IN THE PICTURE  Create an avatar

Talk about the human body

WORK WITH WORDS

1 RECALL In pairs, write the names of the body parts (A–L) in the pictures. You have one minute.

2 Listen to the clues and match the words to the body parts M–X in the pictures.


3 Listen and check your answers. Then listen and repeat.

4 Write the body parts in Exercise 2 in order, from the highest to the lowest when you’re standing up.

5 THE MOVING PICTURE Watch the video. Write the order in which the machine adds the avatar’s body parts. What does the avatar do when it’s complete?

6 Do the quiz. Then compare your answers with a partner.

The Body Parts Quiz

How much do you know about the human body? Answer the questions.

1 It’s the most complex object in the universe. What’s it called?
2 It makes sure air and food goes to the correct place. What is it?
3 Two parts of our body get bigger and bigger, but we don’t cut them. What are they?
4 Three bones connect here, including our biggest bone. What is it?
5 This part of our body can destroy metal. Which part?
SPEAK

7 Draw an avatar but don’t let other students see it. Use the avatars below for ideas.

8 Work in pairs. Describe your avatar to your partner. Can he/she draw it?

PHRASE BYTES

It’s got (a) big/small/long/short/round/square …

It’s got … next to/above/under/around its …

It looks like a …

GO BEYOND

Do the Words & Beyond exercise on page 135.

Workbook, page 68
READING  Train your brain

SPEAK AND READ

1  Work in pairs. Talk about the activities below. Do you like doing them? Why?/Why not?

crosswords  Sudoku  playing chess  brain training games

2  a  Read the tips in the HOW TO box.

b  Quickly read the website homepage, but don’t do the puzzles. Use a timer to see how fast you can read it.

THE BRAIN PUZZLER

Welcome to The Brain Puzzler, the best site on the internet for free brain puzzles! We have over 10,000 puzzles to train your brain and keep it working quickly.

Why should we do brain puzzles?

We all know the importance of eating a balanced diet. If we eat well, our whole body works better and we feel better. We all know how important it is to exercise regularly too. To have a healthy heart we should exercise for 30 minutes at least three times a week. But did you know that our brain needs exercise too? We get a lot of our intelligence from our parents, but between 20 and 50% of our intelligence comes from how we use our brains. So if we regularly use our brains to do puzzles, we actually become more intelligent!

But that’s not all. Puzzles are also fun!

3  Which tips in the HOW TO box did you use for help with Exercise 2b? Tick (√) them.

4  Can you remember the answers to these questions? Read the website again to check.

1 How much does it cost to use the website?
2 How many puzzles are there on the website?
3 Why is it good to eat a balanced diet?
4 To have a healthy heart, how often do we need to exercise?
5 What happens if we do puzzles?
6 What other reason does the website give for doing puzzles?

5  Do the puzzles. Compare your answers with a partner, then check them on page 141.

REACT

6  Work in pairs. What do you think? Tell your partner.

1 Which puzzles were easy? Which were difficult? Why?
2 Do you think doing puzzles can make you more intelligent? Why?/Why not?
**READ ** Grammar in context

1 Answer the quiz questions.

---

**STUDY ** Complete the explanations. Use Exercise 1 to help you.

**Zero conditional**

Use: To describe situations that are always true.

Form:

**If** + I/you, etc + present simple … (= the action)

**If** you break your arm, …

I/you, etc + … (= the result)

… it takes six weeks to get better.

---

**should**

Use: To say that something is or isn’t a good idea.

Form:

Positive and negative

I/you/she, etc + should/shouldn’t + verb

Questions + I/you/he, etc + verb

See GRAMMAR DATABASE, page 125.

**PRACTISE ** Complete the quiz questions with the correct form of the verbs. Then choose the correct answer.

---

**WRITE AND SPEAK **

6 a Work in pairs. Prepare an extra question for Quiz 1, Quiz 2 and Quiz 3.

b Swap your questions with another pair and answer their questions.
VOCABULARY AND LISTENING

Stretch!

WORK WITH WORDS

1 Work in pairs. Answer the questions.
   1 How often do you do exercise?
   2 What exercise do you do? Where do you do it?

2 Match the exercise verbs in the box to the pictures.

- hold
- pull
- sit down
- stand up
- point
- touch
- turn
- look down
- look up
- stretch

3 Listen and check your answers. Then listen and repeat.

LISTEN

4 a Read the tips in the HOW TO box.
   b Listen to the podcast and do the exercises.

5 Which tips in the HOW TO box did you use for help with Exercise 4b? Tick (√) them.

6 Listen again and fill in the missing information.

Exercise at your desk
The benefits: You’ll feel better and (1) study better.
Be careful: It’s important to do the exercises
   (2) ______. 
Exercise 1: You’re (3) ______ when you start this exercise.
Exercise 2: This exercise relaxes your (4) ______.
Exercise 4: This exercise stretches your (5) ______.

7 Work in pairs. Invent a short exercise routine with a maximum of three different exercises. Use the verbs in Exercise 2 and the parts of the body on page 64.

REACT

8 Work in pairs. What do you think? Tell your partner.
   1 Do you feel better after doing the exercises? Why?/Why not?
   2 Do you think it’s a good idea to exercise in class? Why?/Why not?

GO BEYOND

Do the Words & Beyond exercise on page 135.

Workbook, pages 72–73
**READ Grammar in context**

1 Read the conversation. What do Rosa and Aiden decide to do?

Rosa: Look at this. There’s a fun run in the town next month. It says that if you finish the run, they’ll give £20 to charity.

Aiden: I’m really unfit. What will happen if I don’t finish?

Rosa: It’s only 5km. If it’s too far, just walk.

Aiden: OK. I’ll do it if you do.

Rosa: Great. Who knows, we might win if we train!

**STUDY**

2 Complete the explanations with examples from Exercise 1.

First conditional

Use: To talk about possible situations in the future and their results.

Form:
- If + I/you, etc + present simple … (= the action)
- If you finish the run, …
- I/you, etc + will/won’t + verb (= the result)
- … £20 to charity.

Note: You can also use may/might (50% sure) and will probably (75% sure) in the result.

See Grammar Database, page 125.

**PRACTISE**

3 Choose the correct options.

1 If you don’t/ won’t wear running shoes, you’ll hurt your feet.

2 The charity will make money if your friends do/ will do the run.

3 You hurt/ might hurt yourself if you don’t/ won’t stretch before the race.

4 If it’s/ it will be a hot day, you/ you’ll need to drink lots of water.

**SPEAK**

7 Work in pairs. Answer the questions in Exercise 6.

I’ll / I’ll probably / I might …

I’m not sure, but he/she/they won’t …

I really don’t know.
COMMUNICATE & COOPERATE

>> COMMUNICATE your message when you give a talk

READ AND LISTEN

1. Look at the photo of a student giving a talk and read the start of the talk. Do you think the talk went well? Why?/Why not?

2. Listen to Ruben’s talk. What’s it about?

3. Work in pairs. Answer the questions about the talk.
   1. In general, do you think it was a good talk? Why?/Why not?
   2. What could Ruben do to make his talk better? Think of two or three suggestions.

DO

4. Work in pairs. Look at the tips for giving a talk. Give each tip a mark 1–5, where 5 = very important and 1 = not important.
   - Make eye contact with the audience.
   - Don’t read the talk. Use notes, or cards with a few words on.
   - Introduce the talk. Say what you’re going to talk about.
   - Speak slowly and clearly.
   - Introduce all the sections in the talk.
   - Practise your talk. Give it to friends or family members.

REFLECT

5. Discuss the questions with your class. Do you agree with the REFLECTION POINT?
   1. Which tips did you give 5 marks to? Why are those tips important?
   2. How do you think the other students felt during Ruben’s talk? Why?
   3. When was the last time you gave a talk in class? Did it go well? Why?/Why not?

EXTEND

6. Prepare a one-minute talk about one of your hobbies or interests. Use the tips in Exercise 4 to help you.

7. Work in groups. Practise your talks. Give other students suggestions for making their talk better.

PHRASE BYTES

I don’t think it’s important to ...
I think it’s more important to ...
Do you think you should ...?
I think it depends on the talk/audience/topic. If ...

REFLECTION POINT

To communicate your message well during a talk, it’s important to prepare well, to speak clearly and to look at your audience.
SPEAKING At the doctor’s

SPEAK

1 Match the expressions to the photos.

- a temperature
- a sore throat
- a headache
- a cough
- a runny nose
- a stomach ache

2 Listen and check your answers. Then listen and repeat.

3 Work in pairs. Answer the questions.

1. When was the last time you were ill?
2. Did you visit a doctor or a nurse? What did he or she say?

WATCH OR LISTEN

4 Ben visits a doctor. Watch or listen to the first part of the scene. What are his symptoms?

5 Watch or listen to the rest of the scene. What has Ben got? What does he need to do?

Doctor: I’m afraid you’ve got the flu.
Ben: The flu? So what should I do?
Doctor: Well, you shouldn’t go to school. You should rest a lot.
Ben: Should I take some medicine?
Doctor: I’m not sure that will help, but perhaps you could take an aspirin for your headache.
Ben: I’ve got a basketball match on Friday.
Doctor: I think you should probably stay at home.
Ben: But I’m the captain!
Doctor: You won’t be better on Friday, so maybe it’ll be best for your team if you don’t play.

6 a Read the tips in the HOW TO box.

b Underline examples of being sensitive in the conversation.

7 Listen and repeat the sentences from the conversation.

ACT

8 Work in pairs. Prepare a conversation at the doctor’s. Include expressions from Exercise 1 and ways of expressing advice in a sensitive way.

9 Practise and memorise your conversation. Then present it to other students.

Workbook, page 75
READ AND SPEAK

1 Read the problem and the replies on a forum. Which reply do you think gives the best advice? Why? Compare your answer with a partner.

YOU.ME.US
Real problems. Good advice.

I recently moved to a new town. At first I missed lots of things like my friends and my old room. I’ve got lots of new friends now, but school isn’t going well. One girl in my class does really horrible things like telling lies about me. And she’s horrible during lessons too. For example, if I talk in class, she laughs. What should I do?

Paula

I think you should speak to your teacher. The school can do a lot of things, such as talking to her, or contacting her parents.

James

Perhaps you should talk to her. If you talk to her when she’s not with her friends, maybe she’ll tell you why she’s being so horrible.

Lidia

PLAN

5 You’re going to write a real or invented problem to post on the forum in Exercise 1. Use the Writing plan to help you prepare.

WRITING PLAN

1 Think of a problem to post on the forum.
   Is there a problem you want advice for?
   If not, choose one of these problems:
   ‘My parents don’t understand me.’
   ‘I need more pocket money!’
   ‘I feel really tired all day.’
   ‘I can’t stop worrying about things.’

2 Describe the problem.
   Use the zero and first conditionals to talk about the results of different actions.

3 Include examples.
   Look at the tips in the How to box.

4 Ask for advice.
   Use a question with should.

WRITE AND CHECK

6 Write your post about a problem. Then check it. Tick (✓) the things in the plan.

SHARE

7 Swap your problem with other students. Read other problems and reply to them with your advice. Who gives the best advice for your problem?
UNIT REVIEW

VOCABULARY Parts of the body

1 Complete the parts of the body.

The Whole Body Workout!

The Whole Body Workout will benefit every part of your body, from your (1) head , (2) shoulders , (3) sh i n e s , (4) ch e s s , (5) h e a d and (6) s t o n e s in the top half of your body, to the (7) f i n g e r s and (8) t h u m b s on your hands and the (9) f e e t s on your feet. Strong, flexible (10) k e e n s and (11) a n k l e s will help you walk faster, and the exercises will help your (12) b o d y to think faster too.

Exercise verbs

2 Complete the instructions with the verbs in the box.

hold look look point pull sit stand stretch touch turn

‘OK, you’re sitting on the sofa watching TV. The ads come on. Put on your DVD and move your body! First, (1) c u p u p. Now you’re on your feet, (2) u p. Can you see the ceiling? With your arms above your head, (3) y o u r f i n g e r s at the ceiling. Next, slowly (4) c h e s s t o the right. Then to the left. Now (5) d o w n . Can you see your toes? You’re going to (6) y o u r t o e s n e x t. Slowly move your chest forward. This will (7) y o u r b a c k and the muscles in the back of your legs. Are you there? If you can, (8) y o u r t o e s b e t w e e n y o u r t h u m b s and (9) y o u r h e a d d o w n t o w a r d s y o u r t o e s. T h a t’ s i t ! Y o u c a n (10) d o w n a g a i n a n d h a v e a r e s t !’

GRAMMAR Zero conditional, should

3 Complete the advice with the zero conditional and should form of the verbs.

Work out – but take it easy!

We all know that we (1) e x e r c i s e regularly. If you (2) e x e r c i s e three times a week, your body (3) h a v e more energy. But you (4) n o t s t a r t your workout without warming up first. If you (5) d o some stretching and light exercises first, it (6) p r e p a r e your body for action. And listen to your body when you’re exercising. It (7) b e t i m e to stop if an exercise (8) n o t f e e l comfortable.

First conditional

4 Choose the correct options.

Sign up now!

(1) You / You’ll get 50 more fantastic exercises if (2) you / you’ll buy ‘The Whole Body Workout 2’. And if (3) you / you’ll sign up for our internet service, (4) you / you’ll have your own personal trainer. For just £5 a month, you’ll be able to ask for all the help you need. And if (5) you aren’t / you won’t be completely happy after 30 days, (6) we / we’ll return your money.

SKILLS CHECK

Yes, I can. No problem!

Yes, I can. But I need a bit of help.

Yes, I can. But I need a lot of help.

I can read quickly.

I can understand spoken instructions.

I can communicate my message when I give a talk.

I can ask for and understand advice at the doctor’s.

I can give examples when I write.

Workbook, pages 78–79