



- 2 Ask them to read the title and make predictions about what kind of information will be included in the article.
- 3 The students then read the article and check their ideas from exercise 1.
- 4 Invite different students to compare their group's ideas with those in the article.

**Answers:**

- 1 We should eat a lot of food that contains carbohydrate and vitamins.  
We should not eat food that contains fat and sugar very often.
- 2 **Suggested answers:**  
Vitamins: oranges, bananas, carrots  
Protein: beans, lentils, cheese, dairy products  
Fat and sugar: sweets, biscuits  
Calcium: yoghurt  
Carbohydrate: pasta

**3 Answer the questions**

- 1 Ask the students to read the questions and ask whether they can answer them from memory.
- 2 The students then read the magazine article in exercise 2 again and find the answers in the text. When they have finished, ask them to compare their answers with a partner.
- 3 Invite different students to give their answers.
- 4 Ask the students whether there are any other words in the text they don't know and encourage them to try to work out the meaning from the context.

**Answers:**

- 1 Protein helps our bodies to grow strong.
- 2 Calcium gives us strong bones.
- 3 Natural sugar (in fruit and vegetables, for example) isn't bad for us.
- 4 A healthy breakfast gives the body energy after sleep.
- 5 Exercise is good for the body and the brain.



**Internet search**

- 1 Write **Vitamin A**, **Vitamin C** and **Vitamin D** on the board as headings and invite the students to come out to the front and write foods containing these vitamins in each column. Do not confirm their answers at this point.

- 2 Tell the students that they are going to find out whether the answers on the board are correct by carrying out an internet search.
- 3 Ask them to look at the Internet search box. The students work in pairs to look up each of the foods on the board and check which vitamins they contain. Ask them to write down any other foods which contain the vitamins.
- 4 Invite the students to correct the columns on the board and add new food items. Ask how these vitamins can help the body. Ask which of the foods they enjoy eating, and which they aren't so keen on.

**LESSON 2 SB page20 WB page13**

**Outcomes:**

- To use question tags
- To listen to and identify intonation in question tags
- To ask and answer questions using question tags



**SB Page 20**

13
Lesson 2

**1 Underline the verbs in these sentences. Circle the subject**

- 1 The food group in the picture are good for us, aren't they?
- 2 Too many sweets, cakes and biscuits aren't healthy, are they?
- 3 We should always eat healthy meals, shouldn't we?
- 4 The body needs sleep too, doesn't it?

**GRAMMAR BOX**

**Question tags**

- We use question tags at the end of sentences to check something you think you know. Our voice usually goes down at the end of the sentence.  
*You're in the basketball team, aren't you?* (= I think you're in the team.)
- The pronoun in the question tag always agrees with the subject of the main sentence.
- When the verb is positive, we use a negative question tag.  
*She's very friendly, isn't she? Yes, she is.*
- When the verb is negative, we use a positive question tag.  
*We aren't late, are we? No, we aren't.*
- When the sentence does not have an auxiliary verb or be, we use *do/does*:  
*You like nuts, don't you? He speaks English, doesn't he?*
- You can also use question tags to ask for information. Our voice usually goes up at the end of the sentence:  
*Ashraf doesn't play football, does he?* (= Does he play football?)

**2 Complete these sentences with a question tag. Then listen and check. Does the voice go up or down at the end of the sentence?**

- 1 It's a beautiful picture, *isn't it?*
- 2 Your brother can't play the guitar, \_\_\_\_\_
- 3 Our teachers are very helpful, \_\_\_\_\_
- 4 You like shopping, \_\_\_\_\_

**3 Complete the sentences with a question tag. Then ask and answer**

- 1 Your favourite sport is ...
- 2 The weather today isn't ...
- 3 At the weekend, we can ...
- 4 After school, we should ...

Your favourite sport is basketball, isn't it?

No, it isn't. It's table tennis!

Workbook page 13

## 1 Underline the verbs in these sentences.

### Circle the subject

- 1 Ask the students to look at the picture and ask *What can you see? (a person sleeping)*.
- 2 Ask the students to read the example sentence, and look at the underlined verbs and the circled words. Ask what they notice about the verb pattern (*one verb is positive and the other is negative*) and why they think it is used (*to check some information*). Then ask them to say which words are the subject of the sentence (*the food groups*).
- 3 Tell them to copy the rest of the sentences into their copybooks and underline the other verbs in the sentences, as well as circling the subjects.
- 4 Ask different students to read out the sentences and say which verbs they underlined and which words they circled.
- 5 Ask the students to read the first point in the Grammar box. Invite different students to read out each of the sentences in exercise 1 with the falling intonation. Model the sentence first if necessary.
- 6 Ask what *they* refers to in sentences 1 (*the food groups*) and 2 (*sweets, cakes and biscuits*). Ask what *it* refers to in sentence 4 (*the body*). Then ask the students to read the second point in the Grammar box.
- 7 Ask the students to look at the verbs in each sentence and ask what they notice about the patterns (*the verb appears once in the positive and once in the negative*). Ask the students to read the next three points in the Grammar box and elicit further examples for each point. You could give the students a few minutes to do this in pairs if you prefer.
- 8 Finally, ask the students to read the final point in the Grammar box. Point out that the intonation rises when the speaker does not know the answer to the question. Invite different students to read out the sentences again, this time with rising intonation. Alternatively, you could read out the sentences in turn, some with rising intonation and some with falling intonation for the students to say whether you know the answer (the students shout *Yes!*) or not (the students shout *No!*).

### Answers:

- 2 Too many sweets, cakes and biscuits aren't healthy, are they?
- 3 We should always eat healthy meals, shouldn't we?
- 4 The body needs sleep too, doesn't it?

## 2 Complete these sentences with a question tag. Then listen and check. Does the voice go up or down at the end of the sentence?

- 1 Ask the students to look at the picture in exercise 2 and ask *What can you see? (a girl painting)*.
- 2 Ask the students to read the example sentence and play the first part of the recording for them to listen for the intonation.
- 3 Then play the rest of the recording for them to listen and write the words. Play the recording a second time for them to write arrows for rising and falling intonation.
- 4 Some students may find it difficult to hear the difference in the intonation patterns. If this is the case, say some of the sentences again, exaggerating the intonation.



### Tapescript

- 1 *It's a beautiful picture, isn't it?*
- 2 *Your brother can't play the guitar, can he?*
- 3 *Our teachers are very helpful, aren't they?*
- 4 *You like shopping, don't you?*

### Answers:

- 2 can he? ↑    3 aren't they? ↓    4 don't you? ↑

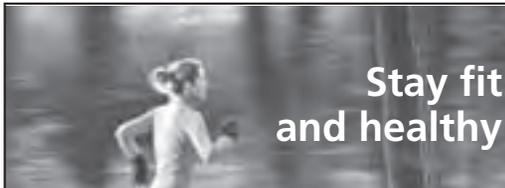
## 3 Complete the sentences with a question tag. Then ask and answer

- 1 Ask two students to read out the question and answer shown in the speech bubbles. Repeat several times with different students.
- 2 Then put the students into pairs to finish the rest of the questions. Go round and monitor while they are working, helping where necessary.
- 3 The students then hold mini-dialogues for the rest of the class to listen and check the grammar.

**Suggested answers:**

- 1 Your favourite sport is basketball, isn't it?  
Students' own answers
- 2 The weather today isn't hot, is it?  
Students' own answers
- 3 At the weekend, we can go shopping, can't we?  
Students' own answers
- 4 After school, we should do our homework, shouldn't we? Students' own answers

 **WB Page 13**



## Stay fit and healthy

UNIT 13

Module 5

**1 Answer the questions**

- 1 If you have a lot of energy, do you want to run or sleep? *You want to run.*
- 2 Do nuts or apples contain the most protein?
- 3 Do you find bones inside or outside the body?
- 4 Is the Suez Canal natural?

**2 Complete the table with these words**

apples biscuits bread cakes carrots cheese eggs fish meat milk oranges pasta rice sweets butter lentils

Carbohydrate	Protein	Calcium	Fat and sugar	Vitamins
bread				



**3 Match to make sentences**

<ol style="list-style-type: none"> <li>1 <input checked="" type="checkbox"/> He's a fast runner,</li> <li>2 <input type="checkbox"/> You shouldn't eat too many cakes,</li> <li>3 <input type="checkbox"/> Ali can't speak English,</li> <li>4 <input type="checkbox"/> You live in Egypt,</li> <li>5 <input type="checkbox"/> They are tall trees,</li> <li>6 <input type="checkbox"/> You don't like sweets,</li> </ol>	<ol style="list-style-type: none"> <li>a don't you?</li> <li>b should you?</li> <li>c isn't he?</li> <li>d aren't they?</li> <li>e do you?</li> <li>f can he?</li> </ol>
---	--

13

**1 Answer the questions**

- 1 Ask the students what they remember about staying fit and healthy. Then ask them to read the first question in exercise 1 and invite some ideas.
- 2 The students complete the answers individually and then compare their answers with a partner.
- 3 Invite different pairs of students to ask and answer the questions.

**Answers:**

- 2 Nuts contain the most protein.
- 3 Inside the body
- 4 No, it is not natural. People made it.

**2 Complete the table with these words**

- 1 Elicit foods and the food groups (e.g. protein) that the students have learned about in the unit so far.
- 2 Then ask them to look at the picture and say what they can see (*all the food items in the box*).
- 3 They then work in pairs to complete the table with the foods in the box, as in the example.
- 4 Invite different students to read out each column. The rest of the class should listen and check their own lists, saying whether they agree or disagree.

**Answers:**

Carbohydrate	Protein	Calcium	Fat and sugar	Vitamins
bread pasta rice	eggs fish meat lentils	cheese milk	biscuits cakes sweets butter	apples carrots oranges

**3 Match to make sentences**

- 1 Elicit the verb patterns and rules for question tags. Then ask the students to read the example and tell them that they have to match the sentence halves. Remind them to look carefully at the verbs, which will help them to do the exercise.
- 2 They then work in pairs to complete the exercise.
- 3 Invite different students to read out the full sentences.

**Answers:**

2 b    3 f    4 a    5 d    6 e

LESSON 3 SB page 21

**Outcomes:**

- To listen to a doctor giving advice
- To use expressions for asking for and giving advice



Lesson 3

Unit 13

**1 Match the situations with the advice**

**a** I want to play in a sports team. How can I get fit quickly?



**b** I know sweets are bad for me, but I often feel hungry. How can I stop eating sweets?



**c** I find it difficult to go to sleep at night, and I'm often tired in the morning. What can I do?



**Advice**

- 1 What about eating some fruit when you're hungry? .....
- 2 How about reading a book in bed? .....
- 3 Try doing ten minutes of exercise a day this week. Do more next week. ....

**2 Listen to Doctor Sabrin giving more advice and check your answers to exercise 1**

**3 Listen again and complete the Functions box**

**FUNCTIONS BOX**

**Asking for advice**

- 1 How can I *get fit* quickly?
- 2 What can I ..... ?

**Giving advice**

- 1 Why don't you *do some exercise* every day?
- 2 Try doing ..... every morning.
- 3 What about ..... when you're hungry?
- 4 You could ..... instead of sweets.
- 5 It's a good idea to relax completely ..... go to bed.
- 6 How about ..... in bed?

**4 Use these sentences to ask for and give advice using expressions from the Functions box**

- 1 I want to live a healthy life. What can I do?
- 2 How can I learn more English vocabulary?
- 3 I want to become good at sports. How can I do this?
- 4 What new hobby can I start?



I want to live a healthy life. What can I do?      You could start playing a new sport.

21

## 2 Listen to Doctor Sabrin giving more advice and check your answers to exercise 1

- 1 Tell the students to look at the picture of Doctor Sabrin, and tell them that they are going to listen to her giving advice to the people in the situations in exercise 1.
- 2 Play the recording for the students to listen and check their answers to exercise 1.
- 3 Ask the students to listen again and note down any other suggestions the doctor makes (*she suggests increasing the amount of exercise as time goes on; she suggests eating nuts and dates; she suggests being relaxed before going to bed*).



### Tapescript

**Presenter:** Welcome to today's programme. Our topic this week is health and fitness. Phone us with your questions and Doctor Sabrin will give you advice. Our first question comes from Magdy.

**Magdy:** Hello. I want to be in my school's sports team. How can I get fit quickly?

**Dr Sabrin:** Well, Magdy, exercise is the best and quickest way to get fit! It's hard to start, though, isn't it? Why don't you do some exercise every day? Try doing ten minutes of exercise a day and increase the time as the weeks go on. That way you'll get fitter.

**Magdy:** Thank you, Doctor.

**Presenter:** Now, Hana has a question about diet.

**Hana:** Yes, hello. I know sweets are bad for me, but I often feel hungry. What can I do?

**Dr Sabrin:** What about eating some fruit when you're hungry, instead of sweets? Fruit contains sugar, too, so you'll get energy, but you will also get vitamins. You could eat nuts or dates instead of sweets, too. They're better for you than sweets, but they still taste delicious.

**Hana:** Thank you, Doctor.

**Presenter:** And now our final question. Your name's Ahmed, isn't it?

**Ahmed:** Yes, it is. My problem is this: I find it difficult to go to sleep at night, and I'm often tired in the morning. What can I do?

**Dr Sabrin:** It's a good idea to relax completely before you go to bed at night. How about reading a book in bed? You'll start feeling tired and then you'll fall asleep easily.

**Presenter:** Thank you, Doctor, for your good advice.

## 1 Match the situations with the advice

- 1 Ask the students to look at the three pictures in exercise 1 and say what they see (*a = a boy watching other children play football; b = a girl looking at sweets; c = a boy in bed, looking tired*).
- 2 Ask the students to look at the picture and read the speech bubble in situation a. Invite suggestions about what the boy should do.
- 3 Then ask them to read the three pieces of advice below and decide which one matches situation a.
- 4 The students work in pairs to complete the rest of the exercise. Invite different students to give their answers, but do not confirm them at this point.
- 5 Ask the students to read the speech bubbles again and identify the verb phrases which ask for advice (*How can I ... ? What can I do?*).
- 6 Then ask them to look at the advice and identify which phrases are used to give advice (*What about + verb + -ing; How about + verb + -ing; the imperative form*).

Answers:

a 3    b 1    c 2

### 3 Listen again and complete the Functions box

- 1 Ask the students to read the phrases in the Functions box and work in pairs to predict the missing words.
- 2 Play the recording for the students to listen and complete the phrases. The students then check their answers in pairs. Play the recording a second time if necessary.
- 3 Check the answers as a whole class.

Answers:

#### Asking for advice

2 do

#### Giving advice

2 ten minutes of exercise    3 eating some fruit

4 eat nuts or dates    5 before you

6 reading a book

### 4 Use these sentences to ask for and give advice using expression from the Functions box

- 1 Ask the students to read the phrases in the Functions box again and ask two students to read out the question and answer shown in the speech bubbles.
- 2 Then ask them to read the questions in exercise 4 and to think of advice to give for each situation. They should do this individually.
- 3 Put the students into small groups to discuss the questions, asking for and offering advice. Remind them to use the phrases in the Functions box. Go round and monitor while they are working, helping where necessary.
- 4 Invite pairs of students to hold mini-dialogues for the rest of the class to listen and say which phrases they used.

Suggested answers:

- 1 You could start playing a new sport.
- 2 Why don't you read an English book?
- 3 Try practising sports every day.
- 4 What about taking photographs?

## LESSON 4 SB page22 WB page14

### Outcomes:

- To read a text about why you should not smoke
- To discuss problems related to smoking
- To use question tags



### SB Page 22

**Unit 13 Lesson 4**

**1 Match the words and their meanings**

breathe    chemical    contains    ~~lungs~~    tobacco

- 1 the parts of your body that fill with air *lungs*.
- 2 a plant that is in cigarettes .....
- 3 something people make or use in chemistry .....
- 4 has something inside it .....
- 5 take air into the body, and let it out again .....

**2 Complete the text about why you should not smoke using words from exercise 1**

**1 Tobacco** in cigarettes **2** ..... a dangerous chemical. This is very bad for your health and can make you ill. Some people who smoke cannot run or do exercise, because the chemical in the cigarettes damages their **3** ..... and they can't **4** ..... very well. Smoking can make people's fingers and teeth yellow, too.

People who start smoking find it very difficult to stop, because their bodies need the **5** ..... Cigarettes are very expensive, too.

**3 Discuss in pairs**

- 1 Why is it bad to smoke if you like doing sport?
- 2 What health problems do many smokers have?
- 3 Do you think it is dangerous for people to smoke when children are near?
- 4 What do you think happens when we breathe other people's smoke?

**4 Complete these sentences with question tags**

- 1 Smoking is bad for you, *isn't it?* .....
- 2 Tobacco contains a dangerous chemical, ..... ..
- 3 Smoking can make you ill, ..... ..
- 4 It doesn't smell nice, ..... ..
- 5 We shouldn't smoke, ..... ..
- 6 Cigarettes aren't cheap, ..... ..

Workbook page 14

### 1 Match the words and their meanings

- 1 Ask the students to look at the picture and say what they can see (*lungs in a human body*).
- 2 Ask them to read the words in the box and check their meanings. Ask what they think the link between the words is (*smoking*).
- 3 The students then work in small groups to complete the exercise. Invite different groups to give their answers.

Answers:

2 tobacco    3 chemical    4 contains    5 breathe

**2 Complete the text about why you should not smoke using words from exercise 1**

- 1 Ask the students to look at the pictures and ask them why smoking is bad for our health (*the first man smokes and can't do exercise; the second man doesn't smoke and he can do exercise*). Encourage them to use the words from exercise 1 in their answers.
- 2 The students then read the text about why you should not smoke and work in pairs to complete it with words from exercise 1.
- 3 Then invite different students to read out each sentence. Ask the rest of the class to say whether or not the gaps have been completed correctly.

**Answers:**

2 contains 3 lungs 4 breathe 5 chemical

**3 Discuss in pairs**

- 1 Ask the students to work in new groups to discuss the questions in exercise 3.
- 2 Invite different groups to share their ideas with the rest of the class. Hold a short class discussion about why it is bad to smoke.

**Example answers:**

- 1 Because smokers cannot breathe very well.
- 2 The chemicals in tobacco can make you ill. Smoking damages the lungs and you cannot breathe very well.
- 3 Yes, it is.
- 4 It is bad for our lungs.

**4 Complete these sentences with question tags**

- 1 Ask the students to look at the example and say what the verbs are (*is, isn't*). Ask what the subject is (*smoking*).
- 2 Go through each sentence and ask the students to call out the verb in each case. Ask whether each tag will be in the positive or negative form.
- 3 The students complete the exercise in pairs. Then invite different students to read out the completed questions.

**Answers:**

2 doesn't it? 3 can't it? 4 does it?  
5 should we? 6 are they?

13



**1 Complete the sentences with these words**

fit   ~~for~~   instead of   relax

- 1 Too many sweets are bad ~~for~~ you.
- 2 Ali is very tall, so he likes to play basketball ..... football.
- 3 Hisham is very ..... He runs in the park every day.
- 4 During the holidays, I like to ..... on the beach.

**2 Choose the correct words**

- 1 Who ~~flow~~ can I get fit quickly?
- 2 Why ~~not don't~~ you play volleyball?
- 3 Try ~~play playing~~ tennis every week.
- 4 You could ~~going~~ swimming at the weekend.
- 5 What about ~~start starting~~ a new hobby?

**3 Read and match to make expressions giving advice**

<ol style="list-style-type: none"> <li>1 <input type="checkbox"/> Why don't you go</li> <li>2 <input type="checkbox"/> You could read</li> <li>3 <input type="checkbox"/> How about reading</li> <li>4 <input type="checkbox"/> Try practising</li> <li>5 <input type="checkbox"/> It's a good idea</li> </ol>	<ol style="list-style-type: none"> <li>a all your English notes every evening?</li> <li>b to always leave your glasses in the same room.</li> <li>c every day.</li> <li>d your little sister a story in bed.</li> <li>e shopping for him?</li> </ol>
--	--

**4 Now match the advice in exercise 3 with the problems below**

- 1  My grandfather is ill and can't leave his home at the moment.
- 2  My little sister does not like going to sleep.
- 3  I want to be good at tennis!
- 4  When I take off my glasses at home, I can't remember where I put them.
- 5  I have an English test next week.



14

**1 Complete the sentences with these words**

- 1 Ask the students to look at the photo at the top of the page and elicit what the food is (*sweets*) and whether it is good for you (*no*). Then ask them to look at the words in the box and example in exercise 1.
- 2 The students complete the exercise in pairs. Invite different students to read out the completed sentences.

**Answers:**

2 instead of 3 fit 4 relax

**2 Choose the correct words**

- 1 Elicit some of the phrases for asking for and giving advice the students learned in Lesson 3.
- 2 Ask the students to look at the example and then work in pairs to choose the correct words.
- 3 Invite different students to read out the sentences for the rest of the class to say whether the option chosen is correct.



Answers:

2 don't 3 playing 4 go 5 starting

**3 Read and match to make expressions giving advice**

- 1 Ask the students to read the example and explain that they have to match the sentence halves.
- 2 They then complete the exercise in pairs. Invite different students to read out the full sentences.

Answers:

2 d 3 a 4 c 5 b

**4 Now match the advice in exercise 3 with the problems below**

- 1 Ask the students to look at the picture and say what they can see (*a boy and his grandfather*).
- 2 Ask the students to read sentence a, and ask what advice they would give to the speaker (the boy in the picture). Then ask them to look at the example answer and tell them that they have to match each situation with advice from exercise 3.
- 3 The students complete the exercise in pairs. Check the answers as a whole class.

Answers:

b 2 c 4 d 5 e 3

**REVIEW SB page 23 WB page 15****Outcomes:**

- To review and practise the vocabulary and structures of the unit
- To practise using commas before question tags

**Before using the book:**

- Write **Stay fit and healthy** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

UNIT  
**13**

## Review

**Now you can ...**

- talk about food groups

**1 Read and match**

1 <input checked="" type="checkbox"/> Milk and cheese	a are in fruit.
2 <input type="checkbox"/> Olive oil	b contain a lot of unhealthy sugar.
3 <input type="checkbox"/> Natural sugars	c contain important vitamins.
4 <input type="checkbox"/> Fruit and vegetables	d contain carbohydrate.
5 <input type="checkbox"/> Pasta and rice	e is an example of a healthy fat.
6 <input type="checkbox"/> Sweets and cakes	f make our bones and teeth strong.

**• use question tags**

**2 Complete the sentences. Then ask and answer**

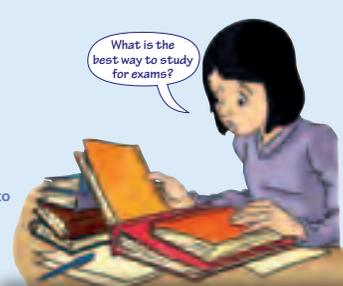
- 1 You *don't like fish* , do you?
- 2 \_\_\_\_\_, isn't it?
- 3 \_\_\_\_\_, aren't we?
- 4 \_\_\_\_\_, can't they?
- 5 \_\_\_\_\_, should we?
- 6 \_\_\_\_\_, is it?

**• ask for and give advice**

**3 Use the notes to give advice to Nabila about how to study**

- 1 go to bed early
- 2 study with a friend
- 3 do exercise when you are not studying
- 4 read your notes carefully

**Example:**  
*Try going to bed early.*



*What is the best way to study for exams?*

**Writing skills**

**We always write a comma before a question tag:**

*You aren't watching this TV programme, are you?*  
*Your father is at work today, isn't he?*

Workbook page 15

**1 Read and match**

- 1 Elicit the foods and food groups the students have learned in this unit.
- 2 Ask the students to look at the foods on the left and ask them what they know about each item in the list.
- 3 The students then match the foods with the information on the right in pairs. Check the answers as a whole class.

Answers:

2 e 3 a 4 c 5 d 6 b

**2 Complete the sentences. Then ask and answer**

- 1 Ask the students to look at the example answer in exercise 2. Ask why *don't* is used in the question (*because do is used in the question tag*).
- 2 Go through each question tag and elicit the form needed in the first part of the sentence.
- 3 The students then work in pairs to write the first part of the sentences. Go round and monitor while they are working, helping where necessary.

- 4 Invite different students to read out the questions for the rest of the class to check and correct if necessary.

**Suggested answers:**

- 2 It is hot today
- 3 We are learning a lot today
- 4 Some animals can run fast
- 5 We shouldn't eat in class
- 6 It isn't Friday today

**3 Use the notes to give advice to Nabila about how to study**

- 1 Point to the picture and explain that the girl's name is Nabila. Ask the students what they think she is doing (*studying for her exams*).
- 2 Ask the students to read the first prompt and the question in Nabila's speech bubble. Refer the students to the example advice and tell them to work in pairs to turn the prompts into other pieces of advice. Remind them to look at the phrases in the Functions box on Student's Book page 3 to help them if necessary.
- 3 Invite different students to give their advice.
- 4 You could extend the activity by getting the students to make questions for each of the pieces of advice, as in the speech bubble.

**Suggested answers:**

- 2 How about studying with a friend?
- 3 You could do exercise when you are not studying.
- 4 It's a good idea to read your notes carefully.

**Writing skills**

- 1 Write a question with a question tag on the board (you could use an example from exercise 2). Ask the students what they notice about the punctuation. Then ask them to read the tip and the examples.
- 2 You could write some questions with question tags on the board, omitting the commas, for the students to come to the board and add them.

**1 Complete the sentences with a question tag**

- 1 It is important that people have enough vitamins, *isn't it?* .....
- 2 You can find vitamins in many kinds of food, .....
- 3 Nuts, beans and eggs all contain a lot of protein, .....
- 4 The fat in olive oil is not so bad for you, .....
- 5 You don't like coffee, .....

**2 Put the dialogue in the correct order**



- a  **Maher:** No, they don't. Most adults sleep for about eight hours a night.
- b  **Maher:** Yes, he does. He's four years old. Young children sleep for about 13 hours a night.
- c  **Maher:** Yes, we do. Children of our age should sleep about nine or ten hours a night.
- d  **Nasser:** Your little brother sleeps a lot, doesn't he?
- e  **Nasser:** Adults don't sleep as long as us, do they?
- f  **Nasser:** We have much less sleep, don't we?

**3 A person wants to be healthy. Write a dialogue between Person A and Person B**

- Person A asks about healthy food.
- Person B gives some advice about what to eat.
- Person A asks about exercise.
- Person B gives advice about sports.

Remember to use question tags to confirm information. Write commas correctly.

.....  
 .....  
 .....

**1 Complete the sentences with a question tag**

- 1 Ask the students to read the first sentence and elicit the correct question tag (*isn't it?*).
- 2 The students then complete the exercise individually, before checking their answers with a partner. Then check the answers as a whole class.

**Answers:**

2 can't you? 3 don't they? 4 is it? 5 do you?

**2 Put the dialogue in the correct order**

- 1 Ask the students to look at the picture and say what they think the dialogue will be about (*the little boy sleeping*).
- 2 Tell the students that they have to put the dialogue into the correct order. Point out the first sentence as an example.
- 3 The students then work in pairs to complete the exercise. Then invite different students to read out the sentences of the dialogue in turn.
- 4 Finally, invite two confident students to read out the whole dialogue.

Answers:

2 b    3 f    4 c    5 e    6 a

**3 A person wants to be healthy. Write a dialogue between Person A and Person B**

- 1 Ask the students to give some advice about staying fit and healthy, using the phrases they have learned for giving advice.
- 2 Ask them to read the instructions in exercise 3 and divide the class into pairs of A and B students.
- 3 The students do the exercise orally at first, with student A asking for advice and student B giving advice. They then swap roles and repeat. Go round and monitor while they are working, helping where necessary.
- 4 The pairs then work together to write the dialogue. They should start their answer in the Workbook and continue in their copybooks if they need more space. Remind them to use question tags and phrases for asking for and giving advice.
- 5 Go round and monitor while they are working, helping where necessary.
- 6 Invite different pairs of students to read out their dialogue.

Answers:

Students' own answers

# A s s e s s m e n t

## Speaking task

*Outcome: to ask for and give advice*

Use SB page 21, exercise 3

On the board, write these four "problems":

- **I want to give my mum a present but I haven't got any money.**
- **I don't know many people at my new school.**
- **I can't understand my maths homework.**
- **My little sister always makes noise when I'm doing my homework.**

In pairs, students take turns to choose a problem and ask his/her partner for advice.

## Reading task

*Outcome: to read about how to stay fit and healthy*

Use SB page 19, exercise 2 text

On the board, write these sentences:

- 1 **A healthy diet contains five different kinds of food.**
- 2 **Fruit and vegetables contain a lot of protein.**
- 3 **Milk is good for our teeth.**
- 4 **All fat is unhealthy.**
- 5 **Vegetables contain sugar.**

Students read the text again and write down True or False for each sentence.

## Writing Task

*Outcome: to write a dialogue*

Use SB page 21, exercise 1

Students write a dialogue between themselves and the boy in the first picture in exercise 1, giving him advice on how to get fit.

## Listening task

*Outcome: to understand people asking for advice*

Use the recording for SB page 21, exercises 2 and 3

On the board, write the following incomplete extract from the tapescript:

**What about eating \_\_\_\_\_ when you're hungry, instead of sweets?**

**Fruit contains \_\_\_\_\_, too, so you'll get \_\_\_\_\_, but you will also get \_\_\_\_\_.**

**You could eat \_\_\_\_\_ or dates instead of sweets, too.**

Students complete the missing words as you play the recording, pausing as necessary.