

03

Active and healthy

VOCABULARY Sports and fitness, injuries, accidents and emergencies, diet and nutrition

GRAMMAR Past Simple, Past Continuous and Past Perfect; *used to* and *would*
[Use of English > page 192](#)

SPEAKING Being polite

WRITING A short story

VIDEO Grammar ▶ Communication ▶ Documentary ▶

Aaron 'Wheelz' Fotheringham



Aaron Fotheringham was born with a disease which made walking impossible. However, by the time he was four, he had learned to get around on crutches. A few years later, he left the crutches behind and began using a wheelchair. He and his brother Brian soon became a regular sight on the streets of their neighbourhood in Las Vegas, Aaron in his wheelchair and Brian on his BMX.

One life-changing day, the boys had just arrived at the local skate park when Brian had an idea. Perhaps his younger brother could try one of the ramps in his chair. Aaron accepted the challenge. On his first attempt he fell, but he was determined to succeed, so he tried again. At the end of the day, he realised he had found a sport that he loved. He called it wheelchair motocross (WCMX).

Aaron started out as an amateur athlete, entering BMX competitions and posting his videos online. At the time he was working on a new trick. His dedication paid off when he eventually managed to do a backflip. No one had ever done that in a wheelchair before! A few years later, 'Wheelz' as he was now known, set another record: the first ever double backflip. In 2010, Aaron turned professional and joined the action sports show Nitro Circus Live. While he was performing in Brazil in 2012, he successfully jumped a fifteen-metre gap. The crowd went wild. Four years later, on the evening of 7 September, the Brazilians were cheering him on again. This time Aaron was there to open the Rio Paralympics.

Though he has suffered a few injuries, Aaron takes safety very seriously. Through his passion, he wants to change the way the world thinks about people in wheelchairs, and to inspire everyone, disabled or not, to overcome their own challenges.



3A GRAMMAR AND VOCABULARY

1 In pairs, answer the questions.

- 1 How many extreme sports can you list in one minute?
- 2 Which have you tried?
- 3 Which would/wouldn't you like to try?

2 Look at the photos of Aaron 'Wheelz' Fotheringham. Write three questions you would like to ask Aaron about his life as a professional athlete. Then read the text. Does it answer your questions?

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REFERENCES

VIDEO SCRIPT page 234
CULTURE NOTES page 206

EXTRA ACTIVITIES IN CLASS

- After Exercise 2, ask students if they find Aaron's story inspiring. If yes, how? What can they learn from it? Do they know of any other people who have overcome similar challenges?
- After Exercise 8, students write a paragraph about a similar experience they or someone they know had. As with the speaking task in Exercise 8, they can use the prompts on page 197 to help them.

Past Simple, Past Continuous and Past Perfect

3 Identify the tenses of the verbs in bold: the Past Simple, the Past Continuous and the Past Perfect. Then match sentences 1–5 with meanings a–e in the Grammar box.

- 1 While he **was performing** in Brazil in 2012, he successfully **jumped** a fifteen-metre gap.
- 2 ... he **fell**, but he **was** determined to succeed, so he **tried** again.
- 3 The boys **had just arrived** at the local skate park when Brian **had** an idea.
- 4 At the time, he **was working** on a new trick ...
- 5 ... on the evening of 7 September the Brazilians **were cheering** him on again.

Past Simple, Past Continuous and Past Perfect

We use the Past Simple:

a to describe finished actions and tell the main events of a story in order.

Time expressions: yesterday, last night/week/year/ Wednesday, when I was young, two months ago, in 2017, one day/evening

We use the Past Continuous:

b for longer actions interrupted by shorter ones. For shorter actions we use the Past Simple.

c for temporary situations/habits.

d to describe things which were in progress at a precise time in the past.

Time expressions: as, when, while, at noon, this time last week, all last night

We use the Past Perfect:

e to talk about an action in the past that was completed before another action or a time in the past. We often contrast an action in the Past Simple with an earlier one in the Past Perfect.

Time expressions: after, already, as soon as, before, by, by the time, just, once, until

Grammar Reference and Practice > page 176

4 In pairs, answer the questions using full sentences. Then check your answers in the text.

- 1 What had Aaron learned to do by the age of four?
- 2 How did Aaron react to his brother's idea in the skate park?
- 3 Why was Aaron's first backflip special?
- 4 What did Aaron do in 2012?
- 5 What did he do the second time he went to Brazil?

5 Choose the correct tense to complete each sentence.

- 1 When Aaron arrived at the skate park, his friends already left / **had already left**.
- 2 Aaron broke his wheelchair while he *had practised* / **was practising** a new trick.
- 3 After Aaron **had broken** / *was breaking* his first wheelchair, he got a new stronger one.
- 4 The crowds in Brazil were amazed when they **saw** / *were seeing* how far Aaron jumped.

6 Complete the text with the most suitable tense of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

Unlucky Katie

Katie Ormerod is a world-class snowboarder who **qualified** for the 2018 British Winter Olympic team and she ¹ **was** (be) a favourite to **take home a medal**. In 2017, she had injured her back, but by the time the 2018 season started she ² _____ (recover). Katie ³ _____ (arrive) in South Korea before the 2018 Games and ⁴ _____ (start) practising on the Olympic course. She ⁵ _____ (only do) a few practice runs when she ⁶ _____ (fall) and broke her wrist. Thankfully, it wasn't serious so she decided to carry on. Two days later, she ⁷ _____ (train) again when she ⁸ _____ (crash) and broke her heel in two places! This time it was serious, and she was out of the Games.

7 Complete the questions with the correct form of the highlighted words in the texts about Aaron and Katie. Then ask and answer the questions in pairs.

- 1 Have you ever suffered an **injury** while doing a sport at school? What happened?
- 2 Do you know anyone who started out as an _____ athlete then turned _____? What do you know about their career?
- 3 Has a team from your school ever won a _____? Had they taken part in an event like that before?
- 4 Has a team from your country ever _____ for the finals of a major sporting competition? What happened?
- 5 Can you name someone from your country who has set a world _____? What was it?
- 6 Does your country usually _____ a lot of medals from the Olympic Games? For which sports?

8 SPEAKING In pairs, talk about a time when you or someone you know did well in a sport, a performance or some other kind of challenge. Use the prompts on page 197 to help you.

I won a silver medal at the school's championships. I'd never run in a competition team before ...

8 Read the question below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Tell me about a sports injury you had.



Exercise 3

- 1 Past Continuous, Past Simple
- 2 Past Simple (x3)
- 3 Past Perfect, Past Simple
- 4 Past Continuous
- 5 Past Continuous

Exercise 4

- 1 He had learned to get around on crutches.
- 2 He accepted his brother's challenge.
- 3 Aaron's first back flip was special because no one had ever done a back flip in a wheelchair before.
- 4 In 2012, Aaron jumped a 15-metre gap.
- 5 The second time he went to Brazil, he opened the Paralympics.

Exercise 6

- 2 had recovered
- 3 arrived
- 4 started
- 5 had only done
- 6 fell
- 7 was training
- 8 crashed

Exercise 7

- 2 amateur, professional
- 3 competition
- 4 qualified
- 5 record
- 6 take home

☐ I can use the Past Simple, Past Continuous and Past Perfect to talk about past actions.

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FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 3, page 266
- Grammar Reference and Practice, Student's Book page 176
- Workbook pages 28–29/Online Practice

- Photocopiable resource 10: Lionel Messi – the football genius, pages 274, 297
- Extra digital activities: Grammar Checkpoint 3A

ASSESSMENT

Grammar Quiz 3A

NEXT CLASS

Ask students to make notes about their favourite sport and why they like it.

3B VOCABULARY | Sports, activities, fitness and exercise

- 1 **THINK BACK** Make a list of sports and fitness activities you enjoy/don't enjoy. Then compare your lists in pairs.

I enjoy: swimming, yoga, ...

I don't enjoy: Zumba, cycling, ...

Exercise 2

Sports and activities in the leaflet: tennis, squash, boxing, basketball, football, athletics, rowing, weightlifting, rock climbing, swimming

Special offer: one month free for all 16–18-year-olds

Judging by the members' comments, BFITA seems to be a good club.

Exercise 3

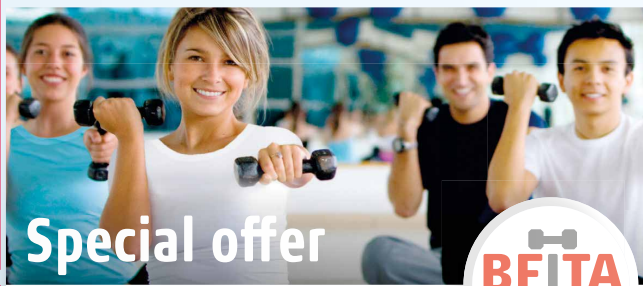
- 1 court, pool, track, ring, machine, wall
- 2 programme
- 3 rooms
- 4 centre
- 5 weights

Exercise 5

- 2 broke her leg
- 3 banged his head
- 4 twisted her ankle
- 5 pulled a muscle
- 6 sprained his wrist

John agrees to try the leisure centre because Jackie says that you can get injured anywhere at any time.

- 2 Read the leaflet for BFITA and the comments below. Which sports and activities does it mention? What special offer does the leaflet mention? Is BFITA a good club? How do you know?



For our 16th anniversary, we're giving away one month's free membership for all 16–18-year-olds.

- **Make the most of our** tennis and squash courts, a boxing ring, a basketball court and a full-size outdoor football pitch with an **athletics track**.
- **Try our state-of-the-art** gymnasium, now with brand new **rowing machines**!
- **Lift weights and build up** your muscles in our weightlifting centre.
- **Climb** our 10-metre-high **rock climbing wall**.
- **Swim** in our 25-metre **swimming pool** and **relax** in the Jacuzzi, sauna or steam room.
- **Find motivation** with our expert fitness coaches and personalised **training programmes**.
- **Chill, chat and watch** sports in our award-winning café.

GET FITTER with BFITA!

'I've never been a sporty person and I'd never joined a **leisure centre** before so I had no idea how much fun it would be to keep fit.' (Ali)

I was so unfit. I got out of breath climbing the stairs! But I really got into shape thanks to BFITA. Even the **changing room** is awesome!' (Keira)

'At first, I was totally out of shape. I felt exhausted. But now I feel great. BFITA did me a world of good.' (James)

- 3 Use the words and phrases highlighted in the leaflet to complete the questions. Then ask and answer the questions in pairs.

- 1 Has your school got: a football **pitch**; a tennis _____; a swimming _____; an athletics _____; a boxing _____; a rowing _____; a rock climbing _____? Which of these things does a school need?
- 2 Should students get a personalised training _____ in their PE class? Say why.
- 3 What are the changing _____ in your school gym like? How could they be better?
- 4 Have you ever joined a leisure _____? If so, what was it like? If not, would you like to?
- 5 Have you ever tried lifting _____? If so, what's it like? If not, why not?

- 4 **1.24** In pairs, read the leaflet again. Then complete the sentences with the words from the box. Listen and check.

build get (x2) good keep lift **shape** unfit

John I'm really out of **1 shape**. My gran's fitter than I am! I'm so **2 unfit** that I **3 get** out of breath when I run for the bus!

Jackie You really need to **4 get** into shape. Why don't you come to the leisure centre? You can **5 build** up your muscles, do exercises and **6 lift** weights – that really helps me **7 keep** fit.

John No, thanks.

Jackie Come on! It's done me a world of **8 good**. They've got great fitness coaches and a ...

- 5 **1.25** Study **Watch out!** Then complete the sentences with the correct form of the phrases in the box. Listen and check. Does John agree to try the leisure centre? Why?

bang/head break/leg **dislocate/shoulder**
pull/muscle sprain/wrist twist/ankle

- 1 John's dad **dislocated his shoulder** during a match.
- 2 John's mum _____ in two places when she was playing hockey.
- 3 John _____ when he scored a goal – he was unconscious for several minutes.
- 4 John's sister _____ when she was jogging on a rocky path.
- 5 Jackie _____ in her leg because she didn't warm up.
- 6 John _____ when he fell in the shower.

WATCH OUT!

We say she **banged her head** or **broke her leg**. NOT ~~the head~~ or ~~the leg~~.

But we say she **pulled a muscle** in her back NOT ~~her muscle~~.

This is because we have lots of muscles but only one head, two legs, etc.

- 6 **SPEAKING** Work in pairs. Use the examples below and the vocabulary in Exercises 3–5 to ask and answer the questions.

- 1 How fit are you? What do you do to get/keep fit?
- 2 Do you often get out of breath? When?
- 3 Do you think it's a good idea to build up your muscles?
- 4 Do you find it easy to get into shape?
- 5 Can you think of something that does you a world of good?
- 6 Have you ever twisted your ankle/broken your leg/ ...? How did it happen?

- 7 Imagine you joined the BFITA Leisure Centre a week ago. Write a description of your first week there. Mention the things you have done and an injury you had. Use the vocabulary in this lesson and the past tenses from lesson 3A.

REFERENCES

AUDIO SCRIPT page 214

EXTRA ACTIVITY IN CLASS

Before Exercise 1, students look at the notes they made at home. Then, they talk in pairs about their favourite sport. Once they have finished, invite a few students to share their answers with the class.

FURTHER PRACTICE

- Workbook page 30/Online Practice
- Photocopiable resource 11: What happened to you?, pages 275, 298–299
- Extra digital activities: Vocabulary Checkpoint 3

ASSESSMENT

Vocabulary Quiz 3

NEXT CLASS

Students think about a time when they or someone they know called an emergency number. What happened? They should make notes so they can share their story with the class in the next lesson.



03

3C LISTENING AND VOCABULARY

- 1 Look at the photos and the Fact Box. In what situations do you need to call an emergency number?

FACT BOX Emergency phone numbers

In the UK, the emergency number for police, ambulance and fire service is 999, but you can also use the European number, 112. In the USA, dial 911.

- 2 In pairs, work out the meaning of the highlighted words. In each emergency decide if you should call the police, ambulance or fire service, or if you should deal with it yourself.

- 1 A car **knocked down** a girl, she's got a few **cuts and bruises** and she's **in shock**.
- 2 A neighbour **fainted** and is **unconscious**; it might be a **heart attack**.
- 3 The school **fire alarm** is ringing.
- 4 You want to **report a crime** – someone has **set fire** to a car.
- 5 You **hurt your head**, you're not **bleeding** but it's quite **painful**, and you're seeing double – you think you have a **concussion**.
- 6 Your cat is stuck up a tree.
- 7 Your little brother **burned** his hand when he was cooking.
- 8 A shop in your street is **burning down**.

- 1 You should call the police and the ambulance service.

- 3 **1.26** Study Active Listening. Then listen and choose the correct answer.

You are going to hear a P.E. teacher talking to her students. What's her main purpose?

- a to persuade them to run as fast as they can
- b to advise them to be careful**
- c to complain about their attitude towards P.E.

ACTIVE LISTENING | Identifying the speaker's purpose

When someone speaks, they have a purpose for speaking. It may be to inform, to explain, to express an opinion, to agree, to complain, to advise, to persuade or to make an arrangement, an offer, a request, or a suggestion.

The context, the language the speakers use and their tone of voice can help you identify their purpose. Understanding the speaker's purpose can help you to take part in a conversation and respond appropriately.

- 4 **1.27** Listen and choose the correct answers. Use Active Listening to help you with questions 1 and 4.

- 1 You are going to hear a school pupil talking to a teacher. What's his main purpose?
 - a to express an opinion
 - b to offer to call an ambulance
 - c to inform her about an accident**
- 2 You are going to hear the teacher calling 999. Where is Eric?
 - a on a path near the river
 - b at the foot of a hill**
 - c on a railway line
- 3 You are going to hear a man from the school calling Eric's mother. How does she seem by the end of the conversation?
 - a fine
 - b worried
 - c relieved**
- 4 You are going to hear a bus driver talking to a policeman. Why is he talking to him?
 - a to explain what happened**
 - b to complain about something
 - c to persuade him to do something
- 5 You are going to hear a conversation between Eric and his father. What does Eric think of his mother's driving?
 - a she drives too fast
 - b she's a safe driver**
 - c she doesn't always pay attention

- 5 **1.28** Complete the sentences with the words and phrases from the box. Listen to the extracts and check.

blood concussion cuts and bruises elbow fainted heart hurt painful shock ~~sprained~~ twisted

- 1 The bus driver **sprained** her wrist. It was really _____. She didn't know if the car driver was badly _____.
- 2 Eric got some _____, broke his leg, _____ his ankle, and suffered a _____.
- 3 Eric's mum lost a little _____, dislocated her _____ and banged her head. She was in _____ but she's better now.
- 4 Eric's dad didn't have a _____ attack, he _____ because of stress.

- 6 **6** **1.29** In pairs, use the tenses in lesson 3A to retell the story in this lesson from two different points of view. Student A, imagine you are Eric. Student B, imagine you are Eric's mum.

Exercise 2

- 2 You should call an ambulance.
- 3 You should call the fire service.
- 4 You should call the police and the fire service.
- 5 You could go to see a doctor but perhaps it's better to call an ambulance.
- 6 You shouldn't call the fire service; you should get the cat down yourself.
- 7 You shouldn't call an ambulance. If it's not too serious, you can treat it at home. Otherwise, you should take him to the doctor's.
- 8 You should call the fire service and maybe the police too.

Exercise 5

- 1 painful, hurt
- 2 cuts and bruises, twisted, concussion
- 3 blood, elbow, shock
- 4 heart, fainted

☐ I can identify the speaker's purpose and specific information in conversations and talk about accidents.

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REFERENCES

AUDIO SCRIPT page 214
CULTURE NOTES page 206

EXTRA ACTIVITY IN CLASS

Lead in to Exercise 1 by referring students to the notes they made at home and getting them to share their stories with

the class. In bigger classes or if time is short, they could do this in pairs or small groups.

FURTHER PRACTICE

- Workbook page 31/Online Practice
- Photocopiable resource 12: There's been an accident!, pages 275, 300

NEXT CLASS

Ask students to look up people who have changed their life around. They can be celebrities or any other people with inspiring or interesting life stories. Students should choose two or three people and make brief notes about what changes they have made in their lives.

Today's specials

Starters
Rabbit pâté
Tuna salad

Mains
Salmon risotto
Steak and chips

Vegan dishes
Onion and lentil pâté
Mushroom lasagne

Exercise 2

1 He's given up winter sports. He does yoga now. He's become a vegan and he doesn't wear leather shoes or clothes any more.
2 Colin orders the onion and lentil pâté and the mushroom lasagne. Daisy orders the rabbit pâté and a steak.
3 The waiter mixes up the starters, so Daisy eats some of Colin's onion and lentil pâté and Colin eats some of Daisy's rabbit pâté.

Exercise 5

I used to have a very unhealthy diet when I was growing up. I used to love cakes and biscuits. I used to eat chips with almost every meal. I never used to eat fresh fruit and I didn't use to drink water, just cola. I used to believe it was good for you. We didn't use to sit at the table to eat, we used to eat in front of the TV. So I used to be overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

Exercise 6

I used to have a very unhealthy diet when I was growing up. I used to love cakes and biscuits. I would eat chips with almost every meal. I would never eat fresh fruit and I wouldn't drink water, just cola. I used to believe it was good for you. We wouldn't sit at the table to eat, we would eat in front of the TV. So I used to be overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.



3D GRAMMAR

- 1 Write six ways in which you, your life, your friends or your family are different from before. Then compare your sentences in pairs.

When I was little I was super active, and now I hardly ever leave the house.

I watched TV every day when I was little but now I hardly ever watch it.

I believed in Santa Claus but now I don't.

- 2 1.29 Look at the photo and the menu. Then listen to a conversation and answer the questions.

- How has Colin's life changed since he had a skiing accident?
- What do Colin and Daisy order?
- What problem do they have?

Used to and would

- 3 1.29 In pairs, complete extracts 1–7 with phrases or sentences a–g. Listen again and check.

- I used to come here a lot. e
- They didn't use to have many vegetarian dishes. a
- I used to be into winter sports. c whenever I could.
- But one day, someone knocked me over on the ski slope and b.
- After the yoga class f and that's where I got into healthy eating.
- I used to love my leather biker's jacket and my cowboy boots. d
- g. I used to have a pair just the same.
 - but now they've even got vegan options.
 - I got a serious back injury.
 - I'd go skiing and snowboarding
 - I'd wear them almost every day.
 - It's different now.
 - we'd often go to a vegetarian café nearby
 - Your canvas shoes are very nice.

- 4 Study the sentences in Exercise 3. Then decide when we use *used to* and *would*. Tick the correct boxes in the Grammar box.

Used to and would

We use *used to* and *would* to talk about things that were true but are not true anymore.

	<i>used to</i>	<i>would</i>
• for habitual/repeated actions in the past	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• for past states with verbs like <i>have</i> , <i>be</i> , <i>believe</i> , <i>love</i> ...	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Grammar Reference and Practice > page 176

WATCH OUT!

I used to go skiing every year when I was younger. = I went skiing many times.

One day someone knocked me over on a ski slope. = It happened once.

- 5 1.30 Study the Grammar box and *Watch out!* again. Then rewrite the text changing the underlined verbs to *used to* wherever possible. Listen and check.

I had used to have a very unhealthy diet when I was growing up. I loved cakes and biscuits. I ate chips with almost every meal. I never ate fresh fruit and I didn't drink water, just cola. I believed it was good for you. We didn't sit at the table to eat, we ate in front of the TV. So I was overweight and unfit. But then one day, my friend Dev invited me to eat with his family. It was amazing. We had a fantastic meal with salad and lots of fresh fruit. That was the day I changed the way I eat.

- 6 1.31 Now rewrite the text in Exercise 5 changing *used to* to *would* wherever possible. Listen and check.

- 7 **SPEAKING** In pairs, use *used to* and *would* to talk about changes in your life. Remember to use the Past Simple if something only happened once.

- A *Did you use to do any sports that you don't do any more?*
B *I used to be in a football team but ...*

REFERENCES

AUDIO SCRIPT page 215

EXTRA ACTIVITY IN CLASS

Do this activity at the end of the lesson. Refer students to the notes they made at home and get them to tell a partner about the people's past and present using *used to*, *would* and the Past Simple.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 176
- Workbook page 32/Online Practice
- Photocopiable resource 13: Eating habits – past and present, pages 275, 301
- Extra digital activities: Grammar Checkpoint 3D

ASSESSMENT

Grammar Quiz 3D

NEXT CLASS

Ask students to make a list of 5–6 questions they often ask shop assistants when they are shopping (e.g. *Do you have this in a smaller size?*). Encourage them to think about different shops and products.

1 In pairs, take turns to describe what you can see in the photo and answer the questions below.

- 1 What kind of shop is it? What is happening?
- 2 What do you think the shop assistant and the customer are talking about?
- 3 How are the people in the photo feeling?

2 **1.32** Watch or listen to a conversation in a health food store. Does Marie find her first day in the shop easy? *No, she finds it difficult.*

3 **1.33** Study the Speaking box and complete the polite requests and refusals with one word in each gap. Listen and check.

- 1 Would you mind telling me where the organic kale is?
- 2 That's very kind of you, dear, but I think I'll manage.
- 3 I'd like to know whether your fruit and veg is locally grown.
- 4 Have you got any idea whether it's local?
- 5 I'm sure they look lovely but I'm afraid it's local or nothing for me.
- 6 I wonder if you have any free-range eggs.
- 7 Could you possibly tell me where I can find those eggs?
- 8 No, that's alright, thanks. I'll be fine.
- 9 Do you happen to know if you've got any wholemeal bread in there?



Exercise 1

- 1 It's a health food store. A customer is talking to a shop assistant.
- 2 The customer is asking the shop assistant a question which the shop assistant isn't sure how to answer.
- 3 The customer feels slightly irritated. The shop assistant feels embarrassed/confused. The other shop assistant in the background seems annoyed.

SPEAKING | Being polite

Asking politely

We often use indirect questions to make polite requests or to ask for opinions and information in English. Use the polite phrases below and affirmative word order.

Indirect questions

I wonder if/whether you could help me.

= *Could you help me?*

Could you (possibly) tell me how much this is?

= *How much is it?*

Do you think it will take long?

= *Will it take long?*

Other phrases

I was wondering ...

I'd like to know ...

Have you got any idea ...?

Do you (happen to) know/have/sell, etc. ...?

Would you mind telling me ...?

Refusing politely

That's very kind of you, but ...

They look/sound very nice, but I'm afraid ...

No, that's alright thanks.

Thanks for the offer, but ...

Thank you, but I'm alright.

4 Rewrite the questions as indirect questions.

1 Are these apples organic? → I wonder ...

I wonder if/whether these apples are organic.

2 What time does the juice bar in the gym close? → I was wondering ...

3 Does this bread contain gluten? → Have you got any idea ...?

4 Could I have soy milk? → Do you think ...?

5 Where can I buy freshly-squeezed apple juice? → Would you mind ...?

6 How much is a wholemeal loaf? → I'd like to know ...

7 Who writes the 'Healthy Living' blog? → Do you happen to know ...?

5 **1.34 PRONUNCIATION** Listen to how the underlined words are pronounced. Then practise saying the sentences.

1 Could you tell me how much it is?

2 Would you mind telling me what this is?

3 I don't know really.

4 I'm going to ask my colleague.

5 You've got to eat more fruit.

6 Check that you understand the adjectives in the box. In groups, use them to prepare polite questions about your teacher's eating habits. Use the phrases from the Speaking box.

free-range freshly-squeezed locally grown organic wholemeal

Would you mind telling me whether you buy any organic food?

7 In pairs, role play the situations at the back of your book. Student A, go to page 196. Student B, go to page 199.

Exercise 4

- 2 I was wondering what time the juice bar in the gym closes.
- 3 Have you got any idea if/whether this bread contains gluten?
- 4 Do you think I could have soy milk?
- 5 Would you mind telling me where I can buy freshly-squeezed apple juice?
- 6 I'd like to know how much a wholemeal loaf is.
- 7 Do you happen to know who writes the 'Healthy Living' blog?

☐ I can use indirect questions to make polite requests or to ask for opinions and information.

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REFERENCES

VIDEO /AUDIO SCRIPT page 234

EXTRA ACTIVITY IN CLASS

After Exercise 4, refer students to the questions they wrote at home. They should rewrite them as indirect questions, using phrases from the Speaking box.

FURTHER PRACTICE

Workbook page 33/Online Practice

NEXT CLASS

Ask students to make a list of the different foods and drinks sold at their school canteen and if possible, bring photos of (some of) them.

3F READING AND VOCABULARY

Exercise 2

The text is about a community organisation that aims to help people have healthier diets.

Exercise 4

Possible questions and answers:

2 What is their rap about? It's about growing your own food and eating healthy food.
3 Where did AFC start? In North Minneapolis, Minnesota, USA.
4 How did it start? In 2011 a group of people were shocked that in their community there was nowhere to eat good, healthy food, so they decided to do something about it.
5 What are the aims of the organisation? To encourage healthy living, strengthen families, create economic prosperity and reduce unemployment and crime in their community.
6 What are the three steps? 1. Urban Agriculture - growing food in urban areas; 2. Good Food Policy - persuading people to adopt healthy diets; 3. Community Cooks Project - cooking workshops where people eat and talk about how to change their community.
7 Where do they get money from? The government, private donations and two money-making projects: the Kindred Kitchen, which small businesses pay to use, and the Breaking Bread café.
8 How successful has AFC been? It's been a huge success.

Exercise 6

1 full
 2 ingredients, processed
 3 diet
 4 foods
 5 fizzy
 6 junk
 7 outlets
 8 fresh

- 1** Make a list of healthy and unhealthy foods that you eat. Then compare your lists in groups. Who do you think has the healthiest/unhealthiest diet?

😊 *Healthy things I usually eat: bananas, yoghurt, ...*
 😞 *Unhealthy things I usually eat: crisps, muffins, fried bacon, ...*

- 2** Look at the photo and the title of the article. What do you think the text is about? Read it quickly to check.

- 3** Read the text again. Match sentences A–H with gaps 1–5 in the article. There are three extra sentences.

A And perhaps even more importantly, it has brought a community together.
B It might seem expensive but it can actually cost less.
C In 2011, three women decided to do something about it.
D Nobody in that area had tried anything like that before.
E The idea is to have a chain of healthy food from the ground to your plate.
F The kids uploaded the video to YouTube and it went viral.
G They get some support from government and generous individuals.
H What's more, most people didn't realise how unhealthy their diets were.

- 4** Use these prompts to write questions about AFC. Add some questions of your own if you like. Then in pairs, ask and answer your questions.

1 What / think / AFC? 5 What / aims / organisation?
 2 What / rap / about? 6 What / three steps?
 3 Where / AFC / start? 7 Where / money / from?
 4 How / start? 8 How / successful?

What do you think of Appetite for Change?

- 5** In pairs, read the Fact Box. Which statement do you think is false? Which one is the most interesting/shocking? How is the situation in your country similar/different?

FACT BOX American eating habits

- Last year Americans ate over 400 million hamburgers – that's enough to circle the world.
- 52% of Americans believe doing their taxes is easier than figuring out how to follow a healthy diet.
- The average American consumes 22 teaspoons of sugar every day, most of it in drinks and candy bars.
- Junk food first became popular in the US in the 1920s, but it really took off in the 1950s thanks to TV advertising.
- Native Americans were already eating popcorn over 5,000 years ago.
- In 2014, 1% of Americans were vegans, now it's 6% and rising.

The false statement is 1. Last year Americans ate 13 billion hamburgers – that's enough to circle the world more than 32 times.

- 6** Complete the sentences below with the words from the box. Then ask and answer the questions in pairs.

calories diet fizzy foods fresh full ingredients junk outlets processed

- Do you know much about the food you eat? Which foods are high in calories? Which are _____ of vitamins?
- In your family, do you cook meals with raw _____ or do you buy ready-made _____ foods that are high in fat, sugar and salt?
- Do you think you have a healthier or healthier _____ than your parents? Say why.
- What are your favourite comfort _____? When and where do you eat them?
- Do you prefer _____ drinks, freshly-squeezed orange juice or still water?
- How often do you eat _____ food like burgers, hot dogs, or kebabs?
- How many fast food _____ are there in your neighbourhood?
- Is it hard to buy _____ produce like fruit and vegetables where you live?

- 7** **SPEAKING** The Education Authority wants to encourage healthy eating at schools in your area. In pairs, discuss the ideas below. Which are the best? Say why. Can you think of any better ideas?

- Ban unhealthy snacks, fizzy drinks, sweets, crisps and junk food from schools.
- Show videos and films that demonstrate the negative effects of unhealthy diets.
- Organise a cooking competition for students in the area.
- Include 'Diet and Nutrition' as part of the P.E. class and have all students sit an exam on it.
- Open an affordable café serving healthy food in every school.

- 8** **REFLECT | Society** People today consume more unhealthy food and drink than ever before. Do you think that's true? Say why. Discuss in groups.

10 WATCH AND REFLECT Go to page 164. Watch the documentary *Pushing yourself to the limit* and do the exercises.



REFERENCES

VIDEO SCRIPT page 234
 CULTURE NOTES page 206

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 7. Put students in groups and refer them to the lists they made at home (and their

photos, if they have them). They should decide whether the items on their lists are healthy or unhealthy, and whether their school canteen should continue to sell these items. If time allows, they could then use their photos to create a poster with a healthy menu for a school canteen.

FURTHER PRACTICE

Workbook pages 34–35/Online Practice

NEXT CLASS

Ask students to bring some photos from their holidays (or to have them available on their phones).

GROW FOOD, EAT WELL, BE HEALTHY

1.35

A group of kids from a historically underprivileged neighbourhood in the American mid-west made a music video of a hip-hop track. It was called 'Grow Food!' and the lyrics urged people to grow their own food and cook their meals with natural ingredients; to drink water and milk, not fizzy drinks full of sugar; to give up fake food that puts 'poison in your brain' and to eat better options, like broccoli, salad and fresh fruit instead. ¹ F So far, it's had over half a million views. That's pretty amazing, and so is the organisation that inspired it.

North Minneapolis is similar to many urban areas across North America. There is a lack of shops, development projects, and healthy food options. Many of the residents suffer from bad health, partly because of unhealthy diets with too much junk food. ² C Along with young community members, they concluded there were thirty-eight fast food outlets within two miles of where they lived, but there was nowhere you could sit down to eat a nutritious meal. They knew that poor diets were causing serious health problems, for example, heart conditions, high blood pressure and obesity. The community also suffered from high unemployment, which is a major cause of crime. The solution, they thought, was to encourage healthy living, to strengthen families and to create economic prosperity. So they set up a non-profit, community-owned association called 'Appetite for Change' (AFC).



AFC's mission is 'to use food as a tool to build health, wealth and social change'. ³ E They achieve this in three steps.

- ³⁵ **1 Urban Agriculture.** AFC turns unused urban land into cooperative farms where kids and adults grow and pick fresh produce.
- 2 Good Food Policy.** The organisation argues in favour of healthy eating and persuades people to swap junk food high in calories for natural food full of vitamins and to eat meals made with raw ingredients rather than processed foods.
- ⁴⁰ **3 Community Cooks Project.** AFC organises cooking workshops in which people come together to cook a meal, to eat and to talk about the changes they want to see in their community.
- ⁴⁵ All of this costs money, of course, so how does AFC pay for it? ⁴ G In addition, they run two successful money-making projects:
 - Small local businesses rent the Kindred Kitchen to help them run their food trucks, catering businesses and meal preparation services.
 - The Breaking Bread café sells delicious healthy comfort foods and gives job opportunities to young members of the community.

AFC has been a great success. It has improved people's health and created jobs. ⁵ A Its strongest supporters are young people concerned about the unhealthy food full of fat, sugar and salt that damages the health of their friends, families and neighbours. The lyrics of their rap send out their message loud and clear.

“ PLEASE CHANGE THE FOOD
IN MY SCHOOL, MAKE IT GOOD.
GET THAT FAKE FOOD UP OUTTA MY 'HOOD.
HOPE THE MESSAGE NOT MISUNDERSTOOD.
GROW AND COOK YOUR OWN FOOD -
YES, YOU COULD! ”

3G WRITING | A short story

Exercise 2

Suggested answers:

Surfer: relieved, shocked, grateful, happy to be alive

Lifeguard: proud, shocked, exhausted

People on the beach: surprised, amazed, frightened

Shark: unhappy, confused, shocked, hungry

- 1 In pairs, use the pictures and the words in the box to tell a story. Then read the story below and compare it to yours.

lifeguard surfer fin shark punch



- 2 How do you think the surfer, the lifeguard, the people on the beach and the shark felt after the events on the beach?

I think the surfer was probably terrified.

That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue. Ava was on the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves. It was busy, and families were playing in the warm, shallow water near the beach.

'This is the life' she thought, and turned over to get some sun on her back. She had just fallen asleep when a noise woke her. **From nowhere**, a lifeguard ran past her at full speed, shouting at people to get out of the way. Everyone on the beach sat up and watched as she dived in and swam towards a guy who was kicking his legs, waving his arms and shouting something. **All of a sudden**, the huge, dark fin of a shark appeared. People in the water started screaming. They grabbed their children and swam for their lives. Now wide awake, Ava watched through her fingers **as** the lifeguard reached the panicking man **then** raised her arm and... punched the shark in the face! Amazingly, it turned and swam away.

While the crowds cheered, the fearless lifeguard carried the shocked surfer back to safety. She had saved his life. **That was the day** Ava decided to become a lifeguard.

42

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 8. Put students in pairs and ask them to share the photos they have brought in (or have on their phones) with their partner. In their pairs, they brainstorm ideas for a story using their photos, and then write

their story. If time is short, you could get them to plan their story in class and then set the writing task for homework.

FURTHER PRACTICE

Workbook page 36/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 44-45.

3 Study the Writing box and answer questions 1–7 about the story on page 42.

- 1 From which point of view is the story written, first or third person?
- 2 Where does the story take place?
- 3 What information does the writer give in the first line?
- 4 What is the main event in the story?
- 5 Which tenses has the writer used to describe the action?
- 6 Which sentences introduce the lifeguard and the shark? How does the writer make them dramatic?
- 7 How does the writer finish the story?

WRITING | A short story

General

Short stories are usually written in either the first or third person point of view.

Beginning

Catch the reader's attention: use a detail related to the place where the story begins or a statement by one of the main characters.

That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue.

Say where and/or when the story happened. Use longer sentences to set the scene.

Ava was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves.

Middle

Describe the action. Use mainly the Past Simple with the occasional Past Continuous and Past Perfect. Avoid long strings of the Past Simple.

Use direct speech to express the characters thoughts or give them a voice.

'This is the life' she thought.

Use a variety of verbs to report speech e.g. scream, whisper, ask, shout, etc.

From nowhere, a lifeguard ran past her at full speed, shouting at people to get out of the way.

Use shorter sentences and/or dramatic linkers to add drama.

All of a sudden, the huge, dark fin of a shark appeared.

End

Describe how you or the main characters felt at the end, what you/they learned from the story, or decisions you/they made because of what happened.

That was the day Ava decided to become a lifeguard.

4 Add the words in bold from the story to the appropriate group of linkers.

- **Start the action:** (at) first, in the beginning, ¹ that day / morning/evening;
- **Move the action:** ² _____, next, later, after that/a while, by the time;
- **Introduce a dramatic moment:** suddenly, just then, out of the blue, without warning, ³ _____, ⁴ _____;
- **Describe events that happen at the same time:** when, at the same time (as), ⁵ _____, ⁶ _____;
- **Finish the action:** finally, eventually, in the end.

5 Read the story below ignoring the gaps. How is it connected to the story on page 42? From which point of view is it written, first person or third person? *It's the same story told from the shark's point of view; first-person.*

¹ That afternoon the water was cool and clean. The waves looked gorgeous ² _____ they moved above me. I'd just eaten a delicious octopus lunch and I decided to head to the beach to see what the two-legged creatures were doing. ³ _____ I got there, some of them were standing on those strange long things and riding on the waves. I'm really not sure why they do that, but I watched them for a while. ⁴ _____ I noticed one of them, it was male I think, kicking its legs and making those bubbles I love. Friends are always telling me not to go too close, but... those beautiful bubbles! ⁵ _____, a female came out of nowhere. ⁶ _____, it punched me in the face! Right on the end of my nose where it really hurts. What on earth is wrong with these creatures? They really shouldn't be allowed in our water. I considered a second lunch if you know what I mean, but ⁷ _____, I decided to be the grown up one and just swim away. Horrible, violent creatures.

6 Complete the story in Exercise 5 with the linkers from the box. Sometimes more than one answer is possible.

all of a sudden as in the end ~~that afternoon~~
then when without warning

7 The underlined adjectives in the story on page 42 help the reader to visualise characters, events and objects. Find and underline similar adjectives in the story in Exercise 5.

cool, clean, ...

8 Work in pairs. Follow the instructions on page 197 to tell another story.

9 WRITING TASK Write a short story. Use your own ideas or write the story you told in Exercise 8. Use the Writing box and the tips in this lesson to help you.

Exercise 3

- 1 third-person
- 2 on a beach
- 3 details about the weather and the location
- 4 A lifeguard punches a shark in the face and saves the life of a surfer.
- 5 Past Simple, Past Continuous, Past Perfect
- 6 'All of a sudden, the huge, dark fin of a shark appeared' – short sentence with a dramatic linker; 'From nowhere, a lifeguard ran past her at full speed, shouting at people to get out of her way' – dramatic linker
- 7 She describes a decision she made because of what had happened.

Exercise 4

- 2 then
- 3–4 from nowhere, all of a sudden (in any order)
- 5–6 as, while (in any order)

Exercise 6

- 2 as/when
- 3 When
- 4 Then
- 5 All of a sudden/ Without warning
- 6 Without warning/ All of a sudden
- 7 in the end

☐ I can write a short story.

43

REMEMBER MORE

1 Find names of places on the word list where you can ...

- 1 play football: **football pitch**
- 2 go running: **athletics track**
- 3 play basketball: **basketball court**
- 4 play squash: **squash court**

2 Complete the sentences with verbs from the word list.

If you're not careful, you could ...

- 1 **bang** your head against the door.
- 2 **burn** your hand in hot water.
- 3 **pull** your muscle playing volleyball.
- 4 **break** your leg skiing.

3 Write the missing negative prefixes. Then check with the word list.

- 1 You **mis**understood what I said.
- 2 Sandy never gets any exercise, so she's really **un**fit.
- 3 There are huge areas of **un/dis**used land in this part of the country.
- 4 **Non**-profit associations use all their money to help people.

4 Complete the sentences with the adjectives from the word list.

- 1 At 3 a.m. I was still wide **awake**. I was too excited to fall asleep.
- 2 I always buy vegetables from shops which sell **home** - **grown** produce from organic farms.
- 3 **Fizzy** drinks, such as cola, are bad for your teeth.
- 4 **Free** - **range** eggs are believed to be healthier than factory-farmed eggs.

ACTIVE VOCABULARY | Flashcards

Use 'smart' flashcards to review new vocabulary. On one side of the card, write a short sentence that you will find easy to remember including the word or phrase you want to learn, e.g. *I always start my workout on a rowing machine.* On the back of the card, write the word translated into your language. When you are doing a vocabulary review, look at the translation on each card and try to recall the word or phrase and the example sentence that you have written.

3A GRAMMAR AND VOCABULARY

5.15

amateur (adj) /'amətə/
athlete (n) /'æθli:t/
attempt (n) /ə'tempt/
break your wrist/heel /,breɪk jə 'rɪst/'hi:l/
carry on (phr v) /,kæri 'ɒn/
challenge (n) /'tʃæləndʒ/
championships (n) /'tʃæmpjənʃɪps/
cheer on (phr v) /,tʃiə 'ɒn/
course (n) /kɔ:s/
crutches (n) /'krʌtʃɪz/
dedication (n) /,dedə'keɪʃən/
determined to do sth /dɪ'tɜ:mənd tə 'du: ,sʌmθɪŋ/
disabled (adj) /dɪs'eɪbld/
disease (n) /dɪ'zi:z/
enter/win a competition /,entə/,wɪn ə ,kɒmpə'tɪʃən/
flip/backflip (n) /flɪp/'bækflɪp/
gap (n) /gæp/
have/suffer an injury /,hæv/,sʌfə ən 'ɪndʒəri/
injure (v) /'ɪndʒə/
inspire (v) /ɪn'spaɪə/
overcome (v) /əʊvə'kʌm/
Paralympics (n) /,pærə'lɪmpɪks/
passion (n) /'pæʃən/
pay off (phr v) /,peɪ 'ɒf/
qualify for sth (v) /'kwɒləfaɪ fə ,sʌmθɪŋ/
ramp (n) /ræmp/
recover (v) /rɪ'kʌvə/
run (n) /rʌn/
set a (world) record /,set ə (wɜ:ld) 'rekɔ:d/
skate park (n) /'skeɪt pɑ:k/
snowboarder (n) /'snəʊbɔ:də/
start out as sb (phr v) /,stɑ:t əʊt əz ,sʌmbədi/
succeed (v) /sək'sɪd/
take home a medal /,teɪk ,həʊm ə 'medl/
turn professional /,tɜ:n prə'feʃənəl/
wheelchair motocross (WCMX) (n) /,wi:l'tʃeə 'məʊtəʊkrɒs (dʌbəlju: ,sɪ: ,em 'eks)/
world-class (adj) /wɜ:ld 'klɑ:s/

3B VOCABULARY 5.16

athletics track (n) /æθ'letɪks træk/
award-winning (adj) /ə'wɔ:d ,wɪnɪŋ/
bang your head /,bæŋ jə 'hed/
basketball court (n) /'bɑ:skətbɔ:l kɔ:t/
boxing ring (n) /'bɒksɪŋ rɪŋ/

break your leg /,breɪk jə 'leg/
build up your muscles /,bɪld ʌp jə 'mʌsəlz/
changing room (n) /'tʃeɪndʒɪŋ ru:m/
chill (v) /tʃɪl/
climb the stairs /,klaɪm ðə 'steəz/
dislocate your shoulder /,dɪsləkeɪt jə 'ʃəʊldə/
do exercises /,du: 'eksəsaɪzɪz/
do sb the world of good /,du: ,sʌmbədi ðə 'wɜ:ld əv ,ɡʊd/
exhausted (adj) /ɪɡ'zɔ:stɪd/
fitness coach (n) /'fɪtnəs kəʊtʃ/
football pitch (n) /'fʊtbɔ:l pɪtʃ/
full-size (adj) /fʊl 'saɪz/
get into shape /,get ,ɪntə 'ʃeɪp/
get out of breath /,get əʊt əv 'breθ/
get/keep fit /,get/,ki:p 'fɪt/
gymnasium (n) /dʒɪm'neɪzɪəm/
hockey (n) /'hɒki/
Jacuzzi (n) /dʒə'kʊzi/
leisure centre (n) /'leɪʒə ,sentə/
lift weights /,lɪft 'weɪts/
make the most of sth /,meɪk ðə 'məʊst əv ,sʌmθɪŋ/
membership (n) /'membəʃɪp/
motivation (n) /,məʊtə'veɪʃən/
out of shape /əʊt əv 'ʃeɪp/
outdoor (adj) /aʊt'dɔ:/
personalised (adj) /'pɜ:sənəlaɪzd/
pull a muscle /,pʊl ə 'mʌsəl/
rock climbing wall (n) /rɒk ,klaɪmɪŋ wɔ:l/
rowing machine (n) /'rəʊɪŋ məʃɪ:n/
sauna (n) /'sɔ:nə/
school gym (n) /,sku:l 'dʒɪm/
sporty (adj) /'spɔ:ti/
sprain your wrist /,spreɪn jə 'rɪst/
state-of-the-art (adj) /,steɪt əv ði 'ɑ:t/
steam room (n) /'sti:m ru:m/
swimming pool (n) /'swɪmɪŋ pu:l/
tennis/squash court (n) /'tenəs/'skwɒf kɔ:t/
training programme (n) /'treɪnɪŋ ,prəʊgræm/
twist your ankle /,twɪst jə 'æŋkəl/
unconscious (adj) /ʌn'kɒnʃəs/
unfit (adj) /ʌn'fɪt/
weightlifting (n) /'weɪt,lɪftɪŋ/
Zumba (n) /'zʊmbə/

EXTRA ACTIVITIES IN CLASS

- Students play *Memory Challenge*. Give them 2–3 minutes to study the word list, then ask them to close their books. Write *Sports and fitness* and *Diet and nutrition* on the board, put students in pairs or small groups and set a time limit (e.g. 3 minutes). In their pairs/groups, they should write as many words under each

category as they can. The pair/group with the most items on their lists at the end of the time limit are the winners. To simplify the game, you could give students only one of the two categories. To add a spelling element to the game, you could award one extra point for each correctly spelt item.

- Write anagrams of 6–8 words from the word list on the board. Individually or in pairs, students try to solve the anagrams as quickly as they can. The first student/pair to do so wins. To make the activity easier, you could choose words from a category (e.g. *Sports and fitness activities*) and give students that category before they begin.

3C LISTENING AND VOCABULARY**5.17****ambulance service** (n) /'æmbjələns ,sɜ:vəs/**badly hurt** /'bædli 'hɜ:t/**bleed** (v) /bli:d/**burn down** (phr v) /'bɜ:n 'daʊn/**burn (your hand)** /'bɜ:n (jə 'hænd)/**call an ambulance** /kɔ:l ən 'æmbjələns/**concussion** (n) /kən'kʌʃən/**cuts and bruises** (n) /kʌts ənd 'bru:ziz/**dial** (v) /daɪəl/**elbow** (n) /'elbəʊ/**emergency number** (n) /ɪ'mɜ:dʒənsi ,nʌmbə/**faint** (adj) /feɪnt/**fire alarm** (n) /'faɪə ə'lɑ:m/**fire service** (n) /'faɪə ,sɜ:vəs/**heart attack** (n) /'hɑ:t ə'tæk/**hurt your head** /'hɜ:t jə 'hed/**in shock** /ɪn 'ʃɒk/**knock down** (phr v) /'nɒk 'daʊn/**lose some blood** /lu:z səm 'blʌd/**painful** (adj) /'peɪnfəl/**relieved** (adj) /rɪ'li:vɪd/**report a crime** /rɪ'pɔ:t ə 'kraɪm/**ring** (v) /rɪŋ/**see double** /si: 'dʌbləl/**set fire to sth** /set 'faɪə tə ,sʌmθɪŋ/**unconscious** (adj) /ʌn'kɒŋʃəs/**3D GRAMMAR 5.18****dish** (n) /dɪʃ/**knock over** (phr v) /'nɒk əʊvə/**mushroom lasagne** (n) /'mʌʃru:m lə'sænjə/**onion** (n) /'ʌnjən/**rabbit/lentil pâté** (n) /'ræbɪt/lentɪ 'pæteɪ/**salmon risotto** (n) /sə'mən rɪ'zɒtəʊ/**ski slope** (n) /'ski: sləʊp/**starter** (n) /'stɑ:tə/**steak** (n) /sterk/**tuna salad** (n) /'tju:nə 'sæləd/**vegan options** (n) /'vi:gən ɒpʃənz/**3E SPEAKING AND VOCABULARY****5.19****free-range eggs** (n) /fri: ,reɪndʒ 'egz/**freshly-squeezed juice** /'freʃli ,skwi:zd 'dʒu:s/**gluten** (n) /'glu:tn/**imported** (adj) /ɪm'pɔ:tɪd/**locally grown** (adj) /ləʊkəli 'grəʊn/**organic** (adj) /ɔ:'gænik/**soy milk** (n) /'sɔɪ milk/**wholemeal bread/loaf** (n) /'həʊlmi:l 'bred/'ləʊf/**3F READING AND VOCABULARY****5.20****affordable** (adj) /ə'fɔ:dəbəl/**appetite for sth** (n) /'æpətaɪt fə ,sʌmθɪŋ/**ban** (v) /bæn/**bring together** (phr v) /brɪŋ tə'geðə/**candy bar** (n) /'kændi bɑ:z/**catering business** (n) /'keɪtərɪŋ ,bɪznəs/**comfort food** (n) /'kʌmfət fu:d/**community** (n) /kə'mju:nəti/**concerned about sth** (adj) /kən'sɜ:nd ə,bʌʊt ,sʌmθɪŋ/**consume** (v) /kən'sju:m/**co-operative farm** (n) /kəʊ,ɒpəreɪtɪv 'fɑ:m/**do your taxes** /du: jə 'tæksɪz/**economic prosperity** /ekə'nɒmɪk prɒ'sperəti/**fake** (adj) /feɪk/**fast food outlet** (n) /fɑ:st 'fu:d ,aʊtlet/**figure out** (phr v) /fɪgə 'aʊt/**fizzy drink** (n) /fɪzi 'drɪŋk/**foodstuff** (n) /'fu:dstʌf/**fresh produce** (n) /fref 'prɒdʒu:s/**full of vitamins** /fʊl əv 'vɪtəmi:nz/**ground** (n) /graʊnd/**grow** (v) /grəʊ/**have/follow a healthy diet** /hæv/fɒləʊ ə ,helθi 'daɪət/**have an unhealthy diet** /hæv ən ʌn,helθi 'daɪət/**heart condition** (n) /'hɑ:t kən,dɪʃən/**high blood pressure** (n) /haɪ 'blʌd ,preʃə/**high in calories/fat/sugar/salt** /haɪ ɪn 'kæləriz/ 'fæt/'ʃʊɡə/'sɔ:lt/**hot dog** (n) /'hɒt dɒg/**in favour of sth** /ɪn 'feɪvə əv ,sʌmθɪŋ/**junk food** (n) /dʒʌŋk 'fu:d/**kebab** (n) /kə'bæb/**land** (n) /lænd/**misunderstand** (v) /mɪsʌndə'stænd/**native American** (n) /'neɪtɪv ə'merəkən/**non-profit association** (n) /nɒn ,prɒfɪt ə'səʊsɪ'eɪʃən/**nutrition** (n) /nju:'trɪʃən/**obesity** (n) /əʊ'bɪ:səti/**pick** (v) /pɪk/**poison** (n) /'pɔɪzən/**poor diet** /pɔ: 'daɪət/**processed food** (n) /prəʊsest 'fu:d/**raw ingredients** (n) /rɔ: ɪn'ɡri:diənts/**ready-made** (adj) /redi 'meɪd/**rent** (v) /rent/**solution** (n) /sə'lju:ʃən/**step** (n) /step/**still water** (n) /stɪl 'wɔ:tə/**strengthen** (v) /'streŋθən/**supporter** (n) /sə'pɔ:tə/**swap sth for sth** (v) /swɒp ,sʌmθɪŋ fə ,sʌmθɪŋ/**take off** (phr v) /teɪk 'ɒf/**teaspoon** (n) /'ti:spu:n/**tool** (n) /tu:l/**unused** (adj) /ʌn'ju:zd/**urban** (adj) /'ɜ:bən/**urge sb to do sth** /ɜ:dʒ ,sʌmbədi tə 'du: ,sʌmθɪŋ/**vegan** (n) /'vi:gən/**wealth** (n) /welθ/**workshop** (n) /'wɜ:ksʃɒp/**3G WRITING 5.21****at full speed** /ət ,fʊl 'spi:d/**bubble** (n) /'bʌbləl/**clear** (adj) /kliə/**consider** (v) /kən'sɪdə/**cool** (adj) /ku:l/**creature** (n) /'kri:tʃə/**deep blue** (n) /di:p 'blu:/**fearless** (adj) /'fiələs/**fin** (n) /fɪn/**golden** (adj) /'gəʊldən/**gorgeous** (adj) /'gɔ:dʒəs/**grab** (v) /græb/**head to sth** (v) /hed tə ,sʌmθɪŋ/**octopus** (n) /'ɒktəpəs/**panic** (v) /'pænik/**powerful** (adj) /'paʊəfəl/**punch sb in the face** /pʌntʃ ,sʌmbədi ɪn ðə 'feɪs/**ride on the waves** /raɪd ɒn ðə 'weɪvz/**shallow** (adj) /'ʃæləʊ/**shark** (n) /ʃɑ:k/**surfer** (n) /'sɜ:fə/**terrified** (adj) /'terəfaɪd/**two-legged** (adj) /tu: 'legɪd/**wide awake** (adj) /waɪd ə'weɪk/

- In pairs or groups, students play *Hangman* with words from the word list.

FURTHER PRACTICE

Workbook page 37/Online Practice

NEXT CLASS

Ask students to revise Unit 3.

VOCABULARY AND GRAMMAR

1 Complete the collocations with the words from the box.

amateur ankle challenge competition medal
record professional

- 1 accept / overcome a challenge
- 2 start out as an amateur
- 3 enter / do well in a competition
- 4 become a / turn professional
- 5 set a world record
- 6 take home a medal
- 7 twist / sprain / break your ankle

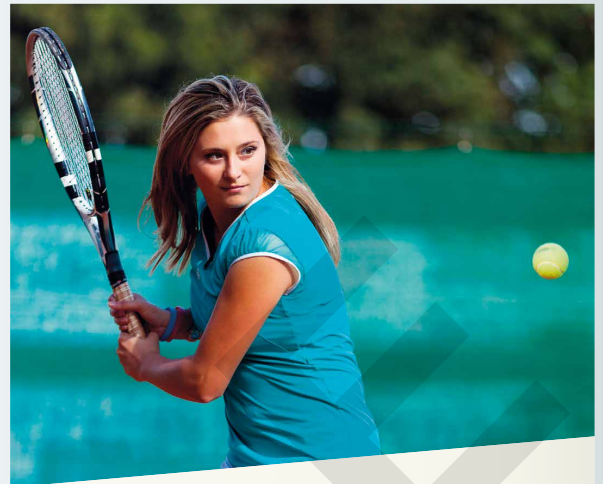
2 Choose the correct word in each sentence.

- 1 When she's depressed, she eats fizzy / comfort / poor food.
- 2 As part of his healthy diet he has locally grown / raw / wholemeal bread for breakfast.
- 3 They are very health conscious and never eat processed / organic / fresh food.
- 4 After a competition the athletes always eat foods that are high in junk / ingredients / calories.
- 5 The new stadium will have a world-class athletics track / ring / court.
- 6 She always uses the rowing pitch / wall / machine to warm up before a training session.
- 7 The goalkeeper dislocated / banged / pulled his head hard when he fell.
- 8 We got out of breath / weights / muscles after thirty minutes of running.
- 9 There's nothing like freshly-squeezed fat / food / juice to start the day.

3 Complete the sentences with the Past Simple, Past Continuous or Past Perfect forms of the verbs in brackets.

- 1 By the time they arrived at the stadium, the game _____ (already/start).
- 2 While she _____ (travel) round South America, she _____ (visit) Rio de Janeiro.
- 3 I _____ (rock climb) yesterday evening between 6 and 7 o'clock, which is why I _____ (not hear) your call.
- 4 What _____ (you learn) to do by the time you _____ (be) five years old?
- 5 I _____ (run) after the ball when suddenly I _____ (pull) a muscle. It _____ (feel) as if someone _____ (shoot) me!
- 6 It _____ (be) a lovely day when I woke up. The sun _____ (shine) and the birds _____ (sing), but then all of a sudden it _____ (start) to pour with rain.
- 7 I _____ (ask) for freshly squeezed orange juice so I was upset when I _____ (see) the waiter pouring me an orange drink from a bottle.
- 8 They _____ (decide) to follow a healthier diet after they _____ (see) a documentary about the effects of processed foods.

4 Tick the correct verb forms 1–10 and correct the incorrect ones.



When I was at school I ¹ would love ☒ loved/used to love sports. I ² used to play ☒ for the school netball and hockey teams, which ³ was ☒ fun. However, our head teacher ⁴ would believe ☒ that academic subjects were more important than sports, so she didn't spend much money on sports facilities. The P.E. teachers ⁵ used to organise ☒ a sports day every year but it ⁶ wouldn't be ☒ very good. Luckily for me, though, when I was eleven, my family ⁷ used to move ☒ to a new house, which was next door to the local tennis club. I ⁸ would spend ☒ hours there in the summer playing with my friends. I wasn't very good but I ⁹ used to enter ☒ the club tournament every July and once I even ¹⁰ would win ☒ the junior championship! I don't play tennis these days but I still love sports.

USE OF ENGLISH

5 Complete the text with one word in each gap.

Lee's blog

I'm a nurse in the accidents and emergencies department at a big hospital. However, I started my professional life working ¹ as a secretary in a big company! Although I never really enjoyed working in an office, I ² would regularly tell my family and friends how interesting my job was.

One lunchtime I was crossing a road near my office listening to music on my earphones ³ when a car knocked me down. I can't remember much about what happened because I fainted as ⁴ soon as the car hit me. Luckily, a very kind passer-by ⁵ had seen everything and called for an ambulance right away. She realised I was ⁶ in shock and lent me her jacket to keep me warm. Amazingly, ten minutes later I was in hospital.

That was ⁷ the day my life changed forever. I trained as a nurse and now I have a very rewarding job. It's true that I ⁸ used to earn a lot more before, but money isn't everything!

Exercise 3

- 1 had already started
- 2 was travelling, visited
- 3 was rock climbing, didn't hear
- 4 had you learnt, were
- 5 was running, pulled, felt, had shot
- 6 was, was shining, were singing, started
- 7 had asked, saw
- 8 decided, had seen

Exercise 4

- 4 believed/used to believe
- 6 wasn't/didn't use to be
- 7 moved
- 10 won

FURTHER PRACTICE

- Use of English, Student's Book page 192
- Class debates pages 264–265
- Self-assessment 3 and Self-check 3, Workbook pages 38–39/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 3 Language Test (Vocabulary, Grammar, Use of English)
- Unit 3 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 3 Writing Test

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 I'd like to know what time the restaurant opens. **MIND**
Would you mind telling me what time the restaurant opens?
- 2 When I was a child, I would spend hours in this park. **TO**
When I was a child, I _____ in this park.
- 3 Thanks for the offer, but I don't need any help. **KIND**
_____ you, but I don't need any help.
- 4 He wanted to get fit, so he went running every day. **INTO**
He went running every day because he wanted _____.
- 5 Could you help me, please? **IF**
I _____ help me?
- 6 When he was young, my father used to go fishing every weekend. **WOULD**
My father _____ every weekend when he was young.

Use of English > page 192

READING

7 Read texts 1–4 and choose the correct answers a, b or c.

STRATEGY | Multiple choice

Read each text and identify what kind of text it is and where it would appear. Before you read the questions, think what the main message of each text is.

To: Katy
From: Jenny

Got your invitation to dinner this morning. Thanks!
Really looking forward to it – you're such a good cook!
Please remember that Ed doesn't eat meat! We'll bring a chocolate cake for dessert. See you about 7.30. Be great to catch up!

- 1 Jenny is writing to
a invite Katy to a meal she's going to cook.
b suggest that Katy makes a chocolate dessert.
c remind Katy that someone is a vegetarian.

Is competition a good or bad thing?

Come to the weekly debate after school in the Main Hall.
Arrive before 4.15 as only 100 people can be seated.
Debate starts at 4.30.

- 2 **a** Students should arrive early as numbers are limited.
b People who arrive after 4.30 will not be allowed into the debate.
c The debate is part of a school competition.

Jack

Met Aunt Gina while I was walking the dog and we've gone for a coffee. Dinner is in fridge. Heat lasagne in microwave for ten minutes. There's also some salad to go with it. Back soon.

Dad

- 3 **a** Jack's dad will cook dinner this evening.
b Jack knows the recipe for lasagne.
c Jack's dad is telling Jack what to do for dinner.

**Road ahead closed apart from
resident access due to Great South Run
Sat 9.30–15.30.
Access vehicles should not exceed 15kph.**

- 4 **a** People who live in this road will not be allowed to drive along it on Saturday morning.
b There will be a speed limit in force for any vehicles on the road on Saturday morning.
c A sporting event will close the road to pedestrians and all vehicles on Saturday morning.

SPEAKING

8 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You are speaking to a teacher about your class project for the school health week. You'd like to set up a lunchtime health food café in school. In the conversation discuss the points below:

- Explain what you'd like to do and give examples of healthy food the café could sell.
- Say you will ask parents and teachers to donate food.
- Suggest the money the café makes goes towards paying for new school sports equipment.
- Explain that students would like to organise everything themselves and thank the teacher for his/her offer to help.

Student B

You are Student A's teacher. You are discussing Student A's class project for your school's health week. Use the phrases below to help you. You start first.

- *Have you got any ideas for our school health week?*
- *Would you mind telling me who is going to pay for the food?*
- *Would you like the teachers to help?*
- *Thank you. That's a very good idea.*

WRITING

9 Write a story beginning with this sentence.

I walked into the gym and looked around.

Exercise 6

- 2 used to spend hours
3 that's (very) kind of
4 to get into shape
5 wonder/was wondering if you could
6 would go fishing

Lionel Messi – the football genius | Student A

In pairs, read the sentences and put the story of Lionel Messi's childhood in the correct order. Take turns to listen to your partner and read out the section of the text you think comes next.

- a ☐ decided to transfer him to a more prestigious club, Newell's Old Boys, because he was so good. The team was very successful – they only
- b ☐ afford to pay 1,000 dollars a month for his injections. So, Leo's father started looking for other options. In September 2000, he
- c ☒ Lionel Messi is one of the greatest football players of all time. He was born on 24 June 1987 in Rosario, Argentina, to a working-class family. Leo, as his family called him, was passionate about football from an early age and he
- d ☐ he wrote a contract on a paper napkin. Leo was fourteen when he signed for the club and moved to Spain. After some time, he started feeling homesick because his mum and siblings
- e ☐ but his family's insurance only paid for two years. Despite the fact that the young Messi was so talented, local clubs
- f ☐ he had stopped in 2000, and completed the remaining thirty percent. At the age of seventeen, he made his league debut and became the third youngest player ever to play for Barcelona. At that time,



Lionel Messi – the football genius | Student B

In pairs, read the sentences and put the story of Lionel Messi's childhood in the correct order. Take turns to listen to your partner and read out the section of the text you think comes next.

- g ☐ had decided to go back to Argentina. However, that couldn't stop his stunning career. While he was playing for the Barcelona youth academy, he restarted the hormone treatment
- h ☐ lost a single match in four years. When Leo was ten, he was diagnosed with a growth hormone deficiency. The treatment of this condition is very long and expensive. Leo had to receive nightly injections for four years,
- i ☐ he was also the youngest player to score for Barcelona. At the end of 2012, Messi turned down a very lucrative offer to play for a Russian team. Instead, he signed a contract with Barcelona until the end of 2018.
- j ☐ were not willing to pay for the treatment. The Messi family became desperate because over thirty percent of Leo's treatment was still incomplete, and they could not
- k ☒ spent his childhood playing football with his brothers. When he turned seven and he had already played for a local team coached by his father for almost three years, his family
- l ☐ arranged a trial with FC Barcelona. They were so impressed with Leo's football skills that Carles Rexach, the club's sporting director, offered to pay his medical bills and move the family to Spain. The meeting with the Messis was taking place in a restaurant, and as Rexach hadn't brought any writing paper with him,

What happened to you?

3B VOCABULARY

(Sports, activities, fitness and exercise)

What happened to you? | Student A

Ask Student B questions to find the missing information in your sentences. Look at your sentences and answer Student B's questions.

- 1 Gina sprained her wrist while she was climbing on the rock-climbing wall (activity?) in the school gym. She didn't warm up properly before doing exercise (reason?).

What was Gina doing when she sprained her wrist?

She was climbing on the rock-climbing wall.

Why did it happen?

Because she didn't warm up properly before doing exercise.

- 2 Harriet _____ (injury?) while she was snowboarding _____ (location?). She crashed into a tree.
- 3 Freddie pulled a muscle in his leg _____ (activity?) on the basketball court. He _____ (reason?).
- 4 John _____ (injury?) when he was scoring a goal _____ (location?). He collided with another player.
- 5 Callie injured her back _____ (activity?) at a motocross event. She _____ (reason?).
- 6 Sunil _____ (injury?) when he was running _____ (location?). Another runner stepped on his foot.



What happened to you?

3B VOCABULARY

(Sports, activities, fitness and exercise)

What happened to you? | Student B

Ask Student A questions to find the missing information in your sentences. Look at your sentences and answer Student A's questions.

- 1 Gina sprained her wrist (injury?) while she was climbing on the rock-climbing wall in the school gym (location?). She didn't warm up properly before doing exercise.

What happened to Gina?

She sprained her wrist.

Where did it happen?

In the school gym.

- 2 Harriet broke her leg _____ (activity?) in the Swiss Alps.
She _____ (reason?).
- 3 Freddie _____ (injury?) while he was running _____ (location?).
He hadn't been training much and was out of shape.
- 4 John dislocated his shoulder _____ (activity?) on the school football pitch.
He _____ (reason?).
- 5 Callie _____ (injury?) when she was riding her bike _____ (location?).
She fell off her bike in the middle of a double back flip.
- 6 Sunil twisted his ankle _____ (activity?) on the athletics track.
Another _____ (reason?).



There's been an accident!

3C LISTENING AND VOCABULARY (Audio script: extra activities)

1 1.27 Complete the conversations with the correct forms of the verbs from the box.

bang break call crash dislocate faint fall (x3) hurt (x2) lose slip sprain

- 1 Alan:** Mrs Hope! Can you ...?
Mrs Hope: Alan! **What's wrong?**
Alan: Eric's had an accident. He was running on the path near the river and he ¹slipped and fell. He's badly hurt. He's bleeding, I think he ²_____ his leg and ...
Mrs Hope: Is he unconscious?
Alan: Yes, Miss. Nobody had a phone, so I offered to run back and find you. Can you ring for an ambulance, please?
Mrs Hope: Yes, of course. Now, calm down and tell me exactly where he is.
- 2 Operator 1:** Emergency services. Which service do you require – ambulance, fire, police or coastguard?
Mrs Hope: Ambulance.
Operator 1: **Hold on.** I'll put you through.
Operator 2: Ambulance service.
Mrs Hope: Hello, I need an ambulance urgently. A student at Redcross High School has ³_____ and ⁴_____ himself. He's unconscious and he's bleeding.
Operator 2: Where exactly is the boy?
Mrs Hope: He was running on a path above the River Elk and he ⁵_____ down to the bottom of a hill. He's about a hundred metres west of the place where the railway line crosses the road to Newton.
Operator 2: OK, the ambulance will be there as soon as possible.
- 3 Secretary:** Mrs Ross, I have some bad news about Eric.
Mrs Ross: What's happened?
Secretary: He ⁶_____ and ⁷_____ himself while he was on a cross-country run.
Mrs Ross: **Oh no!** Is he OK?
Secretary: Well, we ⁸_____ for an ambulance and Miss Taylor went with him to the hospital. He was unconscious for a while but ...
Mrs Ross: Oh no!
- Secretary:** ... but by the time they got to A&E, he was awake and said he felt fine. So please don't worry.
Mrs Ross: Oh! **Thank goodness.** Thanks for telling me!
Secretary: He's at the Newton Hospital.
Mrs Ross: I'll go right away. Thank you.
- 4 Bus driver:** ... and then the woman drove her car straight through the red light and ⁹_____ into my bus. I couldn't do anything about it. I ¹⁰_____ my wrist. It's really painful. I shouldn't complain though. It could have been a lot worse. I don't know if the woman was badly hurt or not. There wasn't much blood but the man next to her looked terrible.
Police officer: She was probably driving too fast. She was on her way to the hospital, **you see.** Now, were there any other vehicles involved in the incident?
Bus driver: Well, there was a motorbike, so maybe you should talk to the driver. He probably saw more than I did.
- 5 Mr Ross:** Hi, Eric. **How are you feeling?**
Eric: Hi, dad, I'm fine. Well, apart from a few cuts and bruises, a broken leg, a twisted ankle and a slight concussion. The doctor says I can go home tomorrow. How's mum?
Mr Ross: She ¹¹_____ a little blood, ¹²_____ her elbow and ¹³_____ her head. She was in shock but she's OK now.
Eric: How come she had an accident? **That's not like her.** You're the one who drives too fast. She usually drives so carefully. Wasn't she looking where she was going?
Mr Ross: It was my fault. I ¹⁴_____ in the car. She thought it was a heart attack or something, so she ...
Eric: Was it a heart attack?
Mr Ross: No, it was just stress, **apparently.** **Anyway,** she took her eyes off the road and that's why she didn't see the bus.
Eric: **Ah, right.**

2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Eating habits – past and present | Student A

- 1** Read what some older people said about eating habits in their family when they were young. Then use your general knowledge to complete the sentences with the correct form of *used to* or *would*. Tick the sentences where both *used to* and *would* are possible.

- 1 ☐ We didn't use to eat burgers and chips.
- 2 ☐ We _____ have a freezer.
- 3 ☐ We _____ eat locally-grown food.
- 4 ☐ We _____ have food delivered to us at home.
- 5 ☐ Men _____ do the cooking.
- 6 ☐ We _____ sit at the table to eat for every meal.
- 7 ☐ We _____ know anybody who didn't eat meat.

- 2** In pairs, take turns to read out your sentences from Exercise 1 (1–7). Match the sentences Student B reads out with these sentences about the modern-day family (a–g).

- a ☐ Today we eat a wide variety of food every week.
- b ☐ Today some people in my family are allergic to different kinds of food.
- c ☐ Today we watch cookery programmes and find recipes on websites.
- d ☐ Today we throw away lots of food and drink every week.
- e ☐ Today we eat out on a weekly basis.
- f ☐ Today we eat at a different time every day.
- g ☐ Today we eat a lot of convenience foods and microwave meals.



Eating habits – past and present | Student B

- 1** Read what some older people said about eating habits in their family when they were young. Then use your general knowledge to complete the sentences with the correct form of *used to* or *would*. Tick the sentences where both *used to* and *would* are possible.

- 1 ☐ We didn't use to eat out except on special occasions.
- 2 ☐ We _____ waste food because it was limited.
- 3 ☐ We _____ have three meals every day, always at the same time.
- 4 ☐ We _____ know a lot about different cooking techniques in those days.
- 5 ☐ We _____ eat ready-made food.
- 6 ☐ We _____ have fish and chips every Friday night.
- 7 ☐ We _____ have as many food allergies as people have nowadays.

- 2** In pairs, take turns to read out your sentences from Exercise 1 (1–7). Match the sentences Student A reads out with these sentences about the modern-day family (a–g).

- a ☐ Today people in my house sit anywhere they want to have a meal.
- b ☐ Today some people in my family are vegetarians and vegans.
- c ☐ Today we have takeaways and food deliveries to our house.
- d ☐ Today we have lots of electrical appliances in our kitchen.
- e ☐ Today we eat a lot of American-influenced food.
- f ☐ Today we eat a lot of food from around the globe.
- g ☐ Today we all prepare meals in my house.