

# 3

## VOCABULARY

Food  
Sport

## GRAMMAR

Quantifiers  
Modals of obligation

## READING

An article

## LISTENING

A dialogue about healthy food

## GLOBAL SKILLS

Developing healthy habits

## SPEAKING

Asking for and giving advice

## WRITING

An opinion blog

## VISION 360 <sup>LS</sup>

A podcast about active lifestyles



**VOCABULARY BOOSTER** P116–117

**GRAMMAR BOOSTER** P136–137

# Staying healthy



### 1 Look at the video still and answer the questions.

- 1 How does Dan feel about his breakfast? Why do you think he feels like this?
- 2 What do you usually have for breakfast? Is it healthy?
- 2   **3.01** Watch or listen. What did Dan and Lily want to do? Did their plan work?

### 3 **3.01** Watch or listen again. Complete the sentences.

- 1 Dan and Lily are not on a \_\_\_\_\_; they are doing a challenge.
- 2 Lily's new lunch is rice, \_\_\_\_\_ and broccoli.
- 3 Lily's recipe for veggie burgers is \_\_\_\_\_.
- 4 Lily doesn't feel well because she ate too many \_\_\_\_\_.
- 5 Dan's first portion of fruit was an \_\_\_\_\_.
- 6 Dan had \_\_\_\_\_ for lunch.
- 7 Dan feels \_\_\_\_\_ after eating the new menu.

4 **REAL ENGLISH** Match **highlighted** phrases 1–5 to meanings A–E.

- |   |                                      |
|---|--------------------------------------|
| 1 <b>Check out</b> our menus to find out.                         | A Stop! I've just noticed something. |
| 2 <b>Awesome!</b> But that's a lot of carrots after a heavy meal. | B Very good!                         |
| 3 <b>Wait a minute!</b> Strawberry jam is not a fruit!            | C You did a good job.                |
| 4 <b>Seriously?!</b>  | D Really?                            |
| 5 <b>Well done</b> ... I guess.                                   | E Look at it!                        |

5 **3.04** Listen and repeat the Real English phrases.

6 **VOCABULARY** Look at the **highlighted** words and phrases in the comments. Match them to the photos.



- 'They're great for someone who **is on a diet**. I love the **variety** of fruit.' \_\_\_\_
- 'There are some crisps! That's rather **unhealthy!**' \_\_\_\_
- 'Is this a **medium-sized** burger or a large one? It's such a **heavy meal!**' \_\_\_\_
- 'I'm sure there's a **portion** of **spinach** or **broccoli** in the green **smoothie**. You'll **have a lot of energy** when you drink it.' \_\_\_\_
- 'I hope there isn't any **pineapple** in them. I don't like it.' \_\_\_\_
- 'The person who has these probably lives **a healthy lifestyle**.' \_\_\_\_
- '**Delicious!** I want a **recipe** for this **veggie burger**.' \_\_\_\_

7 Match the **highlighted** words and phrases in Ex 6 to the definitions.

- a lot of different kinds of things  
\_\_\_\_\_
- it tells you how to cook something  
\_\_\_\_\_
- an amount of food  
\_\_\_\_\_
- a type of fruit which is yellow inside  
\_\_\_\_\_
- something which tastes good  
\_\_\_\_\_
- eat less than usual  
\_\_\_\_\_
- not good for you because it makes you ill  
\_\_\_\_\_
- an amount of food that is big and makes you full  
\_\_\_\_\_

8 Write the definitions for the other **highlighted** words and phrases in Ex 6.

9 Complete the social media post with words and phrases in Ex 6.

**@LoveFood** You can't have a <sup>1</sup>\_\_\_\_\_ when you don't eat regular meals! For me, breakfast is the most important meal in the day. I usually have toast in the morning, but when I'm in a hurry, I only drink a <sup>2</sup>\_\_\_\_\_. I use a <sup>3</sup>\_\_\_\_\_ of fruit and at least one <sup>4</sup>\_\_\_\_\_ of vegetables, for example, some <sup>5</sup>\_\_\_\_\_ leaves. I don't need a <sup>6</sup>\_\_\_\_\_ to make a smoothie. I simply open the fridge, choose some fruit and vegetables and put them all in a blender. My favourite is made from two kinds of fruit: one <sup>7</sup>\_\_\_\_\_ orange and some <sup>8</sup>\_\_\_\_\_. It's simple and <sup>9</sup>\_\_\_\_\_! I <sup>10</sup>\_\_\_\_\_ to study when I drink such colourful smoothies.

- 📱** Write a social media post describing what a healthy lifestyle means to you. Use some of the words in Ex 6.
- 🗣️** Work in pairs. Say what you ate yesterday and count how many portions of fruit and vegetables you had.
- 📝 EXAM THINK & SHARE** Work in pairs. Discuss different ways you could add more fruit and vegetables to your diet.

## Quantifiers

- 1 What did Lily and Dan try to do last Monday? Read the comments and discuss who has similar eating habits to you.

**D** Dan

We tried to eat TEN PORTIONS of fruit and vegetables in a day! **How many** portions do you eat?

### 6 Comments

**M**

**Mark Taylor** Two! I drink **a little** juice and have an apple later. I don't like vegetables.

**C**

**Cathy\_2005** Maybe six or seven. I've got a great book with salad recipes. Over 100 of them! The book helps me eat **a lot of** different vegetables!

**S**

**Sarah White** Dan, your smoothie looks delicious! **How much** spinach did you use? I don't want it to taste like grass. 😊

**D**

**DaveSJ @Sarah White** Smoothies taste better when you add **a little** peanut butter, but not **too much**. You want your smoothie to be healthy!

**E**

**Emily Marks** Ten portions? Maybe in a week! I haven't got **much** time to do my own shopping and cook. My family doesn't buy **many** vegetables, except for broccoli and **a few** tomatoes.

**A**

**Annie09** I love fruit and veg, but when I eat **too many** apples, my stomach hurts.

- 2 Read the grammar rules and choose the correct alternative.

### Quantifiers

#### Grammar animation

We use *much* and *many* to talk about a <sup>1</sup>**small / big** quantity of things.

We use (*too*) *many* with <sup>2</sup>**countable / uncountable** nouns.

We use (*too*) *much* with <sup>3</sup>**countable / uncountable** nouns.

We use *How many* and *How much* to ask about quantity of things.

We use *a few* and *a little* to talk about a <sup>4</sup>**small / big** quantity of things.

We use *a few* with <sup>5</sup>**countable / uncountable** nouns.

We use *a little* with <sup>6</sup>**countable / uncountable** nouns.

We use *a lot of* to talk about a <sup>7</sup>**small / big** quantity of things.

We use *a lot of* with countable and uncountable nouns.

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- 3 Complete the sentences with the words below.

a few a little how many many much too much

- There aren't \_\_\_\_\_ veggie burgers on the menu of this restaurant.
- I drank just \_\_\_\_\_ pineapple juice, but I didn't like it.
- \_\_\_\_\_ meals do you eat every day when you're on a diet?
- Is there \_\_\_\_\_ sugar in these biscuits? I'm on a diet, so I don't eat things which have a lot of sugar.
- When I eat \_\_\_\_\_ ice cream, I don't feel well.
- Alan eats green vegetables \_\_\_\_\_ times a week – usually twice or three times a week.

- 4 **3.05** Read the phone conversation between Lauren and her mum. Choose the correct alternative. Then listen and check.

**Lauren** Mum, are you still at home?

**Mum** Yes, I am. Why?

**Lauren** My friends are coming tonight. I'd like to make pizza and have <sup>1</sup>**a few / a little** things to put on top. Everyone could choose what they like. I'm going shopping now, but I don't remember what we have at home. I don't want to buy <sup>2</sup>**too many / too much** food, like last time. Can you check it for me?

**Mum** Of course! OK, so we haven't got <sup>3</sup>**many / much** cheese in this pack. And there's only <sup>4</sup>**a few / a little** ham. What else? There's an open jar with black olives, but there aren't <sup>5</sup>**a few / many** olives left in it.

**Lauren** <sup>6</sup>**How many / How much** tomatoes are there? I need some for the sauce.

**Mum** Don't buy any. We've got <sup>7</sup>**a lot of / much** tomatoes! There's only <sup>8</sup>**a few / a little** flour. I used most of it to bake a cake last week.

**Lauren** Thanks, Mum!

**Mum** What time are they coming? Remember, you need <sup>9</sup>**a lot of / too much** time to make pizza. I only have <sup>10</sup>**a lot of / a few** meetings at work today, so I can come home earlier and help you.

- 5 Complete the sentences so that they are true for you. Use the words below or your own ideas.

bread broccoli burgers butter cheese chicken  
chocolate eggs meat pasta potatoes rice  
spinach sugar sweets tomatoes vegetables

- I don't eat much \_\_\_\_\_, but I eat a lot of \_\_\_\_\_.
  - I eat a little \_\_\_\_\_ every week.
  - I don't eat many \_\_\_\_\_ for breakfast.
  - I eat a few \_\_\_\_\_ in a week.
  - I think I eat too much \_\_\_\_\_.
  - At weekends, I eat a lot of \_\_\_\_\_.
  - My parents say I eat too many \_\_\_\_\_.
  - I know I only eat a few \_\_\_\_\_ and I should eat more.
- 6 Work in pairs. Take turns to read your sentences in Ex 5. Are there any similarities between what you and your partner eat?

## Good for you! Good for all of us?

Avocado farms are causing water problems in South America



Will British people stop eating avocados because of their huge carbon footprint?



We now buy 30% more avocados than last year



10 reasons why avocados are the healthiest fruit in the world

Do you want a healthy diet? Eat avocados a few times a week!

**carbon footprint** /kɑːbən 'fʊtprɪnt/ (n) the amount of carbon dioxide (CO<sub>2</sub>) that is produced by the daily activities of a person or company.

1 Look at the photos and read the article titles. Discuss the questions.

- Do you recognise the fruit in the picture? Which of these sentences are true for you?
  - I sometimes eat an avocado.
  - My family buy avocados every week.
  - I once saw an avocado tree.
  - I don't understand why people like avocados.
- What information do you think you can find in each article?
- Which article would / wouldn't you like to read? Why?

2 **3.06** Listen to the dialogue between Emily and her mum. Why does Emily not want to eat avocado toast?

3 **3.06** Listen again. Complete the sentences.

- Emily ordered \_\_\_\_\_ when they were in the restaurant last time.
- Avocados are \_\_\_\_\_ and good for you.
- The \_\_\_\_\_ about avocados that Emily found last week was very good.
- \_\_\_\_\_ produces more greenhouse gases than fruit.
- Avocados travel about \_\_\_\_\_ kilometres before they get to a supermarket in Emily's town.
- It isn't OK that \_\_\_\_\_ cut down trees to plant more avocado trees.
- A kilogram of apples needs \_\_\_\_\_ water to grow than a kilogram of oranges.
- Avocado farms in Chile have problems because there isn't enough water in the \_\_\_\_\_.
- The pictures of dry areas in Chile look \_\_\_\_\_.

**STRATEGY** Distinguishing fact from opinion

When you listen to someone, it's important to understand if the information is a fact or their opinion. A fact is a piece of information that we can check and prove true. An opinion is a personal belief about something which you can agree or disagree with.

4 **3.06** Read the **strategy**. Look at the sentences in Ex 4. Listen again and decide which sentences show facts and which show opinions.

5 **MEDIATION** Work in small groups. Create an infographic with the title: *Five things you need to know about avocados*. Use the information in Ex 2 and find one new piece of information online. Then show and explain the infographic to the class.

6 Work in pairs. Use the questions to make notes about a vegetable or fruit that you know. Include some facts and some opinions.

- What fruit / vegetable is it? What does it look like? Where does it grow?
- How do you eat it? Can you cook it? What are your favourite recipes with this vegetable / fruit?
- What's your opinion about this vegetable / fruit?
- Why should / shouldn't we eat it?

7 Work in groups. Pair A: tell Pair B about your fruit / vegetable. Pair B: listen and write down facts and opinions you hear. Then swap. Who presented more facts?

**Facts**

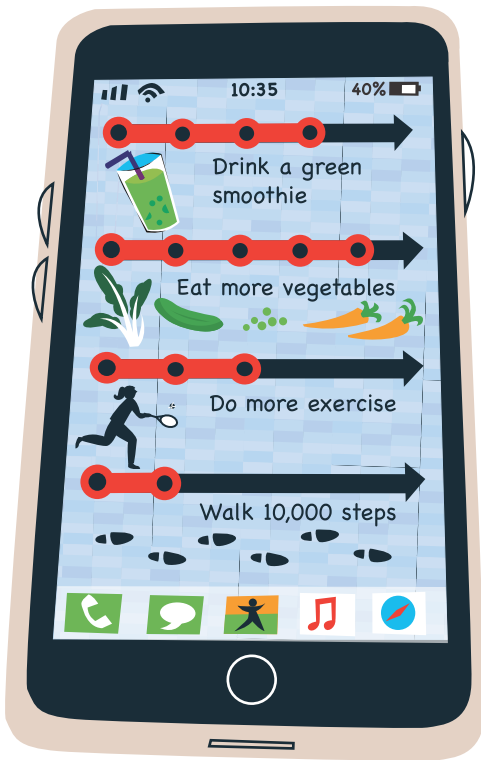
Strawberries are red and sweet.

**Opinions**

Strawberries taste best when you eat them in a salad with a lot of spinach and a little blue cheese.

## Developing healthy habits

- 1 **THINK & SHARE** Look at the picture of an app and discuss the questions.



- Do you try to develop healthy habits? What kind of habits are you working on?
- Is it difficult for you to develop a healthy habit? Why? / Why not?

- 2 **VOCABULARY** Match the words below to the definitions.

develop focus give up in advance  
keep track make patient succeed

- \_\_\_\_\_ *habits*: start to have something that becomes better and stronger
  - \_\_\_\_\_ *something*: stop, not to do or have anymore
  - \_\_\_\_\_ *in doing something*: to achieve something that you have been trying to do
  - plan* \_\_\_\_\_: decide earlier how you'll do something
  - \_\_\_\_\_ *on*: think about one thing only and not about others
  - \_\_\_\_\_ *of something*: continue to have information about what's happening
  - be* \_\_\_\_\_: wait for a long time without becoming angry
  - \_\_\_\_\_ *a mistake*: do something that is not correct
- 3 **3.07** Listen to the *Healthy Me* podcast and answer the questions.
- What example of a habit does the speaker give?
  - What problems does the speaker mention people might have on the first and on the second day?
  - Why does it take a long time to develop new habits?

- 4 **EXAM MEDIATION** **3.07** Your friend Liam missed the podcast and has asked you to summarise the content for him. Listen again and complete the email with information from the podcast. Write one word in each gap.

< > 📁 ↻ 📌 🗑️

**RE: Project about developing habits**

Hi Liam,

How strange! I also can't find this podcast online anymore. Luckily, I downloaded it, so here's all the information you need for your project.

The guy in the podcast says that developing healthy habits is <sup>1</sup> \_\_\_\_\_. He gives three reasons for that. Number 1: we don't take enough time to <sup>2</sup> \_\_\_\_\_ our new habits. Number 2: we can't <sup>3</sup> \_\_\_\_\_ in our goals every day. Number 3: it's impossible to change <sup>4</sup> \_\_\_\_\_ at the same time.

Then he gives a few tips. He says it's best to choose one habit which is <sup>5</sup> \_\_\_\_\_ to us, and then plan how to make it work. It helps to check how well we do every day. To do it, we can use an <sup>6</sup> \_\_\_\_\_ or <sup>7</sup> \_\_\_\_\_ it down somewhere. And he warns us that it can take a lot of <sup>8</sup> \_\_\_\_\_ to develop new habits.

Good luck with your project.

Matt

- 5 Read the questionnaire. Choose the correct alternatives.

### Questionnaire

- The healthy habit I want to <sup>1</sup>**develop** / **give up**: \_\_\_\_\_
  - How often do you want to do it?  
A every day    B a few times a week    C every week
  - Did you try to change this habit in the past?  
A yes    B no  
If you answered yes, describe what mistakes you <sup>2</sup>**made** / **did**.  
\_\_\_\_\_
  - Why is it difficult for you to develop this habit?  
A I haven't got much time to do it.  
B I don't really like doing it, but I know it's good for me.  
C How many habits can I develop at the same time? This is one of many habits I'm working on.  
D I don't want to wait for results. I <sup>3</sup>**don't plan in advance** / **am not patient**.  
E I know this isn't good for me, but I can't <sup>4</sup>**give it up** / **keep track of it**.
  - What will you do this time to make sure you <sup>5</sup>**succeed** / **give up**?  
A <sup>6</sup>**Plan in advance** / **Keep track of** the habit using an app.  
B <sup>7</sup>**Succeed in** / **Focus on** one habit only.  
C Prepare myself to develop this habit – I will \_\_\_\_\_.
- 6 Look at the questionnaire in Ex 5. Choose a healthy habit you would like to work on. Complete the questionnaire for you.
- 7 Work in pairs. Tell your partner what habit you want to develop and talk about your answers in the questionnaire.
- 8 Work in pairs. Think about what you discussed in Ex 7 and answer the questions.
- Do you think your partner will succeed? Why? / Why not?
  - What else can your partner do to develop their healthy habit?

# Sport

- Look at the timetable and answer the questions.
  - In what ways is the timetable different from your school timetable? Would you like to go to this school? Why? / Why not?
  - Is there enough sport for you at school? Would you like to have more or fewer P.E. lessons?
- Read the online leaflet and the comments. What sports can you do at the Green Lane Community Centre?

	Monday	Tuesday	Wednesday
7.30–8.30	Jogging	Basketball – shooting practice	Jogging
8.30–12.30	Regular classes	Regular classes	Regular classes
12.30–1.00	Lunch break	Lunch break	Lunch break
1.00–3.00	Regular classes	Regular classes	Regular classes
3.00–4.00	Regular classes	Regular classes	Basketball match
4.00–5.00	Basketball – skills practice	Gym	

**GREEN LANE COMMUNITY CENTRE**

## 9–15 March

### Move on MONDAY

Put on your **tracksuit** and **trainers** and visit us! Our staff can show you around and explain how to use the gym equipment.

**7 p.m. Running club** Go **jogging** with us! We do a **warm-up** first, and then run in the park or on the **treadmills** in the gym.

### Try It TUESDAY

Try team sports. **Play volleyball**, football or basketball. Or bring your friends and **play badminton** on one of our **courts**!

### Walking WEDNESDAY

**6 p.m.** Go **hiking** in the Darren Forest with us.

### THURSDAY on two wheels

**5 p.m. Cycling club** Bring your bike and a **helmet**, and let's go for a ride!

### Fitness Fun FRIDAY

Are you fit? Check yourself! How many **press-ups** can you **do** in one minute? How far can you run in twelve minutes? And many more ...

### SPORTS WEEKEND

#### SATURDAY

**7 p.m. Football match**  
Come to **support** our football team!

#### SUNDAY

Help our basketball team **score** a few **points**! We're looking for new basketball players!

#### Comments

Annie2007 3 hours ago  
Do I need my own **racket** to play badminton?

Ryan 1 hour ago  
Where's the football match?

GreenLaneCC 45 minutes ago  
@Ryan Behind the gym. There's a grass area with two **goals**.

- Complete the categories with the **highlighted** words in the leaflet.
  - sports that you play: play \_\_\_\_\_, play \_\_\_\_\_
  - other sport activities: go \_\_\_\_\_, go \_\_\_\_\_
  - exercises that you do: do \_\_\_\_\_, do \_\_\_\_\_
  - things you wear to do sports: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
  - sport equipment: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
  - get a point in a game: \_\_\_\_\_ a point
  - like a team and watch their matches: \_\_\_\_\_
  - a place to play badminton or basketball: \_\_\_\_\_
- Work in pairs. Add more sport words to the categories in Ex 3. Use a dictionary if necessary.
- Complete the sentences with words in Ex 3.
  - I \_\_\_\_\_ every morning. In June, I'd like to run a marathon.
  - It's better to wear a \_\_\_\_\_ on your head when you go cycling.
  - At the beginning of P.E. lessons, we \_\_\_\_\_. It usually takes 5–10 minutes.
  - All my friends \_\_\_\_\_ Chelsea, but I prefer Manchester United.
  - We didn't \_\_\_\_\_ in the mountains on Saturday, because it was raining all day.
  - My brother and I spend every summer at the beach, where we \_\_\_\_\_. Joe can hit the ball hard.
  - When I was ten or eleven years old, my dad and I loved \_\_\_\_\_ in the garden. Look, these are our old wooden \_\_\_\_\_! Do you want to play?
  - In the gym I always run on a \_\_\_\_\_ for 20 minutes.
  - How many points did Soraya \_\_\_\_\_ in the last match?
  - My arms hurt, so I didn't \_\_\_\_\_ many \_\_\_\_\_ during the last sports practice.
  - Nobody was standing in the \_\_\_\_\_ when Max kicked the ball.
  - You can't wear jeans and sandals in the gym. You should wear a \_\_\_\_\_ and \_\_\_\_\_.
- Complete the sentences so that they are true for you. Use the words in Ex 3.
  - I always wear \_\_\_\_\_ when I \_\_\_\_\_.
  - At weekends, I never \_\_\_\_\_.
  - I really want to learn to \_\_\_\_\_.
  - I can't \_\_\_\_\_, but I can \_\_\_\_\_ quite well.
  - When we play \_\_\_\_\_, I \_\_\_\_\_ points.
- Work in pairs. Share your sentences in Ex 6 with your partner. Are any of your sports experiences the same?
- THINK & SHARE** Imagine your school received money to open a class where students could do more sport or outdoor activities. What sports or activities, in your opinion, could students do in this class? How would you encourage students to choose the class?

## Modals of obligation

- Look at the photo and read the first paragraph. Would you like to know more about underwater hockey lessons? Why? / Why not?
- Read the rest of the leaflet. What kind of people will enjoy underwater hockey lessons?



### Underwater hockey lessons

Are you looking for an exciting new sports activity? Choose underwater hockey at Dolphin Swim Club.

**What is underwater hockey?**  
Underwater hockey is a fun team game which you play on the bottom of a swimming pool. There are ten players in each team, but only six are in the water. Each team tries to get the puck into the other team's goal.

**What equipment does a player need to have during the practice?**  
Everyone **has to have** a mask, a snorkel and a pair of fins. They **also need to wear** a glove and use a special kind of stick.

**What are the rules?**

- You **mustn't stand** on the bottom of the pool.
- You **must use** the stick to move the puck. You **mustn't touch** it with your hands.
- You **mustn't push or pull** other players.

You **needn't worry** about the rules in your first lesson. The coach will explain everything.

**What do I have to bring for the first lesson?**  
You **don't have to bring** anything. Just come and enjoy!

For more information, contact Coach Brian on 07890 772 395.





- Look at the highlighted phrases in the leaflet. Complete the grammar rules with *have to*, *needn't* and *mustn't*.

### Modals of obligation: *have to*, *don't have to*, *need to*, *needn't*, *must*, *mustn't*

#### Grammar animation

- We use \_\_\_\_\_ and *need to* to say that it's necessary to do something.
- When we want to say that it isn't necessary to do something, we use *don't / doesn't* \_\_\_\_\_, or \_\_\_\_\_.
- We use *must* when we talk about things which are important to do, or to talk about written rules.
- We use \_\_\_\_\_ when we talk about things which aren't allowed.

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- Choose the correct alternative.
  - You **don't have to** / **mustn't** bring a ball to basketball practice. There are a lot of balls in the gym.
  - Everyone **needs** / **must** wear a helmet when they go skiing in some parts of Canada.
  - Do you **have** / **need to** do a warm-up at the beginning of your P.E. lessons?
  - Jason **has to** / **needn't** save money for a sports watch. He got one from his parents last week.
  - We **needn't** / **mustn't** wear shoes in the gym. We can only wear trainers.
  - What do I **have** / **must** do to do to join the school volleyball team?
  - We **mustn't** / **don't have to** wear a tracksuit in class. It's against school rules.
  - You **have to** / **needn't** know how to play badminton before you join the club at school. It isn't for beginners.
- Complete the online posts. Sometimes there is more than one correct answer.



**@Ava** I do different sports in an after-school club. I'm quite good, but I want to be better! What do you <sup>1</sup> \_\_\_\_\_ do to be really good at sports?


**@Nina** You probably <sup>2</sup> \_\_\_\_\_ do a lot of sports. They all teach you some new skills! It's a good idea to try new activities – for example, learn to play volleyball or go hiking at the weekend. In my opinion, you <sup>3</sup> \_\_\_\_\_ do exercise every day. It's enough to do it three or four times a week. Sport <sup>4</sup> \_\_\_\_\_ be fun, so don't forget that, and enjoy your practice.

**@Syed** Do you want to be really good? Then you <sup>5</sup> \_\_\_\_\_ miss a practice! Nothing is more important than practice when you want to be the best. You <sup>6</sup> \_\_\_\_\_ do many different sports. Choose one you like, and focus on it!

- MEDIATION** Your friend is interested in underwater hockey. Work in pairs and tell them about the rules and the equipment in your own words.
- What are the rules in your school? Complete the sentences using *must*, *mustn't*, *have to*, *need to*, *don't have to* and *needn't*. Then work in pairs and discuss your answers with your partner.
  - When you're in the gym, \_\_\_\_\_.
  - You \_\_\_\_\_ in the library.
  - You \_\_\_\_\_ in the classroom.
  - You \_\_\_\_\_ during a lunch break.
  - When you're late, \_\_\_\_\_.
  - When you don't bring your homework, \_\_\_\_\_.

## Let's walk

- 1  **EXAM** Work in pairs. Look at the photo in the article and answer the questions.
- How do you get to school, to your friend's house, to a shopping centre or to after-school classes? Do you go by bus, by car or on foot?
  - Do you use a sports watch or an app to count your steps? If yes, how many steps do you take every day?
- STRATEGY Predicting from subheadings**
- To understand a text better, look at the title and the subheadings before reading. Try to guess what the text is going to be about. Later, when you read it, check your predictions.
- 2 Read the **strategy**. Then look at the title and subheadings in the article. Work in pairs and answer the questions.
- What do you think the text will be about?
  - Do you know anything about this topic? Did you read a similar article in the past?
  - Do you think the article will be interesting for you? Why? / Why not?
  - Which part would you like to read the most?
- 3  **3.10** Read the article. Which of your predictions about the subheadings in Ex 2 were correct?

- 4 Read the article again. Correct the mistakes in the sentences.
- Students who were sitting had as many ideas as students who were walking.
  - In the walking classrooms, students learn more new information than in sitting classrooms.
  - Managers believe that their employees have creative ideas because they do sport in their free time.
  - Dickens was walking and writing his books at the same time.
  - Darwin was walking in the park and thinking of his science problems.
- 5 Look at the article and write questions for the answers.
- scientists from Stanford University  
*Who proved that when you walk, you are more creative?*
  - 176
  - They use headphones to listen to their lessons.
  - Canada, Mexico and Spain
  - Because he needed creative ideas from his employees.
  - Beethoven, Dickens and Darwin
- 6 **VOCABULARY** Match the **highlighted** words in the article to the definitions.
- a person who works for somebody \_\_\_\_\_
  - a person who studies science, for example physics, chemistry or biology \_\_\_\_\_
  - to see or hear somebody / something \_\_\_\_\_
  - to be in a better position because of something \_\_\_\_\_
  - having the skill to produce something new \_\_\_\_\_
  - a way of dealing with a problem \_\_\_\_\_
- 7  **THINK & SHARE** Discuss in pairs.
- Did you learn anything new from the article? What was it?
  - Imagine you and your friends had to make an experiment to check the information in the article. What would you do? What would your experiment look like?

## The power of walking

### Get creative

Do you have a lot of great ideas when you're walking? If you do, you aren't the only one. **Scientists** from Stanford University **noticed** that, and they did an experiment. They asked 176 students to do a few **creative** tasks. During the experiment, some students were walking, while others were sitting. Those who were walking were 60% more creative than those who were sitting.

### Remember better

In the USA, some schools began to use a special programme of walking classrooms. Instead of sitting in their classroom, students walk outside, wear headphones and listen to an audio lesson. Tests show that students in walking classrooms remember more information. Similar ideas about studying while walking are used by teachers in Canada, Mexico and Spain.

### Walk and talk

Not only schools **benefit** from walking. Steve Jobs, the creator of Apple, often organised walking meetings. He looked for creative **solutions** with his **employees** while they were walking. Today, many managers in Silicon Valley and around the world organise walking meetings. They say that some of their employees seem to be more creative when they move.

**Silicon Valley** (n) the area in California where there are many companies connected with the computer and electronics industries  
**composer** (n) a person who writes music

### Famous people that walked

The idea of going for a walk to think isn't new. The German composer Beethoven walked around Vienna and made notes. He used them later when he was working on his music. Charles Dickens, a British writer, walked for many kilometres while he was planning his books. British scientist Charles Darwin built a path around his house. He called it his 'thinking path' and often walked there when he needed to solve problems.





## Where did the time go?



- 1** Work in pairs. Discuss the questions.

  - What problem does the girl in the photo have?
  - Do you remember the last time you had a similar problem? Describe what happened.
- 2** **3.11** Listen to a dialogue between Poppy and her dad. Answer the questions.

  - Why is Poppy wearing sports clothes?
  - What, according to Poppy, happens to her every day?
  - What does Dad tell her to do?
  - What's the problem with Poppy's list?
  - How does Dad want to solve this problem?
  - What should Poppy do when she takes a break?
  - Is Poppy happy with Dad's advice?
- 3** **3.11** Listen again. Tick (✓) the phrases that Poppy and her dad use. Then listen and repeat.

### PHRASEBOOK Asking for and giving advice

#### Asking for advice

What should I do?  
 What do you suggest?  
 What do you think I should do?

#### Giving advice

You should / shouldn't ...  
 It's / It isn't a good idea to ...  
 Why don't you ... ?  
 Try to ...  
 How about ... ?

- 4** Do you think Dad's advice will help Poppy? What else can you tell Poppy to help her with her problem?

### PRONUNCIATION /ʊ/ and /u:/ sound

Remember that in English we have a long /u:/ sound, like in the word *choose* and a short /ʊ/ sound, like in the word *book*.

- 5** **PRONUNCIATION** **3.12** Read the pronunciation box. Listen to the words from the dialogue. Circle the words with a short /ʊ/ sound like *book*. Underline the words with a long /u:/ sound like *choose*.

(book) choose could do fruit look put  
 school smoothie too took tracksuit

- 6** **3.12** Listen again. Repeat the words.

### STRATEGY Using collocations

When you learn new collocations, make a list of phrases and try to use them later in a conversation. Collocations will help you speak faster and more fluently. They'll also make your speech more varied.

- 7** Read the **strategy**. Complete the diagrams with the missing collocations with the words below.

a list a mistake a phone call a seat a shower  
 a smoothie a warm-up ages exercises  
 homework photos plans the bed the bus  
 the housework the shopping yoga

- 8** Work in pairs. Compare your diagrams. Can you think of other collocations with the verbs *make*, *do* and *take*?



- 9** Look at the speaking tasks. Write three pieces of advice you can give in each situation. Use the phrases from the **Phrasebook**.

Your room is always messy and you can't find things that you need. You tidy it every week, but it doesn't help. Ask your friend for advice.

Your cousin, who you last saw a few years ago, is coming to visit you this weekend. You don't know what you can do together. Ask your friend for advice.

- 10** **EXAM** Work in pairs. Choose one of the speaking tasks in Ex 9 and prepare a dialogue. Use some collocations and the phrases for asking for and giving advice in the **Phrasebook**.
- 11** Work in pairs. Practise your dialogue in Ex 10.
- 12** **REFLECT** Work in pairs and answer the questions.

  - Did you ask for and give advice? Which phrases in the Phrasebook did you use?
  - Did you use any collocations?

## An opinion blog

### 1 Discuss in pairs.

- 1 Do you ever eat ready meals? Or do you usually cook?
- 2 Do you think people need to know how to cook?  
Where can you learn to cook?



### 2 Read the opinion blog and answer the questions.

- 1 What is the writer's opinion about learning to cook at school?
- 2 In which paragraph does the writer give her opinion for the first time?
- 3 What three arguments does the writer give to support her opinion?
- 4 Why does the writer think that cooking is a fun activity?
- 5 How, according to the writer, can students learn about food waste?



**ChefPotato**

20 Oct

## Should students learn to cook at school?

- 1 Why should I learn to cook when I can buy a ready meal in a supermarket? Well, that is what I thought until we had our first cooking lesson at school. Now I believe all students should learn to cook.
- 2 In the lessons, we learn to use a recipe and prepare a meal step by step. Last week, we learned a few dishes which were quick and easy to make.
- 3 As I see it, these lessons are the best way to discover that cooking isn't difficult. Besides, in my opinion, cooking with friends is really enjoyable. We all share responsibilities and help each other. And when our dish is ready, it's fun to eat it together.
- 4 It also seems to me that in cooking classes, we can learn a lot about food waste. How? We first have to plan what to bring and how much. When we finish cooking, we have to decide what to do with the products that are left.
- 5 Last week, I cooked dinner for my family for the first time. They all loved it! Personally, I think these are the most useful classes we have.

### 3 Look at the opinion blog again and complete the phrases for giving opinions.

- 1 I **believe** ...
- 2 As I \_\_\_\_\_ it, ...
- 3 In my \_\_\_\_\_, ...
- 4 It \_\_\_\_\_ to me ...
- 5 \_\_\_\_\_, I think ...

### STRATEGY Expanding on main points

In an opinion blog, you support your opinion by giving a different argument in each paragraph. When you aren't sure how to develop your main point, you can ...

- explain why you think so.
- give examples.
- add more details.

### 4 Read the **strategy** and look at paragraph 2 in the opinion blog. Which sentence (A–F) is the main point in the paragraph? Which sentences develop the main point? Which point does the writer **not** talk about?

- A You discover that cooking doesn't take much time.
- B You learn to use a recipe.
- C You learn how to use kitchen equipment.
- D You learn to cook quick and simple dishes.
- E You do everything step by step.
- F You learn that cooking is easy.

### 5 Look at paragraphs 3 and 4 in the opinion blog. Add one more sentence to expand the main point.

### 6 Read the question below and then plan your opinion blog using questions 1–3.

*Should teenagers do their own food shopping?*

- 1 How would you answer the question? What is your food shopping experience?
- 2 What three arguments can you give to support your opinion? How can you expand on these arguments?
- 3 Can you add a personal comment and an opinion at the end of your blog post?

### 7 Write an opinion blog. Use the topic and notes you made in Ex 6. Remember to expand your main points.

### 8 **CHECK YOUR WORK** Did you ...

- express your opinion in paragraph 1?
- write arguments in paragraphs 2, 3 and 4?
- present a clear, main point in paragraphs 2–4 which you explained and developed?
- add a personal comment and an opinion at the end of your blog post?
- check spelling, grammar and punctuation?

## Grammar

## 1 Choose the correct answer: A, B or C.

- How ... time does it take to cook broccoli?  
A many      B much      C few
- I don't know ... people who are on a diet.  
A a lot      B much      C many
- Can you help me find ... recipes for quick lunches?  
A a few      B a lot      C a little
- There's ... spinach in this salad. It doesn't taste good.  
A too many      B too much      C few
- Jake always adds ... water when he makes a smoothie.  
A a little      B many      C a few
- ... my friends have a healthy lifestyle.  
A A lot of      B Too much      C Too many
- There isn't ... pineapple juice left in the fridge.  
A many      B a few      C much

2 Complete the second sentence so that it has the same meaning as the first. Use *must*, *mustn't*, *have to*, *need to*, *don't have to* and *needn't*. Sometimes there are two correct answers.

- It's OK when you don't bring a racket to the gym.  
You \_\_\_\_\_ a racket to the gym.
- We always wear white T-shirts in P.E. lessons, because these are the school rules.  
We \_\_\_\_\_ white T-shirts in P.E. lessons.
- It's important for the football players to do a warm-up before a match.  
Football players \_\_\_\_\_ a warm-up before a match.
- It's against the rules to ride a bike in this street.  
You \_\_\_\_\_ a bike in this street.
- There's no volleyball practice today. I can stay at home.  
I \_\_\_\_\_ to volleyball practice today.
- It's necessary to do these exercises every day.  
You \_\_\_\_\_ these exercises every day.

## Vocabulary

## 3 Complete the sentences. The first letter of each word has been given.

- I used black beans and carrots to make these v\_\_\_\_\_ b\_\_\_\_\_. They're d\_\_\_\_\_, aren't they?
- This restaurant offers a v\_\_\_\_\_ of pasta dishes.
- It's u\_\_\_\_\_ to eat too many sweets.
- Eddie gave me a r\_\_\_\_\_ for the chocolate cake he made last week. It doesn't have much sugar, so you can eat it even when you're on a d\_\_\_\_\_.
- Green vegetables such as s\_\_\_\_\_ or b\_\_\_\_\_ are very healthy.
- We add a few pieces of p\_\_\_\_\_ and a m\_\_\_\_\_ -s\_\_\_\_\_ banana to the s\_\_\_\_\_ we drink every morning.
- Darius wants to have a h\_\_\_\_\_ l\_\_\_\_\_, so he tries not to eat h\_\_\_\_\_ m\_\_\_\_\_ such as pizza in the evening.

4 The **bold** words are in the incorrect sentences. Move the **bold** words into the correct sentences.

- Hugo left his new tennis **tracksuit** on the **trainers** yesterday. Luckily, when he came back, it was still there.
- Every summer, we go **treadmill** by the lake.
- Ruby loves sports clothes and shoes. She usually wears a **jogging** and **press-ups**.
- We can't play football in the park. There aren't any **court**.
- A lot of people prefer to run on the **racket** than in the streets.
- You should do a **support** before you go **volleyball**. It's easier to run when you do a few dynamic exercises first.
- We went to see a **hiking** match yesterday, but the team we always **score** didn't **warm-up** many points.
- How many **goals** can you do?

## Cumulative review

## 5 EXAM Choose the correct answer to complete the text: A, B or C.

You <sup>1</sup>\_\_\_ to spend too <sup>2</sup>\_\_\_ money to <sup>3</sup>\_\_\_ a healthy lifestyle. My friend Sarah thinks that going to the gym and running on the <sup>4</sup>\_\_\_ is the best way to stay fit. But to do it, she <sup>5</sup>\_\_\_ pay a lot for the gym. Instead, she could <sup>6</sup>\_\_\_ jogging in the park, or try <sup>7</sup>\_\_\_ other sports activities. She could bring her old <sup>8</sup>\_\_\_ and play badminton on the <sup>9</sup>\_\_\_ in the park with her friends (it's free!), or <sup>10</sup>\_\_\_ in the forest (also free!). Sarah isn't <sup>11</sup>\_\_\_ a diet, but she eats <sup>12</sup>\_\_\_ healthy products. She buys a <sup>13</sup>\_\_\_ of fruit, such as mango or <sup>14</sup>\_\_\_, and uses them to make a <sup>15</sup>\_\_\_ for breakfast.

- |                    |               |                     |
|--------------------|---------------|---------------------|
| 1 A needn't        | B don't have  | C mustn't           |
| 2 A many           | B few         | C much              |
| 3 A have           | B do          | C make              |
| 4 A treadmill      | B tracksuit   | C trainers          |
| 5 A needn't        | B needs       | C needs to          |
| 6 A run            | B do          | C go                |
| 7 A a little       | B much        | C a few             |
| 8 A goal           | B racket      | C helmet            |
| 9 A recipe         | B treadmill   | C court             |
| 10 A go hiking     | B do push-ups | C score some points |
| 11 A in            | B on          | C of                |
| 12 A a little      | B much        | C a lot of          |
| 13 A variety       | B lifestyle   | C medium-sized      |
| 14 A spinach       | B broccoli    | C pineapple         |
| 15 A veggie burger | B heavy meal  | C smoothie          |

## Think &amp; share

## 6 EXAM Read the quote. Answer the questions.



Follow your dreams, work hard, practise and persevere. Make sure you eat a variety of foods, get plenty of exercise and maintain a healthy lifestyle. *Sasha Cohen, American figure skater*

- How is your lifestyle different from what Sasha Cohen suggests?
- What advice would you give to someone whose diet is rather unhealthy and who doesn't like sport?
- What do you think is the most difficult in living a healthy lifestyle?

## Reading

### EXAM STRATEGY

When you have to decide whether statements about a text are true or false, you need to find evidence in the text. For each statement, underline the sentences in the text which support your answer.

- 1  Read the **strategy** above. Then read the exam task in Ex 2. Read the article and look at the first statement. Is it true or false? Which sentences support your answer?
- 2  Read the article about Jamie Oliver. For each statement, write *T* (True) or *F* (False).

### Jamie Oliver

Jamie Oliver is one of Britain's favourite chefs, writers and restaurant managers. Jamie grew up with food. His parents worked in their own pub and restaurant. Young Jamie often helped in the kitchen. When he finished school at the age of sixteen, he started at catering college. He then worked in a few different restaurants. While he was working at a restaurant, a TV producer at the BBC discovered him and asked him to do a TV show. It was called *The Naked Chef* and was very successful. It was the first of many programmes and the book, with the same name, was also the first of his many books about food. Jamie continued making programmes about British, American and Italian food.

Jamie Oliver stopped school very early because he was dyslexic. He didn't read a full novel until he was 38. Today, Jamie thinks it's a good idea to look at dyslexia in a positive way. He says that people with dyslexia can be very creative because they think in a different way from other people. This is also important for many children in school today. Jamie knows that many young people aren't successful enough at school, for lots of reasons. He started a restaurant called Fifteen, where young people with problems can learn about cooking and working in restaurants.

Jamie Oliver is also famous for trying to make school meals healthy. Many years ago, he started to work with schools, students and parents and the government to help children eat healthy food at school. At the time, many British children only ate fried food for their school lunches. They didn't eat enough salad or vegetables. Jamie Oliver appeared in a TV programme called *Jamie's School Dinners* to help people choose a healthy diet and he continues to work for this goal.

Jamie Oliver is famous for his work and for his public campaigning about healthy meals, but family life is also very important to him. He and his wife have been together since they were seventeen, and they now have five children. The family often appear in videos on his YouTube channel.




- 1 The BBC asked Jamie Oliver to do a TV show because a producer saw his YouTube channel. \_\_\_\_
- 2 Jamie Oliver's TV shows aren't always about British food. \_\_\_\_
- 3 As soon as he left school, Jamie Oliver got a job in a restaurant. \_\_\_\_
- 4 *The Naked Chef* is the name of a book by Jamie Oliver. \_\_\_\_
- 5 Jamie Oliver had problems with reading at school because he had dyslexia. \_\_\_\_
- 6 The restaurant Fifteen was opened to improve the diets of schoolchildren in Britain. \_\_\_\_
- 7 The aim of the TV show *Jamie's School Dinners* was to help young people with problems. \_\_\_\_
- 8 Jamie Oliver met his wife when he was famous. \_\_\_\_

## Speaking

### EXAM STRATEGY

In a discussion task with a partner, you may have to discuss different options based on pictures. First read the situation carefully and then look at the pictures. For each picture, think of reasons why each one is or isn't a good option for the situation.

- 3 Read the **strategy** above. Then look at the exam task in Ex 4. Match the sentence below with one of the activities. Then think of similar sentences for the other activities. You need a lot of special equipment and it might be dangerous.
- 4  You and a group of your friends want to take up a new activity to get fit and healthy.

Here are some activities you could do.

Talk together about the different activities and say which would be best. Talk for about two minutes.





## Unit 3 360° hotspots



- 1 **THINK & SHARE** Work in pairs. What kind of sports and activities can you do at a leisure centre?

## EXPLORE

Access the interactive 360° content now!

- 2 Look around the photo. What are the people doing?

- 3 **ALL HOTSPOTS** Work in pairs. Read or listen to the hotspots and then take turns to summarise each hotspot in one sentence.

Student A:

Student B:

- 4 Listen to the man talking about his experiences.

- Which sports did he try before starting tae kwon do?
- Why did he decide to try tae kwon do?
- How has tae kwon do helped him in his everyday life?
- Which colour belt is he hoping to get next year?

- 5 Go online and find the answer to the questions. Make a note of the answers, the words you used to search and where you found the information.

- What do the different colour belts mean?
- Who started the colour system?

- 6 Listen and choose the correct answers.

- 1 When does the café close on a Saturday?

- A 5 o'clock
- B 7 o'clock
- C 10 o'clock

- 2 Which ingredient is **not** in the café's smoothies?

- A spinach
- B broccoli
- C pineapple

- 3 Why is the woman speaking?

- A to explain
- B to advertise
- C to entertain

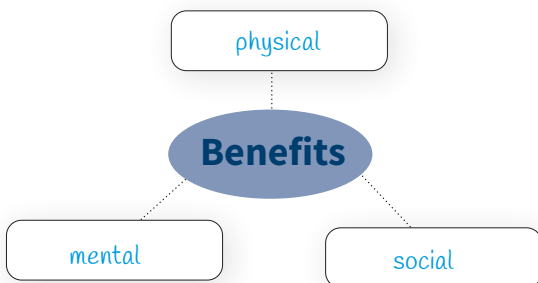
- 7 Match the rules (1–9) on the sign to the questions below. Work in pairs and compare and discuss your answers.

Which rules are about ... ?

- respect
- looking after your body
- keeping the gym clean
- staying motivated



- 8 Read the poster and watch the video. In pairs, discuss the questions.
- 1 Which benefits are physical? Which are mental benefits?
  - 2 Do you think martial arts are different from other sports or activities? Why? / Why not?
- 9 **THINK & SHARE** Work in pairs and discuss the questions. Create a mind map with the ideas you discuss.
- 1 What are the physical, mental and social benefits of sport and being active? Copy and complete the mind map.



- 2 What skills can you learn in other sports or activities? How can they help you in everyday life?

## LS Learning Situation

**CREATE ...** a podcast to encourage an active lifestyle

### STEP 1

You are going to create a podcast to encourage an active lifestyle and learn about the benefits of sport and being active.

### RESEARCH IT!

Go online and find ...

- facts and statistics about the benefits of being active
- three to five ideas of how to be more active

### STEP 2

Write the script for the podcast. Think about:

- how you will start the podcast and order ideas
- how you will divide the podcast so both of you speak

### STEP 3

Practise the podcast script and make any necessary changes.

### STEP 4

Record your podcast.

### STEP 5

### SHARE IT!

Listen to another pair's podcast. What did you like about it?