

UNIT 7

Changes



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about changes in their lives
- talk about life-changing events
- describe health and lifestyle changes
- talk to the doctor
- write a blog about an achievement

UNIT CONTENTS

G GRAMMAR

- Comparatives and superlatives
- *used to/didn't used to*
- Linking: ordering events

V VOCABULARY

- *get* collocations: *get together* (= start a relationship), *get engaged*, *get divorced*, *get on well (with sb)*, *get to know*, *get a place at*, *get in touch (with sb)*, *get an offer*, *get paid*, *get rich*, *get a job*, *get ill*, *get better* (= recover)
- Health collocations: *eat a healthy diet*, *be overweight*, *keep in shape*, *(go/be) on (a) diet*, *lose weight*, *get fit*, *put on weight*, *be a regular smoker*, *give up (smoking)*, *have an allergy*
- Medical problems and treatments: *backache*, *a cold*, *a temperature*, *a broken leg*, *a stomachache*, *the flu*, *a rash*, *get a prescription from a doctor*, *take pills or other medicine*, *have some tests*, *go to the hospital*, *go to the chemists*, *have an operation*, *put on cream*
- Wordpower: different meanings of *change*:

P PRONUNCIATION

- Sound and spelling: *used to/ didn't used to*
- Tones for asking questions

C COMMUNICATION SKILLS

- Talking about life-changing events
- Describing health and lifestyle changes
- Talking to the doctor
- Writing a blog about an achievement

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs and write down five things that children can learn from their grandparents and five things grandparents can learn from their grandchildren. Circulate and encourage with prompts and questions. Take feedback and see how many pairs had the same ideas. Ask the class which is the most important thing grandparents and children can learn from each other.



CULTURE NOTES

The British seaside is a popular place for families to spend holidays in the summer or to visit for the weekend. The seaside became very popular in Victorian times (the second half of the nineteenth century) when the railways were built and families could travel from big cities to towns on the coast like Blackpool and Brighton. Many traditions that are related to days out at the seaside started then and continue today, such as:

- sitting on deckchairs on the beach, as in the picture
- eating ice cream or fish and chips
- paddling in the sea (walking in the water up to your ankles)
- building sandcastles
- riding donkeys (animals similar to horses, but smaller and with long ears) along the sand
- walking along a pier (a structure built over and into the water)



- b** Students discuss the questions in pairs. Monitor and support students with any vocabulary they may need. You could introduce the expression *to be proud of* (B1 – feel pleased and satisfied about something you have or have done). Students share their ideas with the class.



EXTRA ACTIVITY

In pairs, students make a list of ways in which the seaside in their countries has changed in the last 50 years (or since their grandparents were young). Ask students to share their ideas with the class and ask: *Do you think these changes have been good? Why / Why not?*

7A I'm the happiest I've ever been

OPTIONAL LEAD-IN

Books closed. Play a guessing game: *Who am I?* Choose a famous person from SB pp.68–69 that students will know. Students guess the person by asking yes/no questions, e.g. *Are you a man?* Yes, I am. *Are you young?* No, I'm not. Monitor and suggest questions if necessary. Encourage students to use short answers (e.g. *No, I'm not. Yes, I have*) rather than saying just yes or no. Students play the game in pairs selecting famous people of their choice.

1 READING

- a** In pairs, students look at the pictures and discuss who the people are, why they're famous and what they know about them. In feedback, ask for as much information about each person as students can give you. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Nelson Mandela was a world-famous political leader who was imprisoned for many years in South Africa but led the fight against black/white separation and became South Africa's first black leader. He died in 2013.

Brad Pitt is a famous American actor who is married to actress Angelina Jolie. Together they have adopted several children from different countries.

Jane Goodall is a British scientist who specialises in monkeys and apes. She spent 45 years studying wild chimps in Tanzania and is considered the world's greatest expert on them.

Beyoncé is a famous singer. She used to belong to a group called Destiny's Child but left to become a solo singer. She is married to the rapper Jay-Z and their daughter, Blue Ivy Carter, was born in January 2012. Two days later Jay-Z released a song called *Glory* on which the baby's cries can be heard.

Rupert Grint is an actor who played one of the main characters in the *Harry Potter* film series. He was only 11 when he starred in the first film.

PSY is the Korean musician who performed the pop hit *Gangnam Style*. The video, released July 2012, became the most popular video ever on YouTube. People all over the world copied the singer's dance moves and posted their own videos to YouTube. As of August 2014, the video is one of only two videos to exceed 1 billion views and the only video ever to exceed 2 billion views.

- b** Students read the quotes and match the people to the topics 1–6. Check answers as a class and ask students to tell you what words or pieces of text helped them choose the answer. Alternatively, with books closed, put the names of the people on the board. Read the quotes one by one for students to tell you which person they think you're quoting, and why.

Answers

1 bd 2c 3f 4e 5a

At the end of this lesson, students will be able to:

- use comparatives and superlatives correctly
- read and understand texts about famous people's life-changing events
- understand people talking about their achievements
- use collocations with *get*
- discuss their own and other people's life-changing events

VOCABULARY SUPPORT

chimps – kind of clever monkey (short for *chimpanzee*)

give birth – have a child

a handful of (B2) – a small number of

independent (B1) – not taking/needing help or money from other people

informed (C1) – having knowledge/information about something

motherhood – being a mother

power (of doing something) – ability or skill

primatologist – a scientist who studies primates, e.g. monkeys and chimps

self-control (C2) – the ability to control your emotions, especially when you are angry or upset

- c** Ask the class to read the quotes again and tell the class how the events changed each person's life. You may wish to help students with words in the Vocabulary support box at this point. Ask them to find out and tell the class.

Answers

Nelson Mandela – reading the book – helped him to improve his thinking and self-control and also improved his relationships

Brad Pitt – having a big family – he only has a few close friends now but he's happier than he's ever been

Jane Goodall – getting older – difficult to climb the mountain to see the chimps

Beyoncé – motherhood – braver, more secure, sees things differently

Rupert Grint – making films – grew up more quickly, but less independent

PSY – becoming a celebrity – has made parents proud, especially his father

EXTRA ACTIVITY

In pairs, students think of other famous people. Ask if they know of any interesting life-changing events that they experienced. Students share their information with the class.

- d** Discuss which quote students liked most, and why.

2 GRAMMAR

Comparatives and superlatives

- a** Books closed. Write the following adjectives and adverb on the board: *brave, happy, quickly*. Read out the quotes from the texts below, missing out the comparative or superlative forms. Stop after each quote and ask students if they can complete the quote using the adjective/adverb in the correct form. Can they remember who said each quote? *You grow up ... than other teenagers. (more quickly; Rupert Grint) I'm the ... I've ever been. (happiest; Brad Pitt) I'm a lot ... and more secure. (braver; Beyoncé)*. Ask students to complete the table with the correct comparative and superlative forms. Check answers as a class.


Answers

- 1 braver 2 the biggest 3 the happiest
4 more famous 5 the most famous 6 more quickly

- b In pairs, students read the quote from Jane Goodall again to answer the question. Check answers together as a class.

Answers


- 1 b 2 a

- c  2.40 Students read the information in Grammar Focus 7A on SB p.154. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 7A on SB p.155. Tell them that there is more than one possible answer in some cases. Check answers as a class, making sure students are using the definite article in the superlative. Tell students to go back to SB p.68.

Answers (Grammar Focus 7A SB p.155)

- a 1 better: the best
2 fitter: the fittest
3 further than: the furthest
4 friendlier than: is the most friendly: the friendliest
5 drives more carefully than Alex: drives the most carefully
6 Eric works faster than Alex: works the fastest
7 Eric is more fashionable than Alex: is the most fashionable
b 1 c 2 a 3 c
c 1 worse than I do / worse than me 2 the best movie
3 as friendly as 4 the fastest 5 as cold as
6 the most beautiful 7 less 8 as well as

- d Students complete the sentences individually and compare with a partner before you check answers as a class.


- e  2.41 Play the recording for students to listen and check their answers. Then play the recording again for students to listen and repeat, paying attention to the sentence stress and the weak form of *than*. Point out the weak form of *than* /ðən/ and model this clearly.

Answers

- 1 better 2 most confident 3 more slowly
4 busy 5 largest 6 tidier 7 harder 8 better

CAREFUL!



A common mistake students make when forming comparatives is that they use *that* instead of *than*. *The city was bigger that I thought.* (Correct form = *The city was bigger than I thought.*)

- f  In pairs, students discuss whether the sentences in 2d are true for them or not. Look at the examples with the class and encourage them to give similar examples. Ask students to share some examples with the class. Be prepared to give your own examples, too.

CAREFUL!

- Monitor to check students are not using a double comparative form, e.g. *He's more older than me.* (Correct form = *He's older than me.*) *I think the countryside is more better than the city.* (Correct form = *I think the countryside is better than the city.*)
- Also make sure students include *the* with superlative forms, e.g. *It was happiest day of my life* (Correct form = *It was the happiest day of my life.*)

3 LISTENING

- a  Ask students to cover the page. Write the anagrams on the board: IDVRLAO / LTRESYEVS NOTSLELA. Tell students that one is a famous footballer and one is a famous actor. How quickly can they find the names? Students uncover the page to check the answers. (Rivaldo and Sylvester Stallone) Ask students what they know about these two people and put their ideas on the board. Then ask them to read the biographies to check if their information is included. In pairs, students discuss how they think these people's lives were different before they became famous. Ask students to share their ideas with the class. Put some ideas on the board.
- b  2.42 Tell students that they are going to hear more about the two people. Play the recording and students listen to see which of the ideas/information on the board is mentioned. You can pause after each section and ask students to summarise points they heard. Take feedback as a class. Elicit any new facts that the students learned about each person.

Audioscript

The subject of this week's one-minute inspiration is Brazilian footballer, Rivaldo. Rivaldo came from a very poor family. They didn't have enough to eat and so, growing up, he had some serious health problems. As a teenager, he spent his days on the beach, he sold souvenirs to tourists in the morning and played football in the evening.

Rivaldo got on very well with his father, who was sure that one of his three sons would become a professional footballer. But when Rivaldo was only 16, his father died in a car crash. Rivaldo wanted to give up football and didn't play for a month, but his mother told him he should make his father's dream come true.

Later that year, he got an offer to join Paulistano, a small football club in his home town. He didn't get paid much and he sometimes had to walk 15 kilometres to go to training, because he did not have enough money for the bus. He worked very hard at the club but, because of his health problems, his coach did not believe he could get fit enough to be a star.

But Rivaldo proved the coach wrong and became one of the best footballers in the world. He played for Brazil, and helped them to win the 2002 World Cup. He also played for Barcelona, who paid a 26-million-dollar transfer fee for him. Rivaldo dedicates his success to his father who he says was always with him.

One-minute inspiration this week comes straight from Hollywood. Sylvester Stallone grew up in a poor neighbourhood in New York. He had a difficult childhood and, after his parents got divorced, he got into trouble at school. When he left school, he managed to get a degree before looking for work in films.

But Stallone couldn't get regular work as an actor. In 1975, he was at his poorest. He had got married and his wife was going to have a baby. He got a job at a cinema and another at a zoo to pay the bills, but he didn't even have enough money to feed his dog. Instead, he sold his dog for \$50 to a man outside a shop and walked away crying.

Two weeks later, he was watching a boxing match and he had an idea. In just 20 hours he wrote the script for *Rocky*. Then he tried to sell it. Amazingly, he got an offer of \$325,000 from a film studio but he said no! He told the studio he wanted to play *Rocky* in the movie, but the studio didn't think the film would be successful if he did.

In the end, the studio agreed to let him star, but they only paid him \$35,000 for the script. As soon as he got paid, Stallone went to see the man he sold his dog to and gave him \$3,000 to get it back!

The rest is movie history. *Rocky* was a big hit. It was nominated for ten Oscars and Stallone got rich and became a star.

VOCABULARY SUPPORT

coach (B1) – someone whose job is to train and organise a sports team

dedicate sth to sb (C2) – to say that something you have made or done is to show your love or respect for someone

inspiration (B2) – a person or thing that makes you want to be better or more successful

neighbourhood (B1) – a particular area of a town or city

nominate (C1) – officially choose or suggest

professional (B1) – someone who earns money for playing a sport

prove sb wrong – to show someone that they are/were wrong

script (B2) – the written text of a film/movie or play or talk

star (B1) – to play the main part in a film

transfer fee (B2) – the amount of money a club has to pay to buy a player from another club

- c** **2.42** Read through the sentences with the class. Look at the first sentence and then play the first part of the recording which gives the information. Stop and check the answer. Then play the whole recording for students to listen and answer the remaining questions. They complete the exercise individually and then check their answers in pairs before you take feedback as a class.

Answers

- 1 B – Rivaldo – health; Stallone – divorced parents, trouble at school
- 2 B – Rivaldo – didn't have enough to eat; Stallone – not enough money to feed dog
- 3 S – his dog
- 4 R – his father died
- 5 R – had to walk to work
- 6 B – Rivaldo – his coach did not believe he could get fit enough to be a star; Stallone – studio didn't think he'd be a success
- 7 S – when he appeared in his own film
- 8 B – The answer is debatable. Rivaldo wanted to succeed for his father, not the money. Stallone paid \$3,000 to get his dog back.

- d** Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Take feedback as a class and ask for the names of any other examples of famous people who started life poor and became rich and famous.

4 VOCABULARY *get* collocations

- a** **2.44** Tell the class that the verb *get* is one of the most common in the English language and has many different possible meanings. In pairs, students complete the sentences with the different phrases containing *get* before listening to check their answers.

Answers

- 1 get a job 2 got rich 3 got an offer 4 get paid

- b** **2.45** Students complete the exercises in Vocabulary Focus 7A on SB p.138. Play the recording where indicated for students to check their answers to Exercises a and c. Monitor the pairwork in Exercise d and point out any errors for students to self-correct. Check the definitions for Exercise e as a class or ask students to use dictionaries. Tell students to go back to SB p.69.

Answers (Vocabulary Focus 7A SB p.138)

- a 1 get a job 2 get an offer 3 get ill 4 get better
5 get on well 6 get paid
- c 1 got a place 2 got to know 3 get in touch 4 got together
5 got engaged 6 got divorced
- d get divorced – when husband and wife separate; get on well – have a good relationship (with); get together – start a relationship (with); get engaged – when two people agree to marry; get in touch – make contact (with); get to know – find out more about a person after meeting them

5 SPEAKING

- a** Explain that students are going to write a timeline about the important events in a person's life. Ask them to think of someone they know well. Elicit some examples of people they could think about, e.g. a very good friend, a member of their family, someone they know about at work or school, a famous person. Look at the timeline in the book with the class. Give some examples to clarify if necessary, e.g. *When he was five, my brother started learning to play the piano. So, on the timeline I write 'play the piano'.* Give students some time to choose their person and complete the timeline. Encourage them to use expressions with *get* where possible. Monitor and give help where necessary.
- b** In pairs, students tell their partner about the person they chose. Monitor and make notes of any common errors to deal with during feedback. Take class feedback and ask for interesting comments and information students learned.
- c** Students ask and answer the questions in pairs. Go through the prompts in the box to give them some ideas before they start the activity. Monitor and listen to the discussions. Take feedback as a class and see if students agree with each other's decisions for question 2.



LOA TIP REVIEW AND REFLECT

- Have a brief class discussion and ask students what new information they found out in this lesson. What was the most interesting thing? e.g. *I learned some interesting information about Rivaldo.*
- Ask what students learned in English that they didn't know at the beginning of the lesson, e.g. *I learned some new meanings of the verb get.*



FAST FINISHERS

Fast finishers should think of some other important life-changing events and discuss their impact on people's future lives, e.g. get promotion at work, win a lot of money, move to a new country. Discuss their ideas as part of the class feedback.

ADDITIONAL MATERIAL

- ▶ Workbook 7A
- ▶ Photocopiable activities: Grammar p.216, Vocabulary p.240

3C I didn't use to eat healthy food

At the end of this lesson, students will be able to:

- read and understand an article about health in the past
- use *used to* to talk about the past
- use health collocations
- pronounce /ju:s tə/ correctly
- talk about things that have changed in their lives

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to list five kinds of food that are healthy and five kinds of food that are unhealthy. Ask the class for their suggestions and list them on the board. See if students agree on what is healthy and unhealthy, and why. Ask students if any of these kinds of food can be considered both healthy and unhealthy and why. (e.g. milk and milk products – healthy because good for bones and teeth, unhealthy because can contain a lot of fat.) Agree on a separate list with students.

1 READING

- a** Ask students to look at the photos and say how we can tell they are from the 1950s. You may want to point out that the photos are from the USA. Encourage students to think about fashion (e.g. *The people are smart / smartly dressed. She's wearing a turtle neck top / high heels. He's wearing a suit and tie.*) and lifestyle (e.g. *She's a housewife. Home / Family life is very important. The family are going shopping.*) Ask students to think about family life and how it has changed, e.g. *Women did more housework. Children played outside more.* If you wish, give students information from the Culture notes below.

CULTURE NOTES

Many new houses were built in suburbs around American cities in the 1950s, giving young couples the chance to own their own homes. Television was new and advertising created a consumer culture for the first time. People were encouraged to buy new household appliances. Many women stayed at home while their husbands went out to work. In 1950, around 29% of the workforce were women compared with around 50% in 2012.

- b** Read the title of the article and the introduction with the class. If you wish, give students information from the Culture notes below. Ask students if they think we are any healthier today than 70 years ago. Put their ideas and reasons on the board. Leave these on the board to refer back to later. Students read the sentences and decide whether they think they are true or false and then compare answers with a partner.

CULTURE NOTES

Mad Men is a popular American TV series about a group of people who work in an advertising agency. It is set in the 1960s and has won many awards.

James Dean was an American actor who played Jim Stark in the iconic film *Rebel Without A Cause* (1955). He died in a car accident that year at the age of 24.

Audrey Hepburn (1929–1993) was a British actress who starred in a number of famous Hollywood films in the 1950s, such as *Roman Holiday*, *Funny Face* and *Sabrina*. One of her most popular roles was Holly Golightly in *Breakfast at Tiffany's* (1961).

- c** Students read the article quickly to check their answers from 1b. Ask them to correct the false statements (2 they spent less time; 3 they lived shorter lives).

Answers

1 T 2 F 3 F 4 T

VOCABULARY SUPPORT

calorie – unit of heat energy used as a measurement of the amount of energy that food provides

common (B1) – usual

housework (B1) – the work of keeping a house clean and tidy

illegal (B2) – not allowed by law

recommend (B2) – advise

- d** For the more detailed reading task, look through the questions first with the class before they start the activity. You may also wish to help students with words in the Vocabulary support box. Ask students to read the article again to answer the questions individually and then check with a partner.

Answers

- 1 two glasses of milk a day
- 2 They say we should eat more vegetables and less meat, cheese and butter.
- 3 31 years
- 4 by doing housework
- 5 Inventions have made our lives easier.
- 6 when they were seriously ill
- 7 allergies to food, diabetes
- 8 They didn't know how dangerous it was.
- 9 in public places like offices, schools and restaurants

- e** Refer to the ideas that you wrote on the board earlier in the lesson about being healthier now or in the 1950s. Discuss the question as a class. Have students' ideas changed?

2 VOCABULARY Health collocations

- a** In pairs, students discuss which of the highlighted phrases are good or bad for our health. You might want to teach the expression *underweight* as the opposite of *overweight* and the construction *to be allergic to*. (Point out the difference in word stress between *allergy* and *allergic*). Check answers as a class.

Answers

- 1 good – eat a healthy diet (eat healthy food), (be) on a diet (eat healthy food), keep in shape (stay fit), lose weight (become less fat), get fit (become fit), give up smoking (stop smoking)
- 2 bad – put on weight (become fatter), have allergies (have a medical problem which starts because of a particular substance), be overweight (be heavier than the correct weight for your height), (be) regular smokers

Note that losing weight and dieting can also be bad for health if done to excess.

- b** **2.46** Students complete the sentences with the correct phrases from the article individually and then compare answers with a partner. Play the recording to check.

Answers

- 1 lost weight 2 give up 3 overweight 4 put on weight
5 keep in shape 6 (regular) smoker 7 eat a healthy diet
8 on a diet 9 have; allergies

- c** Students discuss the questions in small groups. If you have a multilingual group, try to put groups of different nationalities together to encourage a good discussion. If your class is monolingual, students should discuss this country and possibly make comments about any other country they know something about. Monitor.
- d** Put students into pairs. They read through and underline words and phrases related to health and add them to the good/bad lists. Check their ideas as a class.

Answers

- 1 good – get enough exercise (do enough physical activity), hospital operations (when a special doctor cuts your body to make you better), go to the doctor (see the doctor when you're ill)
2 bad – seriously ill (badly ill), health problems, have diabetes (have an illness where you have to be careful about the amount of sugar you eat)

EXTRA ACTIVITY

Write these discussion points on the board:

- 1 *Would you like to live to 100?*
2 *Who should be responsible for helping children to be healthier – the government or families? Why?*
3 *Do you think the 1950s were a good time to live? Why / Why not?*

Put students into small groups to discuss the points and then bring their ideas into a full class discussion.

3 GRAMMAR *used to*

- a** Write the example sentences from 3a on the board but leave out the verbs, e.g. *Smoking ... very popular*. Students try to gap-fill the sentences in pairs before opening their books to check their answers. Ask the class whether these things are the same or different now? Explain that we use the construction *used to* to talk about things that happened in the past but don't happen now.

Answer

different

- b** Ask students to complete the rules for the formation of *used to* and check answers with the class. Ask: *What is the difference between the meanings of past simple and used to?* Remind them that *used to* means that something was different in the past; the past simple doesn't tell us about a difference, just that something happened.

Answers

used to didn't use to

LOA TIP CONCEPT CHECKING

Write the sentence on the board: *I used to play tennis*. Then ask: *Do I play now?* (no) *Do you know when I stopped playing tennis?* (no) *Did I play tennis regularly?* (yes) *Has my sport or interest changed?* (yes) Encourage students to write similar concept questions for their partners. Monitor and help, then ask students to share some examples with the class.

CAREFUL!

The verb following *used to* is not in the past simple form, e.g. *They used to lived in the city*. (Correct form = *They used to live in the city*.)

- c** **2.47 Pronunciation** Play the recording for the class to compare the pronunciation. Ask them to focus on the pronunciation /ju:stə/ and to say whether the pronunciation changes in negative sentences.

Answer

no

- d** **2.48** Students read the information in Grammar Focus 7B on SB p.154. Play the recording where indicated and ask students to listen and repeat. Focus on the tip about *used to* and the past simple. Students then complete the exercises in Grammar Focus 7B on SB p.155. Check answers as a class. Tell students to go back to SB p.71.

Answers (Grammar Focus 7B SB p.155)

- a** 1 People didn't use to work in IT.
2 People used to work on farms.
3 People didn't use to live as long as they do now.
4 Children's education didn't use to be free.
5 Cities used to be smaller than today.
6 People used to travel by horse.
7 People didn't use to use microwaves to cook food.
b 1 used to eat
2 used to write
3 did you use to live
4 used to be
5 Did your parents use to read
6 didn't use to like
7 Did you use to be
8 didn't use to be
c 1 Mary used to have long hair.
2 Jeff used to be thinner.
3 Jeff didn't use to wear suits.
4 They didn't use to look after the garden.
5 They used to ride a motorbike.
6 They didn't use to own a car.

- e** Students complete the sentences with the correct form of *used to* individually and then compare their answers with a partner. Check answers as a class.

Answers

- 1 used to walk 2 used to think 3 didn't use to suffer
4 didn't use to eat 5 used to spend 6 used to be

- f** Read through the question and the examples. Students change the sentences so that they are true for them and compare their answers with a partner. Encourage them to respond as in the example in the book.

4 SPEAKING

- Divide the class into pairs. Ask them to turn to SB p.129. Students do the quiz individually and then compare and discuss their answers with their partner. Ask pairs to report their results to the rest of the class and see how healthy the class is.

ADDITIONAL MATERIAL

- Workbook 7B
 Photocopiable activities: Grammar p.217, Vocabulary p.241, Pronunciation p.277

7C Everyday English

It hurts all the time

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Tell students that they are going to play a game – one pair against another pair. They have to think of parts of the body. One pair must say how many parts they think they can name. The other pair either agrees to name more or asks the original pair to name them. If a pair manages to name the number they say, they win the game. If not, the other pair wins. Take feedback and list as many parts of the body on the board as students can name.

1 VOCABULARY At the doctor's

- a** Before looking at the task, elicit the names of different sorts of health problems, e.g. *headache*, *a cold* and put them on the board. Read through the words in the box with the class, eliciting or explaining the meanings and giving examples as necessary. Ask students which of these they have had in the last six months. Write the following words on the board, too, and ask students in pairs to teach each other the meaning of any words they know: *symptom* (signs of an illness), *treatment* (what to do to get better), *prescription* (an official note the doctor gives you for tablets or medicine). Confirm or correct the meanings as a class. Elicit examples of symptoms and treatments for the health problems on the board.
- b** Go through the list and check that students understand the different options. Note that *pill* is a synonym for *tablet*. In pairs, students tell each other what people in their country/countries do when they have these health problems. If you have a multilingual group, put different nationalities together if possible. Circulate and listen to the discussions. Take feedback and compare different treatments in different countries.

LANGUAGE NOTES

We can use 's to talk about shops, e.g. *the baker's*. We can also say *the doctor's* and *the dentist's*.

2 LISTENING

- a** 2.49 Ask students to describe what's happening in the picture and guess why Leo has gone to the doctor's. Play Part 1 of the video or play the audio recording for students to answer the two questions. Check answers as a class.

Answers

- 1 His back hurts. / He has backache.
- 2 three/four days ago

Video/audioscript (Part 1)

RECEPTIONIST Mr Seymour?

LEO Yes.

R Dr Evans is ready to see you.

L Thank you.

DOCTOR Come in... Please, take a seat. So, what's the problem?

L Well, my back hurts. It's very painful. And I can't get to sleep.

D I see. And when did this problem start?

L About three or four days ago.

D Hmm. And where does it hurt? Could you show me?

L Here. This area.

At the end of this lesson, students will be able to:

- use phrases to describe symptoms of an illness
- use phrases to show concern and relief
- understand a doctor's questions
- understand a conversation with a doctor about an illness
- use tones for asking questions
- explain a health problem and give advice

- D** Can I have a look?
L Sure.
D So, does it hurt here? And here?
L Yes. Not so much.
D And here?
L Yes!
D And here?
L Yes!
D OK. You can sit down again.

VIDEO ONLY

- D** Have you had any accidents recently?
L No.
D And you haven't hurt your back in any way? Playing sport, that kind of thing.
L No, no. Nothing.
D OK.
L I'm quite worried about it. It hurts all the time – when I walk, when I sit down. I've spent the last few days in bed. And I feel exhausted.
D OK. Well, I don't think it's anything to worry about.
L Phew. That's good to hear.

EXTRA ACTIVITY

Ask students to remember the questions the doctor asked Leo: *What's the problem? When did this problem start? Where does it hurt? Could you show me? Can I have a look? Have you had any accidents recently?*

- b** 2.49 Play Part 1 of the video again or play the audio recording for students to note other information the doctor finds out from Leo. Pause after the first piece of additional information (*It's very painful.*) and elicit the information. Then play the whole recording and let students discuss their answers in pairs before taking feedback as a class.

Answers

it's very painful
 he can't get to sleep
 where it hurts
 he hasn't had an accident
 he hasn't hurt it playing sport
 it hurts all the time
 he's spent the last few days in bed
 he feels exhausted

- c** Students discuss the questions in pairs. Monitor and help with vocabulary as necessary. Take feedback and ask students if their partner is healthy or not. Put suggested treatments on the board.

Suggested answers

- 2 an accident/playing sport/sitting at a computer for too long
- 3 rest/heat/ice/visit a physiotherapist or chiropractor/stop sport

3 USEFUL LANGUAGE

Describing symptoms

- a 2.50 Ask students if they can remember what Leo said about his bad back. Then ask them to use the words in the box to complete the sentences. Check answers by playing the recording.

Answers

1 back 2 painful 3 get to sleep 4 all the time 5 exhausted

- b 2.50 Play the recording again for students to listen and repeat.
- c Read through the words in the box and explain *itchy*. Say and mime: *I have a rash and it's itchy*. Individually, students make eight more phrases using the phrases and words in the box with 1–5 from 3a. Ask students to share some examples with the class.

Suggested answers

1 My arm hurts. 2 It's very itchy/uncomfortable. 3 I can't run/concentrate. 4 It hurts when I walk. 5 I feel terrible/sick.

- d In pairs, students discuss when people get the symptoms in 3a and 3c. Tell them that they must give at least one detail about each symptom, as in the examples in the book. Ask students to share examples and details with the class.

4 LISTENING

- a 2.51 Ask students to predict what treatments the doctor will suggest for Leo. Read through the list of possibilities with the class and ask them to put a tick or a cross against the different options. Play Part 2 of the video or play the audio recording for students to check their ideas.

Video/audioscript (Part 2)

DOCTOR OK. Well, I don't think it's anything to worry about.

LEO Phew. That's good to hear.

D But you shouldn't stay in bed – that's not going to help.

L Oh dear. Really?

D No – try to do all the things you normally do, but gently. Don't stay in the same position for a long time. Maybe go for a short walk.

L OK. That sounds fine.

D Do you do any exercise?

L Well, I usually go to the gym, but I haven't been recently. I'm very busy at work at the moment and I just don't have the time.

D I see. And do you spend a lot of time sitting down at work?

L Yes, I do. I work in an office, so I spend a lot of time at my computer.

D Right. It's really important, if you spend a lot of time at a desk in an office, to take regular breaks. And you'll need to start doing exercise again. When you feel ready.

L OK. Breaks, exercise. Fine.

D Are you taking anything for the pain?

L Yes, I've taken some aspirin.

D OK, good. And do you have any allergies?

L No, I don't think so.

D Good. Well, I'll give you a prescription for something a bit stronger.

L OK, that's great.

D Take these, but only when you need them, after food. No more than two every four hours.

L Right.

D And don't take any more than eight in a 24-hour period.

L Fine.

D And come back again in a week's time if it doesn't improve. I expect you'll feel a lot better by then anyway.

L OK, thanks very much.

D I really don't think it's anything to worry about.

L What a relief! Bye.

D Bye now.

Answers

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓

VOCABULARY SUPPORT

aspirin (B1) – a pill/tablet you can take for pain

expect (B1) – to think/believe something will happen

period (B1) – length of time

position (B1) – place

prescription (B1) – a piece of paper from a doctor with some medicine you can get from the chemist's

relief (B2) – a good feeling when you thought something bad was going to happen

- b 2.51 Before you play Part 2 of the video or play the audio recording again, you may wish to help students with the words in the Vocabulary support box. Give the class a minute to read through the true/false statements, then play the recording for them to listen and complete the exercise. In feedback, ask students to correct the false sentences.

Answers

1 F (Leo is busy, so he hasn't been recently.)
2 T
3 F (Leo is taking some aspirin.)
4 F (Leo should take the pills only when he needs them.)
5 F (Leo shouldn't take more than eight pills in a day.)
6 T

EXTRA ACTIVITY

Read some phrases from the dialogue for students to complete, e.g. *I don't think it's anything to ...* (worry about). *But you shouldn't ...* (stay in bed). *Don't stay in the same ...* (position for a long time). *Do you spend a lot of time ...* (sitting down at work)? *You'll need to start ...* (doing exercise again).

5 CONVERSATION SKILLS

Showing concern and relief

- a Write the words *concern* (when you are worried about something) and *relief* (when you were worried about something and now it's OK) on the board and explain the meanings. Ask students for examples of situations when someone might experience these different feelings, e.g. you are worried you have a serious illness, the doctor tells you you are fine. Ask for recent examples of occasions when students have been concerned or relieved in the last few days. Students read the conversations and choose option 1 or 2.

Answers

1 Phew. That's good to hear. What a relief! 2 Oh dear. Really?

- b 2.52 Ask if students can remember how Leo pronounced *Phew*. Play the recording and ask students to repeat the phrase. Model the pronunciation for students to practise.

Answer

/fju:/


- c In pairs, students take turns to give information and respond appropriately. Choose one or two students to repeat for the class.

Answers

respond showing concern: A2, B1


respond showing relief: A1, A3; B2, B3

6 USEFUL LANGUAGE Doctors' questions

- a  **2.53** Ask students to match the questions and answers individually and then to compare with a partner. Play the recording for them to check.

Answers

1 g 2 a 3 b 4 e 5 f 6 c 7 d

- b  **2.54** Tell students that they are going to hear some more doctors' questions. They need to listen to each question and choose the best answer. Play the recording, pausing between questions to allow students time to think and choose an answer. Check answers as a class.

Answers

1 a 2 b 3 a 4 b 5 a 6 b 7 b

Audioscript


- | | |
|---|--------------------------------|
| 1 Are you taking anything for the pain? | 4 Do you have any allergies? |
| 2 Can I have a look? | 5 So, what's the problem? |
| 3 Do you do any exercise? | 6 When did this problem start? |
| | 7 Where does it hurt? |

EXTRA ACTIVITY

In pairs, students write three more questions and answers between a doctor and a patient. They should then swap partners and give their new partner the answers for him/her to guess the questions. Monitor and point out errors for students to self-correct.

7 PRONUNCIATION

Tones for asking questions

- a  **2.55** Ask students to listen to the questions and note whether they go up or down at the end. Play the recording and then check answers.

Answers

1, 2, 3 down; 4 up

- b Students use their answers to 7a to complete the rule. Check as a class.

Answers


down; up


- c Students practise by repeating the sentences.

LOA TIP DRILLING

- Intonation patterns are difficult for students to learn. It is therefore important to give them as much opportunity to repeat correct patterns as possible.
- Model the sentences yourself and ask the class to repeat together. You can vary this by making it a transformation drill: Say: *When did this problem start?* Then extend by giving prompts, e.g. *When did this problem/illness/symptom/cold start? Where does it hurt/the bus go/your friend live/your dad work? Can I have a look/a cup of coffee/a break/a sandwich?*

8 SPEAKING

- a  Set up the speaking activity by putting students into pairs and choosing Students A and B. They take it in turns to be the patient and the doctor. The patient chooses a health problem and describes it to the doctor. The doctor must give advice. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson. Note any errors to deal with later in feedback.

- b  Students swap roles and act out the conversation again. This time Student A chooses a health problem.



FAST FINISHERS

Fast finishers can repeat the role play with another problem.



EXTRA ACTIVITY

Organise a rotating role play. Divide the class into patients and doctors. Give the patients some time to think of a new health problem. The doctors can brainstorm a range of kinds of advice to give patients. Students can work in pairs at this stage. Then ask the patients to patients sit on one side of a row of desks and the doctors sit on the other. Individually, the patients talk about their problem with their doctor and get advice. After a short time say: *All change!* and the patients move to the next doctor (the doctors stay where they are). The patients take the same problem to this new doctor and see what advice he/she gives. This continues until all the patients have seen several doctors. Take feedback to compare the different advice given. Have a vote on the best advice given for each problem.

ADDITIONAL MATERIAL

- ▶ Workbook 7C
- ▶ Photocopiable activities: Pronunciation p.278
- ▶ Unit Progress Test
- ▶ Personalised online practice

7D Skills for Writing

After that, I decided to make a change

At the end of this lesson, students will be able to:

- understand people talking about changes they have made to their lives
- read and understand a text about a person who made a big change to his life
- use linking words and phrases to order events
- write an article for a blog
- talk about changes

OPTIONAL LEAD-IN

Books closed. Write on the board: *later starting time, smaller classes, longer holidays, less homework, no uniforms, mobile phones allowed*. Elicit from students what these are (a list of changes children often request at school). In pairs or small groups, students say whether they agree with these changes, and why or why not. Monitor and listen to the discussions. Take feedback and compare views across the groups.

1 LISTENING AND SPEAKING

a Tell students about one change you would like to make in your life, e.g. *I live a long way from the school and I'd like to live nearer so that I don't have to spend so much time travelling*. Ask for examples from the class of one change they would like to make, and why. Ask what other kinds of things people sometimes want to change about themselves and put students' ideas on the board, e.g. *diet, bad habits, job, appearance*. Then compare the ideas in the book with the list on the board. Students suggest about one example for each kind of thing.

b **2.56** Tell students that they are going to listen to three people who have tried to make some changes in their lives. They should first listen to tell you what the changes were and whether they were successful or not. You may need to play the recording twice and/or pause after each speaker to get feedback. Check answers as a class.

Suggested answers

Jeff: stop spending so much money; yes Silvia: do exercise / get fit; yes Lucas: get/stay in touch with old friends; yes

Audioscript

PRESENTER My name's Jenny Jackson and today we're talking about how to change your life. In the studio with us today, we have three people who have made changes in their lives: Jeff, Silvia, and Lucas. Hi guys, welcome to the show.

GUESTS Hi

P So first of all, Jeff. Can you tell us what your problem was? Why did you need to make a change?

JEFF Well ... one day I suddenly realised that if I wanted to buy a new car or my own apartment, I needed to save some money.

P I see. Why didn't you have any money?

J Well, I used to spend a lot of money on things that I didn't really need. So, for example, I used to go out for dinner at a restaurant at least four times a week. I loved getting new things – like, you know, the latest phone, clothes ... One weekend I sat down and added up the money I had spent in a month ... I was shocked.

P I can imagine. So what have you changed?

J Well, now I eat at home most of the time. And I think 'do I need this?' before I buy something new. I've saved almost £5,000. I'm really pleased with myself.

P Cool. That's great. Next up we have Silvia. Silvia, tell us about your change.

SILVIA Hi, Jenny. Well, my story began when one day I had to walk up a hill. When I got to the top, it was difficult to breathe. I was so unfit! The problem is I really hate most kinds of exercise – you know, running, cycling, swimming ... Then this friend said, 'Why don't you come to a dance class?' The first time was so hard, I had to sit down and rest. But ... but I enjoyed it ... So I went back again ... and again. And very slowly I'm getting fitter and losing weight. I climbed that hill again last week – easy!

P That's great, Silvia. I really need to get fit myself! Anyway, last up we have Lucas. Hi, Lucas.

LUCAS Hi.

P So, Lucas, what did you need to change?

L Well, about six months ago I realised that I had a very small number of friends. But if I thought back ... well, seven, eight years ago I used to have a lot of friends. And I asked myself, why is that? Well, some of them got married and had children and their lives sort of went in another direction. And a couple of friends got job offers overseas. But when I thought about it a bit more, well, another answer was I'm a bit lazy – lazy about keeping in touch with people.

P I see. So what did you do about it?

L So, I started to get in touch with my old friends. And then, after that, I had to stay in contact and arrange to meet them again. Now I find that people call me! And the great thing is we still enjoy the things that we used to.

P Well, thanks so much, guys, for sharing your story with us. It just shows that we can all make that change if we decide to do it!

VOCABULARY SUPPORT

add up (B1) – put two numbers together

overseas (B2) – in another country/abroad

c **2.56** Read through the questions in the table. You may wish to help students with the words in the Vocabulary support box at this point. Then play the recording again for students to note down the answers. Play the recording all the way through and ask students to complete the table afterwards. If students need more support, you could pause the recording after each person has finished speaking to give students time to make their notes. Check answers as a class. Ask: *Are you similar to any of the three people? How?*

Answers

- 1 Jeff – needed to save some money; Silvia – was unfit; Lucas – didn't have many friends
- 2 Jeff – spent too much, going out for dinner, buying clothes and the latest phone; Silvia – didn't do enough exercise; Lucas – friends got married or moved overseas, he was lazy about keeping in touch
- 3 Jeff – eats at home, asks himself if needs something before buying it; Silvia – started going to a dance class; Lucas – started to get in touch with old friends
- 4 Jeff – saved almost £5,000; Silvia – fitter, lost weight; Lucas – now people call him

d Ask students to think of a specific change they would like to make in their own lives. They make notes in answer to the questions. If necessary, give an example of your own, saying why you want to make the change, how you could make the change and what you hope the result will be.

e In pairs, students tell their partners about the thing they would like to change. Encourage them to interact and ask each other for more details, as in the example in the book. Take feedback and ask for examples from their conversations.

2 READING

- a Ask students to look at the pictures of Simon with his blog and guess the answers to the questions. They read the article quickly to check their ideas. Check answers as a class.

Answers

- 1 very unfit
- 2 running
- 3 He can now run a long way easily and he has lost weight.

- b Students read the blog again to do the true/false task, correcting the false sentences. Check answers as a class.

Answers

- 2 F – He started afterwards.
- 5 F – He missed it, for two weeks after he'd fallen over.

3 WRITING SKILLS

Linking: ordering events

- a Tell students that when we write, we need to pay attention to putting events in a logical order because this helps the reader to follow the story. Read through the first few events from Simon's story from the board using just the word *then*, e.g. *Simon was overweight. Then he gave up smoking. Then he started to put on weight. Then he decided to do more exercise.* Elicit what was wrong with your story (the use of *then* is repetitive and boring). Explain that we can and should use a variety of expressions to order events and indicate the beginning and the end of a story. Read through the words and phrases in the box and ask students to complete the rules. Check answers as a class.

Answers

to begin with; at first
After that; after a while; soon; then
In the end

- b Answer the questions as a class.

Answers

- 1 soon
- 2 after a while

- c Ask students to complete the text with the correct words and phrases. Check answers as a class.

Suggested answers

- 1 To begin with / At first
- 2 After that / Then
- 3 Soon
- 4 After a while
- 5 After that / Then
- 6 In the end



EXTRA ACTIVITY

In pairs, students note down five or six facts from Simon's story, e.g. *1 couldn't run so went for walks 2 started to run and walk 3 fell over and stopped for two weeks 4 started again and didn't need to walk 5 ran 10 km with no problems.* Books closed. In pairs, students retell the story, using their notes and the linkers from this lesson. Monitor and point out errors for students to self-correct. Choose a pair to retell the story for the class.

- d Ask students to look at the picture and predict what change the young woman made to her life, and why. After they have read through the text to check their

predictions, take feedback by eliciting a brief summary of the story in a couple of sentences. Then ask students to complete the text with the words and phrases in the box. Check answers as a class.

Answers

- 1 At first / To begin with
- 2 Soon / After that / Then / After a while
- 3 At first / To begin with
- 4 Soon / After that / Then / After a while
- 5 After a while / Soon
- 6 In the end



FAST FINISHERS

Fast finishers can retell the swimming story in their own words, using correct linkers.

4 WRITING

- a Explain that students are going to write an article for the blog about a difficult change that they have made or something difficult they have tried to do. They can use one of the topics or their own idea. Give them a short time to think of an idea. If this is difficult, they can discuss it with a partner to give each other ideas.
- b Students use the questions to help them plan their article. Remind them that it is always important to make notes about what they want to say before writing as it helps to organise their ideas logically and group them into paragraphs. Monitor and help with vocabulary as necessary.



LOA TIP MONITORING

- Students need a lot of support when preparing for a writing activity. Monitor and encourage students to note down ideas in groups. This will help them plan their paragraphs.
- In a class with students of different abilities, you will need to adapt your monitoring to take into account the different levels of ability. Some will need help with ideas whereas others will need language advice. Take this opportunity to correct students' language in a more private situation. Remember that some students lose confidence if they are corrected a lot in front of the group.

- c Give students time to write their articles. Remind them to use the time linkers to show the order of events. Monitor carefully offering help and suggestions as necessary but also encouraging self-correction. If time is short, this activity can be done for homework.



FAST FINISHERS

Fast finishers can tell each other about another change that they have made, with details.

- d In pairs, students read each other's articles. Take feedback and ask some students to read their articles to the class. Award one point for each time linker they used. Find out which students have the most points.

ADDITIONAL MATERIAL

- ▶ Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

- a** Students do the task individually. Check answers as a class.

Answers

- 1 faster than, the fastest
- 2 more expensive than, the most expensive
- 3 better than, the best
- 4 less popular than, the least popular



EXTRA ACTIVITY

Put students into small groups and give them a minute to write down as many adjectives as they can. Then ask them to play the comparative/superlative game: the groups take turns to say an adjective. The first person from another group to give the comparative and superlative for that adjective gains a point for their group. If they can make a sentence using them both correctly, they gain an extra point. The group with the most points at the end wins.

- b** Students complete the text individually. Check answers as a class.

Answers

- 1 didn't use to have 2 used to buy 3 used to see
- 4 didn't use to be 5 didn't use to open 6 used to plan



EXTRA ACTIVITY

In pairs, ask students to talk about changes in this area or their home town that have happened in the last few years. Ask the class to share their comments with the class. Ask: *Have these changes been good or bad, in your opinion? Why?*

2 VOCABULARY

- a** Students complete the sentences with the correct words or phrases. Check answers as a class.

Answers

- 1 in touch 2 paid 3 a place 4 on well 5 to know

- b** Students match the sentence halves. Check answers together.

Answers

- 1 c 2 a 3 b 4 e 5 d

3 WORDPOWER *change*

- a** Ask students to work in pairs and think of as many words that go with the verb *change* as they can in a minute, e.g. *change your mind, change something you've bought, change your plans*. Ask for ideas in feedback and put them on the board to refer to later. Look at the sentences with the class and ask whether the word *change* is a verb or noun.

Answers

- 1 verb 2 verb 3 noun 4 verb 5 verb 6 noun
- 7 noun 8 verb

- b** Students match the words and meanings individually. Check answers as a class.

Answers

- a 2 b 5 c 1 d 8 e 4 f 7 g 6 h 3



EXTRA ACTIVITY

Ask students some extra questions using *change*, e.g.

When did you last change your mind?

How much change do you have in your pocket?

When did you last change an item in a shop? Why?

What would you like to do in the next lesson for a change?

- c** Students complete the sentences with the words or phrases in the box. Check answers as a class. Refer back to the board and the collocations you wrote up earlier. How many have been included in Exercises a–c?

Answers

- 1 keep some change 2 change into 3 change trains
- 4 for a change 5 change some money 6 change my mind
- 7 change 8 the right change

- d** Ask students which sentences in 3c are true for them.

Photocopiable activities: Wordpower p.258



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.