

## Unit 2

# Feeling Good?

**1 Unscramble the words.** Then write the letters in the circles to answer the question below.

ISRVSEU

DAINVE

ABATERIC

LECL

MIENMU MESTYS

SINNOFECTI

RATET

TPOTECR

GISETD

ROES

TOCANITIBIS

MYPSTSOM

How can you protect yourself from viruses?

**2 Match the word to its definition.** Write the letter on the line.

\_\_\_ 1. bacteria

\_\_\_ 2. viruses

\_\_\_ 3. antibiotic

\_\_\_ 4. immune system

\_\_\_ 5. symptoms

a. medicine that treats illnesses

b. one-cell organisms that can be good for the body

c. the body's defense against illness

d. signs of illness

e. tiny organisms that need a host to survive

**3 Fill in the blanks.** Complete each sentence with a word from the box.

|             |          |              |         |          |
|-------------|----------|--------------|---------|----------|
| antibiotics | bacteria | digest       | disease | emotions |
| positive    | survive  | vaccinations | viruses |          |

1. When people feel ill and weak, they may be fighting a \_\_\_\_\_.
2. Illnesses are caused by \_\_\_\_\_ and \_\_\_\_\_.
3. One way to protect against viruses is to get \_\_\_\_\_.
4. Viruses cannot be treated with \_\_\_\_\_.
5. Bacteria are cells that can \_\_\_\_\_ inside and outside of the body.
6. Bacteria help us \_\_\_\_\_ food and feel our \_\_\_\_\_.
7. It's important to stay \_\_\_\_\_ when we are ill.

**4 Listen.** Circle the vocabulary word you hear being described.  007

|               |            |           |
|---------------|------------|-----------|
| vaccinations  | sore       | symptoms  |
| cells         | invade     | emotions  |
| viruses       | protect    | bacteria  |
| immune system | infections | illnesses |
| antibiotics   | treat      | positive  |

**5 Listen.** Answer each question. You may look at the words from the lists above to help you.

 008

1. *Some symptoms of a cold are a sore throat and sneezing.* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## GRAMMAR

### Adverbs: Saying how and how often you do something

|                                                                                   |                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------|
| Max <b>often</b> goes to bed after midnight.                                      | <b>Often</b> , Max goes to bed after midnight.      |
| He is <b>always</b> tired.                                                        |                                                     |
| Kara <b>sometimes</b> wakes up before 7.00.                                       | <b>Sometimes</b> , Kara wakes up before 7.00.       |
| She sleeps <b>well</b> .                                                          |                                                     |
| Caroline <b>occasionally</b> goes to bed by 9.00.                                 | <b>Occasionally</b> , Caroline goes to bed by 9.00. |
| She <b>always</b> likes to be rested because she handles problems <b>better</b> . |                                                     |

Some adverbs answer the question 'How often?' They usually go in front of the verb. (*He always sleeps late.*) Note that these adverbs follow the verb *to be*. (*He is always at home.*) Some adverbs answer the question *How?* They usually go after the verb. (*She sleeps well.*)

- 1 Listen.** Write the adverb you hear. Then tick whether it describes 'How?' or 'How often?'  
You will hear each sentence twice.  009

| Adverb | How | How Often |
|--------|-----|-----------|
| well   | ✓   |           |
|        |     |           |
|        |     |           |
|        |     |           |
|        |     |           |
|        |     |           |
|        |     |           |

**2 Complete the sentences.** Put the adverbs in the correct place.

1. If we \_\_\_\_\_ sleep \_\_\_\_\_, we'll stay healthier. (enough)
2. \_\_\_\_\_, most/Most mammals need \_\_\_\_\_ a good night's sleep. (usually)
3. Some people \_\_\_\_\_ get \_\_\_\_\_ a good night's sleep. (rarely)
4. \_\_\_\_\_, some/Some people fall asleep more \_\_\_\_\_ than others. (easily)
5. When we \_\_\_\_\_ sleep \_\_\_\_\_, we can get ill. (poorly)
6. When we \_\_\_\_\_ sleep \_\_\_\_\_, we can think clearly. (well)
7. Humans sleep in beds, but chimpanzees \_\_\_\_\_ sleep \_\_\_\_\_ in trees. (usually)
8. Chimpanzees \_\_\_\_\_ select \_\_\_\_\_ trees that look comfortable. (carefully)



**3 Put the words in the correct order to form sentences.**

1. positively / we / think / sleep / we / well / when

\_\_\_\_\_

2. ill / enough / we / don't / when / sleep / get / we / can / easily / more

\_\_\_\_\_

3. than / I / hours / sleep / more / for / rarely / seven

\_\_\_\_\_

4. for / sleep / I / sometimes / hours / ten

\_\_\_\_\_

**1 Listen and read.** As you read, think about the main idea of each paragraph.  010



<sup>1</sup> Imagine that somebody told you to play more video games. Would you wonder why? Well, believe it or not, video games can be good for you. Can you believe it? We often hear that video games are bad for you. But research now shows that video games can positively affect the adolescent brain.

<sup>2</sup> Studies show that when you play video games, your brain works faster. You also pay more attention and remember things better. These games can also help you make decisions and solve problems more quickly and easily.

<sup>3</sup> Another benefit of video games is that it can improve eyesight. Studies show that people who don't normally play video games improve their eyesight after a period of time playing them. In fact, doctors use video games to treat vision problems. For example, some people have one healthy eye and another that is not as strong. To strengthen the weak eye, people play video games and cover up the stronger eye.

<sup>4</sup> Video games can even lower stress and help adolescents with their emotions. Researchers say that video games with different social scenes provide young people with real-world emotional experiences. For example, players can feel excited about doing well or feel disappointed if things don't go their way. Players get to practise their emotions, so they are more prepared to handle them in the real world.

<sup>5</sup> Finally, video games can prepare adolescents for jobs. For example, young people who play video games often have strong technology skills. These skills will be more and more important as our world continues to become more and more technical and digitised.

**2 Read.** Then tick **T** for *True* or **F** for *False*. Re-write the false statements to make them true.

- |                                                                             | <b>T</b>                 | <b>F</b>                 |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. We often hear about the bad effects of video games.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Video games can treat infections.                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Players don't experience real-world emotions when they play video games. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Video games can help you make decisions quickly.                         | <input type="checkbox"/> | <input type="checkbox"/> |

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**3 Read 'The Benefits of Playing Video Games' again.** Fill in the table with the main idea of each paragraph.

| Paragraph | Main Idea                                     |
|-----------|-----------------------------------------------|
| 1         | <i>Video games can have positive effects.</i> |
| 2         |                                               |
| 3         |                                               |
| 4         |                                               |
| 5         |                                               |

**4 Write.** You have read about how the activities you do can affect your brain and overall health. Keep your readings in mind and answer these questions.

1. Apart from playing video games, name an activity that you spend a lot of time doing.

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2. What skills do you use for this activity?

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3. How might this activity help you in the future?

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## GRAMMAR

**Make + adjective: Saying what affects mood and feelings**

| Subject               | Make     | Object        | (feel) | Adjective |
|-----------------------|----------|---------------|--------|-----------|
| Some viruses          | make     | you           | feel   | ill.      |
| A positive experience | makes    | you           | feel   | happy.    |
| Video games           | can make | a person      | feel   | relaxed.  |
| Exams                 | make     | some students | feel   | stressed. |

We use *make* + adjective to describe how a person feels as a result of something. The subject is the cause or the reason why a person feels a certain way.

### 1 Complete the sentences. Use the correct form of *make*.

1. Eating well \_\_\_\_\_ me healthy.
2. Viruses \_\_\_\_\_ people ill.
3. Antibiotics can \_\_\_\_\_ you feel better.
4. It \_\_\_\_\_ me nervous when I get a vaccination.
5. Video games \_\_\_\_\_ people focused.
6. Taking a test can \_\_\_\_\_ you nervous.

### 2 Listen. Complete the answer to each question. Use *make* or *makes* + an adjective from the word bank. 011

depressed   excited   happy   hungry   nervous   sad   sleepy   stressed

1. They \_\_\_\_\_.
2. It can \_\_\_\_\_.
3. The doctor \_\_\_\_\_.
4. Feeling ill \_\_\_\_\_.
5. Video games \_\_\_\_\_.

- 3 Read Rob's letter that asks for school to start later. Then write four sentences about how his plan will affect your mood or feelings. Use *make* or *makes* + an adjective in each sentence.

Dear School Board,

As the teachers and staff know, most students have trouble paying attention in the mornings. That is because we are young teens and need as much sleep as we can get. We cannot focus because not getting enough sleep makes us tired. I know this from personal experience. Also, I have read several studies that show that the adolescent brain needs a lot of rest.

I have a plan that I hope will make everyone happy. I think that school should start 30 minutes later. That way, students can sleep a little longer. This will make us more focused in the mornings. More sleep will also help us control our emotions. For example, it will help us respond to challenges more positively. More sleep can even make our immune systems stronger!

Will this make school end later? No. My plan suggests that we shorten each class by a few minutes. That will give us 15 more minutes. Also, we will end lunch 15 minutes early. School can then end at the same time.

I hope you will consider my plan. It would make me happy. I want to help my fellow students! Thank you for your time.

Sincerely,

*Rob Martin*



Sleeping later will make me feel rested.

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## WRITING

When you write a classification essay, you classify, or sort, your topic into categories. For example, if your topic is the 'negative effects of stress', each negative effect will be a category. Once you decide on the categories, present each one and support it with examples. Use the following phrases to help you organise your essay:

- additionally
- another
- another type / way
- to begin with
- the final type / way
- finally
- first
- one type / way

### 1 Organise.

1. Your topic is *The Negative Effects of Stress*. Re-read the essay on page 37 of your book. Think about the negative effects of stress. What are they? These will be your categories. List four here.

| Categories: Negative Effects of Stress |       |
|----------------------------------------|-------|
| _____                                  | _____ |
| _____                                  | _____ |

2. Organise your writing. Circle the phrase you want to use and write the effect (from above) and an example on the lines below:

| Phrases                       | Category / Effect | Example |
|-------------------------------|-------------------|---------|
| 1. to begin with / first      | _____             | _____   |
| 2. additionally / one way     | _____             | _____   |
| 3. another way / additionally | _____             | _____   |
| 4. finally / the final way    | _____             | _____   |

### 2 Write.

1. Go to page 37 in your book. Re-read the model and writing prompt.
2. Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Write your final draft. Share it with your teacher and classmates.