produces chemicals that improve your ability to learn and your **memory**.

- Exercise affects your mind.** Scientists have found that people think most creatively right after exercising. Additionally, researchers discovered that exercise actually helps your **brain** produce new cells. More brain cells? That can't be a bad thing!

- Exercising with others is best.** Playing on a team or running with a friend is the best way of exercising. You feel like you belong when you're on a team. Being part of a group makes you feel more satisfied.

Guess what!

Astronauts living at the International Space Station do exercise for over two hours each day to keep their mood up and their bodies strong.

3 Write C (Correct), I (Incorrect) or DS (Doesn't say).

- Exercising only once a week can help improve your mood. DS
- People who are active are less likely to be depressed. C
- People who don't exercise often have memory problems. DS
- It's best to exercise three hours before going to bed if you want to sleep well. I
- Exercising can help your brain produce more cells. C
- Exercising alone is better than exercising with others. I

4 Complete the sentences with words from Activity 1.

- Dana feels very self-confident when she enters a competition. She knows she's trained hard.
- Lee is anxious about his biology exam tomorrow. He hasn't studied.
- Grandpa is worried about his memory because he's always forgetting his keys.
- The brain controls everything that happens in our bodies.
- After her cat disappeared, Leona became very depressed.
- Why are you in such a bad mood today?
- Rochelle is very active. She exercises for at least two hours each day.

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- Elicit the first answer if necessary.
- Check answers as a class.

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 **Might** / **must** start doing yoga, but I'm not sure.
- 3 The magazine *Outdoors* **mightn't** / **can't** be about the gym.
- 4 Running **may** / **must** not suit you because your legs are sore.
- 5 These shoes **can't** / **may** be 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 certainly aren't comfortable. Those gym clothes **can't be** comfortable!
- 2 Maybe I won't go hiking with my mum. I **might not go** hiking with my mum.
- 3 I'm sure exercise improves your mood. Exercise **must improve** your mood.
- 4 It's possible that my dad will open a cycling studio. My dad **might open** a cycling studio.

7 Listen. Listen and repeat. TR: 7.7

| | |
|------------------|--|
| belong | Renaldo belongs on our team. |
| benefit | A benefit of hiking is a clear mind. |
| negative | Negative feelings can lead to depression. |
| positive | Active people are happier and have more positive feelings. |
| produce | Exercise produces good results. |
| satisfied | Self-confident people often feel satisfied . |
| suffer | My uncle has suffered from depression. |

8 Circle the letter for the best meaning.

- 1 belong
a be happy **b** be a 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 something 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. TR: 7.8



PHRASAL VERBS

Complete the sentences with these verbs.

bring out catch on put on take off try on

- 1 They're going to **bring out** a new bicycle that can go 80 kph (50 mph).
- 2 **Take off** your jacket if you're too hot.
- 3 'Can I **try on** these trainers, please?' she asked the shop assistant.
- 4 Some people **put on** really expensive clothes just do to a yoga class.
- 5 I think this new exercise will **catch on**.

- Play the recording again. Pause after each word for students to repeat.

8 Circle the letter for the best meaning.

- Tell students to circle the letter for the best meaning.
- Elicit the first answer if necessary.
- Check answers as a class.

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. TR: 7.8

- Tell students that they are going to listen to four conversations 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

Complete the sentences with these verbs.

- Write these examples with phrasal verbs on the board and explain the meanings where necessary:
A blue scarf would bring out the colour of your eyes. (= highlight eye colour)
Paper clothes will never catch on in Britain because of the rainy weather. (= become popular)
It's cold so I'm going to put on a scarf. (= pick it up and wear it)
I always take off my coat when I go into my house. (= remove the coat from your body)
You must try on the shoes in the shop before you buy them. (= put them on to see how they feel or look)
- Tell students to work in pairs to complete the sentences with the phrasal verbs in the box. Encourage them to look for clues in the rest of the sentence using the examples on the board.
- Check answers as a class. Explain the meanings of the words where necessary. Ask students to learn the phrasal verbs by heart.

- Tell students to circle the correct words. Remind them to look back at the grammar box for help if necessary.
- Ask students to check and discuss any different answers with a partner.
- Check answers as a class.

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**.

- Tell students to complete the second sentence in each pair using **can't**, **may/might**, **may not/might not**, or **must**. Remind them to decide whether each sentence is affirmative or negative, and to look back at the grammar box for help if necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

7 Listen. Listen and repeat. TR: 7.7

- Tell students to read the words in the vocabulary box. Ask if they know any of the words. Play the recording.

Lesson 3



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

- Tell students that they are going to read a problem page from a magazine for young people. Ask them to read quickly and match the replies 1–3 with the problems. Tell them to read the pre-reading question.
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Check answers as a class to the pre-reading question.

2 Write C (Claire), L (Lara) or T (Timothy).

- Tell students to read the sentences and write the correct initial 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.

SAY IT LIKE THIS! Asking for and giving advice. Complete the dialogue. Then practise it in pairs. Talk about the problems below in pairs.

- Tell students to read the expressions used to ask for and give advice.

- 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

Ask Aisha Have you got a problem? Don't worry! Aisha can help!

A 3

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 exercise clothes looked terrible, and that I must buy some nicer ones. I think she thought that she was being helpful, but I felt bad when she said that. My gym clothes are old, but they're comfortable. I don't care what they look like. And right now, I mustn't be spending 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*

B 2

Dear Aisha, Recently, I haven't been feeling very well. I'm always exhausted. We've got exams at school soon and I haven't got the energy to study. I go to bed early, but sometimes I can't sleep because I'm so stressed. Please help! – *Lara, 14*

C 1

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 online and that I should exercise more. They want to take away my phone. Do you think 4–5 hours a day is too much? The problem is that I really enjoy playing computer games and texting my friends. I don't really like sports. – *Timothy, 12*

1

I'm afraid your parents might be right. It's not healthy to spend so many hours online. Why don't you walk or cycle to school so that you get some extra exercise? This way your parents will see that you're making an effort to exercise more.

2

First of all, you must stop worrying! Try to relax at bedtime by having a warm bath before bed. Think about your diet, too. Are you getting enough vitamins? 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.

3

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 best friend that cares about you and not your clothes.

2 Write C (Claire), L (Lara) or T (Timothy).

- Who does too much of something? T
- Whose problem is affecting their education? L
- Who doesn't want to spend money? C
- Whose parents object to how he/she spends time? T
- Who is worried about other people's opinions? C
- Who is very tired all the time? L

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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.

Dan: I haven't studied for the test.
Do you think I should stay at home?
Tom: No, you'd better not stay at home.
Dan: What do you think I should do?
Tom: Why don't you just answer any questions you know?

Talk about the problems below in pairs.

I can't get up in the morning. My sisters don't help at home. *Answers will vary.*

- Ask students to complete the dialogue. Then tell them to take turns and practise the dialogue.
- Tell students to make their own dialogues about the other problems and to take turns asking for and giving advice. Remind them to practise the language given. Correct their pronunciation and intonation pattern if necessary.
- Ask each pair to say one of their dialogues.

3 Complete the sentences with these verbs.

- On the board, write *Students must turn off their mobile phones before they come to class*. Explain that *must turn off* is something that they have no choice about. This is an obligation.
- Read the *must* section of the grammar box to the class. Explain that we can use *mustn't* to say that it would be wrong for us to do something. Point out that we don't use *must* to talk about obligation in the past.
- Ask students to tell you one thing that they must do and one thing that they *mustn't* do. Remind them that we use the bare infinitive of the main verb after *must*.

GRAMMAR Must

We use **must** to talk about obligation in the present and future. We use a bare infinitive after **must**. They **mustn't be** late for school.

Have to

We can use **have to** to talk about obligation in the present. We use a bare infinitive after **have to**. We use **will have to** for the future and **had to** for the past.

You **have to** go to bed early tonight.

Note: There is an important difference in meaning between **mustn't** and **doesn't/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** brush your teeth twice a day.

We use **ought to** to give advice. We use a bare infinitive after **ought to**. We don't usually use the question form of **ought to**.
You **ought to** look after your health more.

3 Complete the sentences with these verbs.

doesn't have should must shouldn't ought



- 1 He ought to have a drink.
- 2 She must stay in bed tonight.
- 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.

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 ... G
- 2 Why don't you ...? G
- 3 What should I do? A
- 4 Please tell me how I can ... A

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

- I hope you are able to ...
I'm sure you will ...
Good luck!
- 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?
He's shy and he can't make friends at school.
- 2 What should he do? (Make two or three suggestions.)
Answers will vary.
- 3 How will he feel then?
Answers will vary.

I've recently started a new school where I don't know anyone. The problem is that I'm very shy and I find it difficult to make friends. When someone talks to me, I feel stressed and I can't think of anything to say. I feel terrible because the other kids in my class must think I'm really boring. I don't know what to do.

Please tell me how I can relax and make some friends at school!
Andy, 13

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.

Start like this: *Answers will vary.*

Dear Andy,

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

Paragraph 2: Say what Andy should/shouldn't do (two or three suggestions) and what the results will be.

Paragraph 3: Wish him 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.

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

Answers will vary.

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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.

- Tell students to write a letter giving advice to Andy, using the expressions in A and B, their notes from C and the paragraph plan.
- Allow enough time to complete the task.

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

- Tell students to proofread their letter and check they have used the correct expressions from A.
- Ask volunteers to read out their letter.

- 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