

## Objectives

### Listening

Listening for gist and specific information

### Grammar

*should/shouldn't, must/mustn't*

### Reading

Reading for detail

### Critical thinking

Understanding the importance of a healthy lifestyle and the dangers of smoking

### Functions

Giving advice about how to stay healthy

### Writing

Writing a set of instructions giving advice

## Health and safety

UNIT 7

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**OBJECTIVES**

**Listening** Listening for gist and specific information  
**Grammar** *should/shouldn't, must/mustn't*  
**Reading** Reading for detail  
**Critical thinking** Understanding the importance of a healthy lifestyle and the dangers of smoking  
**Functions** Giving advice about how to stay healthy  
**Writing** Writing a set of instructions giving advice

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### Listening

1 Discuss these questions in pairs.

a What do the pictures tell you about bird flu?

b What do you know about bird flu? Can you answer the questions in the poster?

FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

disease	flu	infected
outbreak	wild	

3 Listen to a radio programme and check your answers to Exercise 1.

4 Listen again. Are these sentences *True* or *False*?

a  Three hundred people had died of bird flu by 2007.

b  Not everyone who caught the disease died.

c  The disease started in Africa.

d  Only wild birds and animals can catch bird flu.

e  Cats can catch bird flu.

f  It is not possible for humans to protect themselves from bird flu.

5 Discuss these questions in pairs.

Should we be worried about bird flu? Why/Why not?

WORKBOOK PAGE 33

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## LESSON 1

### Before using the book:

- Explain *health* and *safety* and ask the students for ideas about what they can do to stay healthy and safe.

## Listening

### 1 Discuss these questions in pairs.

- Focus attention on the pictures. Teach the word *flu* and ask the students to work in pairs to discuss the questions. You may have to guide them a little. Ask, for example, if they think that bird flu is a local or a worldwide problem.
- Get feedback from the class, but do not confirm answers to the questions in the quiz about bird flu at this stage.

### 2 Check the meanings of these words in your dictionary.

- Tell the students that they are going to hear a radio programme about bird flu and that these words will be used in it.
- Give them time to look the words up.

#### Answers:

- disease:* an illness or serious medical condition  
*flu:* a common disease which is like a bad cold but is more serious  
*infected:* someone who is infected with a disease has a disease; a wound that is infected has harmful bacteria in it which prevent it from getting better.  
*outbreak:* when something bad like a serious disease or war starts  
*wild:* wild animals and plants live or grow in natural conditions and are not looked after by people on farms, in gardens, etc.

### 3 Listen to a radio programme and check your answers to Exercise 1.

- Play the recording or read the script, and ask the students to listen for the answers to the questions in Exercise 1.
- Get feedback from the class. Were they right? Did any information surprise them?

#### Answers:

- It is a disease which has killed many people. You must be very careful if you work with infected birds.
- All kinds of wild birds and farm birds like chickens./ It started in Asia./Yes, they can./If you have touched an infected bird, you must wash very well. If you think you may have the disease, you should see a doctor.

## TAPESCRIPT

*Presenter:* Today's programme is on a subject that is worrying many people: bird flu. We have an expert on bird flu in the studio today, so let's have our first question.

*Caller 1:* Hello, my question is, can humans catch bird flu?

*Expert:* Hello. The short answer to your question is "Yes". In fact, by 2007, more than 300 people had caught the disease. But only about half of these people died. But you shouldn't worry – it is very unusual for humans to catch this kind of flu. They have to be very near infected birds. It is extremely unusual for humans to catch bird flu from other humans.

*Presenter:* And now caller two, can we have your question?

*Caller 2:* Good morning. I'd like to know where the recent outbreak of bird flu began.

*Expert:* Experts believe it started in 2003 in Asia. 100 million birds were killed to try to stop the disease, but in 2015, there were outbreaks in the USA, the UK, Europe and Africa.

*Caller 2:* And what's happening now? Has the disease disappeared?

*Expert:* No, I'm afraid not. It's still with us, but we believe it's under control.

*Presenter:* Can we have our third question, please?

*Caller 3:* Hi. Can you tell me what kind of birds can catch bird flu?

*Expert:* That's very easy: all kinds of wild birds as well as farm birds, like chickens. But other animals, like cats, can also catch it.

*Presenter:* We just have time for one more question. This is our last caller for today.

*Caller 4:* Hello. What should people do to protect themselves?

*Expert:* Well, most people who catch bird flu live very near to birds which have the disease. If you have touched infected birds, you must wash very well. If you think you may have the disease, you must see a doctor.

### 4 Listen again. Are these sentences True or False?

- Go through the statements with the class before you play the recording again. Ask the students to think about whether they are true or false before they listen.
- Play the recording or read the script and ask the students to mark the statements (T) true or

F (false). Check answers with the class and see if they can correct false statements.

- Answers:** \_\_\_\_\_
- b T                      c F (Asia)
  - d F (people and farm animals can)
  - e T
  - f F (People can protect themselves by washing well if they have been in contact with infected birds.)

**5 Discuss these questions in pairs.**

- 1 Put the students in pairs and ask them to discuss whether or not they think we should be worried about bird flu.
- 2 Go round, monitoring the discussions, helping and encouraging the students to give reasons for their ideas.
- 3 Ask several pairs to report back to the class on their discussion.

*Students' own answers*

**WORKBOOK** page 33

**1 Read and match.**

- 1 Ask the students to work individually to match the questions and answers. Remind them that they do not need one of the answers.
- 2 Check their answers as a class.

- Answers:** \_\_\_\_\_
- b 3    c 1    d 6    e 2

**2 Read and find the words in the puzzle. Write the words.**

- 1 Remind the students that in the word square, words may go from left to right or top to bottom. Go through the example with the class, then ask them to find words that can be used to complete the remaining sentences.
- 2 Check answers with the class.



# Health and safety

**1 Read and match.**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>a Can humans catch bird flu?</li> <li>b Where did the 2003 outbreak of flu begin?</li> <li>c Has the disease disappeared?</li> <li>d What kinds of birds can catch bird flu?</li> <li>e What should people do to protect themselves?</li> </ul> | <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> No, I'm afraid not. It is still with us.</li> <li>2 <input type="checkbox"/> If you have touched an infected bird, you must wash very well.</li> <li>3 <input type="checkbox"/> In Asia.</li> <li>4 <input type="checkbox"/> Only chickens and other farm birds.</li> <li>5 <input checked="" type="checkbox"/> The simple answer is, "Yes, they can."</li> <li>6 <input type="checkbox"/> All kinds of wild birds and farm birds.</li> </ul> |
|--|---|

**2 Read and find the words in the puzzle. Write the words.**

- a The beginning of something bad, like an illness, which many people catch outbreak
- b Another word for *illness* \_\_\_\_\_
- c The cut on my leg is getting worse: it is dirty and has become \_\_\_\_\_
- d Not clean \_\_\_\_\_
- e An illness that birds, people and other animals can catch \_\_\_\_\_
- f A sense – you use your fingers for it \_\_\_\_\_
- g Lions and elephants are examples of this kind of animal \_\_\_\_\_

O	O	D	K	W	T	F	L	U
U	O	I	D	I	O	D	D	D
T	W	S	S	L	U	Q	I	N
B	P	E	R	D	C	I	R	L
R	R	A	K	E	H	P	T	R
E	Y	S	W	W	A	U	Y	S
A	A	E	E	O	L	T	M	Y
K	I	N	F	E	C	T	E	D



- Answers:** \_\_\_\_\_
- b disease                      c infected                      d dirty
  - e flu                              f touch                              g wild

O	O	D	K	W	T	F	L	U
U	O	I	D	I	O	D	D	D
T	W	S	S	L	U	Q	I	N
B	P	E	R	D	C	I	R	L
R	R	A	K	E	H	P	T	R
E	Y	S	W	W	A	U	Y	S
A	A	E	E	O	L	T	M	Y
K	I	N	F	E	C	T	E	D

LESSON 2

SB page 42

WB page 34

UNIT 7

Grammar *should/shouldn't, must/mustn't*

1 Match sentences a-d with one of these meanings.

- a a rule or law
- b a suggestion
- c advice
- d very strong advice

GRAMMAR REVIEW PAGE 127



- a You *mustn't* smoke in hospitals.
- b You *must* wash if you have touched an infected bird.
- c You *should* always wash your hands before you eat.
- d You *should* try playing tennis – it's a great game.

2 Reply using *should/shouldn't, must/mustn't* and the words in brackets.

- a I'm really tired. (*bed/earlier*)  
You *should go to bed earlier*.
- b How fast can I drive on the motorway? (*not more than 110 kph*)
- c I want to speak better English. (*practise talking to/teacher*)
- d I really need to get fit. (*go/gym/more often*)
- e I'm putting on weight. (*eat/so many sweets*)
- f I'm going to buy a car when I'm living in England. (*remember/drive on the left*)

3 Discuss these questions in pairs.

- a What *should/must* you do to be:
  - a good Egyptian?
  - a friendly neighbour?
  - a good student?
  - good at English?
  - a safe driver?
- b What *shouldn't/mustn't* you do:
  - in your school?
  - at home?
  - in a library?
  - when crossing a road?
  - in a science laboratory?

GRAMMAR REVIEW PAGE 127

FOCUS ON GRAMMAR

*should/shouldn't, must/mustn't*

- Use *should/shouldn't* for suggestions and advice:  
You *should read* this book. It's great!  
He *shouldn't sit* on that wall. It's not safe.
- Use *must/mustn't* for rules and laws:  
Mr Ali *must start* work at 9 o'clock.
- You can also use *must/mustn't* for strong advice:  
You *mustn't touch* that! It's very hot.

WORKBOOK PAGE 34



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Answers: \_\_\_\_\_

- d a suggestion
- c advice
- b very strong advice

2 Reply using *should/shouldn't, must/mustn't* and the words in brackets.

- 1 Go through the example with the class, then ask them to look at the other questions and statements and decide whether the appropriate response should be advice (and what degree of advice), an invitation, a suggestion or the statement of a law or rule.
- 2 Ask the students to use the prompts to write a response to each question or statement. As they do this, go round giving extra help where needed.
- 3 Allow the students to compare their responses in pairs before checking answers with the class.

Answers: \_\_\_\_\_

- b You *mustn't* drive more than 110 kph.
- c You *should* practise talking to the teacher.
- d You *should* go to the gym more often.
- e You *shouldn't* eat so many sweets.
- f You *must* remember to drive on the left.

2 Discuss these questions in pairs.

- 1 Go through the questions with the class and make sure that everyone understands.
- 2 Put the students into pairs and ask them to discuss the questions and make notes of their answers. As they do this, go round offering encouragement and help with any vocabulary they may need.
- 3 Ask the pairs to report back to the class on what they decided.

*Students' own answers*

Grammar

*should/shouldn't, must/mustn't*

1 Match sentences a-d with one of these meanings.

- 1 Go through the items in the box and ask them to choose a sentence from a to d that matches each one.
- 2 As they do each one, point out the use of *should, must* and *mustn't*. Elicit from the students that the negative form of *should* is *shouldn't*. For more on the grammar point being taught here, see the Focus on Grammar box and the Grammar Review on page 127.



**1 Give advice using *should/shouldn't, must/mustn't*.**

1 Go through the example with the class. Then ask the students to use the prompts to produce two pieces of advice for b. When you are confident that they know what they are doing, ask them to complete the exercise.

2 Check answers with the class.

**Suggested answers:** \_\_\_\_\_

- b He should drive more slowly. He shouldn't drive so fast.
- c You should eat fruit or nuts instead. You shouldn't eat too much chocolate.
- d You must wash your hands very well. You should see a doctor.
- e You should watch where you are going. You shouldn't cross the road without looking.
- f You should always eat breakfast. You mustn't go to school without eating breakfast.
- g You should sit down. You shouldn't go to school.
- h She must be careful. You should clean the cut.

**2 What do these signs in the park mean?**

1 Focus attention on the signs and give the students a minute or two to look at them and discuss what they mean.

2 Read the example sentence to the class and point out the use of *mustn't*. Ask the students to make similar sentences for the remaining signs.

3 Check answers with the class.

**Answers:** \_\_\_\_\_

- b You mustn't ride a bike/cycle in the park.
- c You mustn't pick the flowers.
- d You mustn't swim in the lake/pond/small canal.
- e You mustn't play music/ You mustn't make noise./ You must be quiet.

**1 Give advice using *should/shouldn't, must/mustn't*.**

- a I want to go to the cinema, but my grandfather is in hospital.
  - You should go and see your grandfather.
  - You shouldn't go to the cinema.
- b That man is driving at 130 kph because he's going to be late for work.
  - He should.
  - He shouldn't.
- c I love chocolate, but I know it isn't good to eat too much of it.
  - \_\_\_\_\_
  - \_\_\_\_\_
- d I touched a wild bird. I hope it is not infected.
  - \_\_\_\_\_
  - \_\_\_\_\_
- e That car nearly hit me when I was crossing the road.
  - \_\_\_\_\_
  - \_\_\_\_\_
- f I didn't have any breakfast this morning, so I'm really hungry.
  - \_\_\_\_\_
  - \_\_\_\_\_
- g I don't feel well. I have a headache.
  - \_\_\_\_\_
  - \_\_\_\_\_
- h My little sister fell over in the park. She cut her knee.
  - \_\_\_\_\_
  - \_\_\_\_\_

**2 What do these signs in the park mean?**



- a You mustn't climb the trees.
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

LESSON 3

SB page 43

Reading

1 FOCUS ON VOCABULARY

a Check the meanings of these words in your dictionary.

attract germ infections  
public stomach

b Choose the correct meanings of these words, then check in the dictionary.

cleanliness: being dirty/being clean  
fly: a common kind of insect/a bird  
poisonous: something that can kill you or make you ill/something that tastes good

2 Read the article quickly to find the answers to these questions.

- a What is the difference in meaning between hygiene and sanitation?  
*Hygiene is your own cleanliness, sanitation is public cleanliness.*
- b How do some stomach problems begin?
- c How often should you bathe or wash?
- d What does a damaged tin of food tell you?

3 Read again and answer these questions with a partner.

- a Why is cleanliness important?  
*It protects us from infections.*
- b Why did the second child get infected?
- c What should you always do before a meal?
- d Why mustn't you leave dirty dishes lying around?
- e How should you keep food?

How to avoid illness

**Cleanliness** is extremely important in protecting us from **infections**. **Hygiene** (your own cleanliness) and **sanitation** (public cleanliness) are both important.

Many infections of the **stomach** pass from one person to another because of bad sanitation and hygiene. If a child has dirty hands, they will be covered with millions of **germs** which we cannot see. If that child gives sweets to another child, some of those germs will be passed to the other child. When this child eats the sweets, he or she will eat some of the germs and may become ill. The child's mother may say that it is because her child ate the sweets, but it is really because one child ate the other child's germs.



These are some of the rules of hygiene. You should always wash your hands before a meal. You should bathe more often in hot weather, or when you have been running or been to the gym.



You should also be very careful about the food you eat and the water you drink. Make sure that **flies** and other insects do not land on your food. Insects eat dirt and there are germs in dirt. If insects land on your food, they may pass their germs on to you. You must not leave pieces of food or dirty dishes lying around, because they will **attract** flies. You can protect food from flies and germs by covering it. You should always boil tap water before you drink it.

Finally, you must never eat food that smells bad because it may be **poisonous**. Do not eat food from a tin if the tin is damaged; the food will probably be bad.

**public:** bacteria or a virus related to all the ordinary people in a country or place

**stomach:** the part of your body where food is digested

**b fly:** insect

**poisonous:** something that can kill you or make you ill

2 Read the article quickly and find the answers to these questions.

- 1 Go through the questions with the class so that they know what information they are looking for.
- 2 Encourage the students to read through the text quickly, not worrying about anything they don't understand, just hunting for the answers to the questions.
- 3 Check answers with the class and encourage the students to read out the parts of the text where they found the answers.

Answers:

- b Because of bad sanitation and hygiene.
- c You should bathe or wash more often in hot weather and when you have been running or been to the gym.
- d It tells you that the food will probably be bad.

3 Read again and answer these questions with a partner.

- 1 Encourage the students to read the article more carefully this time. Give them plenty of time to do it, and answer any questions they may have about vocabulary.

- 2 Put the students into pairs and ask them to find the answers to the questions together.
- 3 Check answers with the whole class.

Answers:

- b The child ate the germs from the first child's hands.
- c You should always wash your hands.
- d Because they will attract flies.
- e You should keep food covered.

Reading

1 Focus on vocabulary.

- 1 Tell the students that they are going to read an article about how to avoid illness. Explain that the words in this exercise will occur in the reading text. Ask them to use their dictionaries to complete the exercise.
- 2 Allow them to compare their answers in pairs before checking with the class.

Answers:

- a **attract:** if something attracts people or things it makes them move towards it
- germ:** a very small living thing that can make you ill
- infections:** diseases in parts of your body, caused by

**LESSON 4**

SB page 44 WB page 35

**1 Read this email to an online help page and answer the questions.**

- 1 Read the title of the web page and ask students what sort of emails they would expect to read on an online help page.
- 2 Now ask them to read through the questions, then to read the email to answer the questions.
- 3 Put the students into pairs to discuss the questions. Go round, monitoring and helping with vocabulary as required.
- 4 Check answers with the class, by asking different pairs to report back with their answers.

**Answers:** \_\_\_\_\_  
 b He liked playing tennis and running.  
 c He used to eat lots of fruit and vegetables.  
 d He prefers to smoke cigarettes.

**2 Now read the doctor's reply and answer the questions.**

- 1 Follow the same procedure as for Exercise 1. Ask students to read the questions, then to read the reply to answer them.
- 2 Put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.

- 3 Check answers by asking pairs to report back to the class with their answers.

**Answers:** \_\_\_\_\_  
 b Probably because he found it difficult to breathe.  
 c Thousands of people die.  
 d Because the smoke has got more than 4,000 chemicals in it and some of these are poisonous.  
 e Ali should tell his uncle to stop smoking.  
 f He will have a much healthier life.

**3 Read these questions in pairs.**

- 1 Ask students to read the questions, then put them into pairs to discuss them.
- 2 Go round the class as the students discuss the



**Critical thinking**

**1 Read this email to an online help page and answer the questions.**

- a When does Ali's uncle find it difficult to breathe? *When he walks up the stairs.*
- b What did Ali's uncle like doing when he was younger? .....
- c What did his uncle use to eat? .....
- d What does Ali's uncle prefer to do now? .....

**2 Now read the doctor's reply and answer the questions.**

- a Why does Ali's uncle cough?  
*Ali's uncle coughs because he smokes cigarettes, which are bad for his lungs.*
- b Why did Ali's uncle stop playing sports? .....
- c How many people die because they smoke? .....
- d Why is it bad for you to breathe someone's cigarette smoke? .....
- e What advice does the doctor give? .....
- f What will happen to Ali's uncle if he follows this advice? .....

**3 Discuss these questions in pairs.**

- a Do you know any advertisements or posters that ask people to stop smoking? What do they say? Where are they?
- b Do you think people should smoke in public places such as cafés and libraries? Why/Why not?
- c Do you think everyone should stop smoking cigarettes? Why/Why not?
- d What would you say to a friend who started to smoke cigarettes?

**Doctor Hamdi's online advice**

Dear Doctor Hamdi,

My uncle often coughs. When he walks up the stairs to his flat, he often finds it difficult to breathe. When he was younger, he loved playing tennis and running. He was healthy and always ate lots of fruit and vegetables. Now he doesn't do any sports. He says he prefers to smoke cigarettes. What advice should I give him?  
Ali

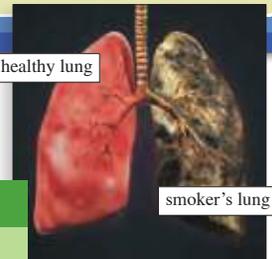
Dear Ali,

Smoking is bad for your lungs, which is why your uncle coughs and finds it difficult to breathe. Perhaps that is why your uncle stopped playing sports. Smoking is also bad for your heart. Did you know that thousands of people die because they smoke?

It is also bad for you to breathe someone's cigarette smoke. The smoke has got more than 4,000 chemicals in it and some of these are poisonous. They can make you ill.

My advice is that you should tell your uncle to stop smoking. There are many ways to stop. He should look online. It might be difficult to stop smoking, but he will have a much healthier life.

Doctor Hamdi



**SKILLS FOR LIFE**

To stay fit and healthy, eat lots of fruit and vegetables and avoid sweets and food that is high in fat.

WORKBOOK PAGE 35

questions, monitoring and assisting where necessary. Take note of any interesting answers that you hear and ask those students to report back to the class on what they said.

*Students' own answers*

**Skills for life**

Ask students to read the Skills for Life box. Can they name any fruit and vegetables that they should eat? Write their ideas on the board.

1 Write what the people working in this restaurant should and shouldn't do.



- a They should cover the meat.  
They shouldn't leave it lying around.
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_

2 Complete these sentences with the correct prepositions.

from in of on to with

- a Cleanliness protects us from infections.
- b Infections can pass very quickly from one person \_\_\_\_\_ another.
- c Children's hands may be covered \_\_\_\_\_ germs.
- d You should wash more often \_\_\_\_\_ hot weather.
- e You should try to stop insects from landing \_\_\_\_\_ your food.
- f The rules \_\_\_\_\_ hygiene are very simple.

3 Use the article in the Student's Book page 43 to find a word in the same family as the word in brackets.

- a Personal cleanliness is important if we want to stay healthy. (*clean*)
- b Bad \_\_\_\_\_, like dirty kitchens for example, can spread diseases. (*sanitary*)
- c Washing can stop people from catching \_\_\_\_\_s. (*infect*)
- d You should not leave \_\_\_\_\_ dishes lying around. (*dirt*)
- e Food that smells bad may be \_\_\_\_\_. (*poison*)



UNIT  
7

**Suggested answers:** \_\_\_\_\_

- b They should move the kettle. They shouldn't leave electrical items near water.
- c They should put the knives in a drawer. They shouldn't leave them out.
- d They should keep the kitchen clean. They shouldn't leave lots of dirty dishes in the sink.
- e They should cover the meat. They shouldn't leave it or it will attract flies.

**2 Complete these sentences with the correct prepositions.**

- 1 Do the example with the class then ask the students to complete the remaining sentences with the correct prepositions.
- 2 Check answers with the whole class.

**Answers:** \_\_\_\_\_

- b to                      c with                      d in
- e on                      f of

**3 Use the article in the Student's Book page 43 to find a word in the same family as the word in brackets.**

- 1 Read the first sentence as an example and explain that the verb *clean* in brackets can be made into a noun, cleanliness. The noun can be found in the article in the Student's Book.
- 2 Ask students to do the same with the remaining sentences. They can work in pairs. Go round and help them if necessary.

3 Check answers with the whole class.

**Answers:** \_\_\_\_\_

- b sanitation                      c infections
- d dirty                              e poisonous



**1 Write what the people working in this restaurant should and shouldn't do.**

1 Focus attention on the pictures and give the students a few minutes to absorb what they can see in it. Go through the example sentences with the class, then ask the students to work individually to write more sentences using both *should* and *shouldn't* to say what the people in the pictures are doing wrong and what they should do instead.

2 Allow the students to compare in pairs before checking answers with the class.

## LESSON 5

SB page 45

WB page 36

## Communication

### 1 You are going to give advice about how people can stay healthy.

1 Ask the students to look at the pictures and to say what they think they show (*ways of staying healthy and safe*). Go through the instructions and questions with the class. Put the students into pairs and then give them five to ten minutes to discuss and make notes to answer each of the questions with suitable advice.

2 Go round encouraging and giving help where needed. The students will need their notes for the Workbook exercise, so make sure they make proper notes and keep them safe.

### 2 Work with a different partner.

1 Go through the questions with the class and then put the students into different pairs to compare their notes, add any new ideas to their own notes and discuss part b.

2 If you prefer, you could do part a in pairs, but then discuss the ways of getting the public to take the ideas seriously as a class.

### 3 Research the following about germs.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information and to answer the questions. They can do this for homework.
- 3 You can take in this work in the next lesson. Was any of the information they found out surprising?

### Communication skills Giving advice about how to stay healthy

#### 1 You are going to give advice about how people can stay healthy.

- a Discuss these questions in pairs. Use your own ideas and ideas you have read or heard about.
- How can exercise help?
  - What should you remember about food and drink?
  - Why is hygiene important?
  - How much sleep should you have a night?
  - How can you keep safe on the roads?
- b Keep a note of the advice you and your partner agree about.



#### 2 Work with a different partner.

- a Compare the ideas you have been discussing.
- b How could you get the public to take these ideas seriously? Talk about some of these ways:
- TV or radio
  - Newspaper advertisement
  - Letter or email
  - Street advertisement



#### Research the following about germs

Find out how many germs are on the following things:

- a can of soft drink
- money
- a mobile phone
- the bottom of a school bag

Which of these can/can't you wash? If you can't wash it, what should you do after touching it?

WORKBOOK  
PAGE 36

1 Read, complete and discuss the question.

- a Read the two notices and fill in the missing words.
- b Compare the two ways of giving advice. Which way do you think is the clearest?

going too wear hurry driving Stop

# Drive Safely!

- Always **1** wear a seat belt.
- Don't use your mobile phone while you are **2** \_\_\_\_\_
- Don't drive **3** \_\_\_\_\_ fast.

## Have you ever had a road accident?

*If the answer is "Yes", here is some useful advice.*

First of all, always wear a seat belt even if you are not **4** \_\_\_\_\_ very far. Next, you mustn't use your mobile phone while you are driving. **5** \_\_\_\_\_ at the side of the road if you want to talk to someone. Thirdly, and perhaps most important of all, you shouldn't drive too fast even if you are in a **6** \_\_\_\_\_

2 Write a set of instructions giving advice.

- a Choose around six ideas from Exercise 2 in the Student's Book.
- b Decide on an order of importance.
- c Write your advice like one of the two notices above.
  - Write your ideas simply and clearly.
  - Use *should/shouldn't*, *must/mustn't* or imperative verbs (*Drive/Don't drive ... etc.*).
  - Use one or two *if* sentences (*Park at the side of the road if you want to talk to someone*) (when you can).
  - Use phrases like *First of all*, *Next*, *Thirdly* (when you can).

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**Answers:** \_\_\_\_\_

- a 2 driving  
3 too  
4 going  
5 Stop  
6 hurry
- b The first one is perhaps clearer as it is quicker and easier to read because of the bullet points and short sentences. However, both contain important information. The second one has more detailed advice.

2 Write a set of instructions giving advice.

- 1 Go through the instructions with the class. Point out that they can choose which style to present their advice in: simple imperatives like the "Drive safely!" notice or continuous text like the "Have you ever had a road accident?" text in Exercise 1. With stronger classes or students who finish faster than others, you might like to suggest they do both.
- 2 As the students write, go round offering help and encouragement. Point out places where the students can use imperatives or *should/shouldn't*, etc.
- 3 The finished advice notices would make a good display for the classroom walls. Encourage the students to add illustrations if they wish.

1 Read, complete and discuss the question.

- 1 Focus attention on the two notices and point out the gaps. Read the first one with the class as an example and then ask the students to work individually to fill the remaining gaps using the words from the box.
- 2 Allow them to compare in pairs and then check answers with the class before moving on to the discussion. This could be done in pairs or with the whole class.

## Assessment

### Listening Task

#### **Target element: modals of obligation and vocabulary from the unit**

Use SB page 42, Ex. 2. Students close their books. Read sentences a–f to the students. They answer with the appropriate advice. This activity will check students' listening abilities, not only their reading skills which were checked when students met this exercise for the first time.

### Reading Task

#### **Target element: modals of obligation and vocabulary from the unit**

Use WB page 36. Students read the completed text in "Have you ever had a road accident?" Ask students the following questions (answers in brackets):

- 1 *What must you always do?* (You must always wear a seat belt.)
- 2 *What mustn't you do while you are driving?* (You mustn't use your mobile phone.)

### Speaking Task

#### **Target element: modals of obligation**

Tell students to imagine they have an English test next week. In pairs, students discuss what they should/shouldn't do and what they must/mustn't do to prepare for the test. Go round and monitor their conversations. Get a few pairs to demonstrate their conversations to the class at the end.

Sample answers:

We should study every evening./ We should revise using our English books./ We should go to bed early./ We should ask the teacher if we do not understand something.

We shouldn't go out very much in the evening./ We shouldn't go to bed late./ We shouldn't forget to study.

We must work hard./ We must remember what we have learnt./ We must get lots of sleep.

We mustn't go to bed late./ We mustn't be lazy./ We mustn't forget what we have learnt.

### Writing Task

#### **Target element: modals of obligation and vocabulary from the unit**

Use SB page 45. Students read the article, look at the pictures and write sentences saying what people should, shouldn't, must or mustn't do to avoid illness.

Sample answers:

To avoid illness, you should always wash your hands./ You should be careful about what you eat and drink./ You shouldn't eat with dirty hands. You must make sure insects do not land on your food./ You mustn't leave food or dirty plates lying around./ You should cover food./ You should always boil tap water before you drink it./ You mustn't eat food that smells bad./ You mustn't eat food from a tin if it is damaged.