

4  **Listen again and complete the sentences. Use ONE word for each answer.**

1. Teens should avoid food that contains a lot of _____.
2. Green vegetables can help teens _____ better.
3. Food such as eggs and fish can help teens become taller and _____.
4. Eating a healthy diet can't replace _____.

5 **Work in groups. Make a healthy meal plan for one day and explain why you have selected the foods.**

VI WRITING

A short message

1 **Below is a short message. Put the parts in the correct order.**

- A. Can you bring some fresh mangos from your garden? We'll need them for one of the recipes.
B. Hi Linda,
C. How about coming to my house this Sunday? We can try some recipes from the book.
D. Thanks for lending me your book about healthy cooking. It's great!
E. See you soon,
F. Mai

Tips

We write short messages in the form of emails, notes, postcards, etc. A short message usually has the following structure:

1. Greeting: *Example: Dear/Hi Mary,*
2. Main body: (usually one line or paragraph for each of the points you want to make).
You can invite people to events, make suggestions, remind people about things, accept invitations, ask for information, etc. Remember to use clear and simple language, and short sentences.
3. Closing: *Example: See you soon, Write back soon.*

2 **Write a sentence to express each message below. Begin with the words given.**

1. You want to invite someone to your birthday party next week.
→ Why don't you come to my birthday party next week?
2. You want to suggest that someone should join the reading club with you.
→ How about _____?
3. You want to remind someone that he or she should return a book to the library.
→ Don't forget to _____.
4. You want to accept an invitation to your friend's birthday party.
→ I'm pleased to _____.
5. You want to ask if you have to dress formally for the party.
→ Do _____?

3 Write a short message (35–45 words) to reply to the one in 1. Use the tips in 1 and the expressions in 2 to help you.

In your message, you should:

- thank for and accept the invitation.
- ask what time you should go to Mai's place or suggest a time to meet.
- ask if you need to bring or buy anything else in advance.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Offering help and responding

1 Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

- A. Can I help you with that
C. Thank you very much

- B. Is there anything else I can do for you
D. Thanks, but I think I'm fine

Trainer: Good morning. (1) _____?

Tam: Oh, please. I want to change the speed on this treadmill, but I don't know how.

Trainer: You can just press this button. Here, let me show you.

Tam: Oh, it's working. (2) _____.

Trainer: (3) _____?

Tam: (4) _____ now.

Trainer: Great! Have a good workout.



2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A is a PE teacher; Student B is a student. Student B is trying to do an exercise routine, and Student A is offering help.
2. Student B is a supermarket assistant; Student A is a customer. Student A is trying to find some healthy foods for his/her family, and Student B is offering help.

Useful expressions	
Offering help	Responding to offers
Can I give you a hand?	That's very kind/nice of you.
Can I help you with ...?	Thanks for your help.
Let me help you with ...	Thanks, but I think I'm fine.
Is there anything (else) I can do for you?	