

## GRAMMAR 026

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

A lack of sleep **makes** you tired.

Some viruses **make** us very ill.

**Does exercise make you feel good?**

Can this medicine **make** you better?

- 1 Read.** Complete the sentences to say how these things make people feel.

**Today we want to know all about you. What makes you feel the way you do?**

I love running, and I am on the school's track team. Exercise makes me tired, 😞  
but it also \_\_\_\_\_! 😊 **Jamie (13)**  
Fast food \_\_\_\_\_ 😞 I really love how it tastes, but I always  
have a stomach ache after I eat it! **Paolo (13)**  
Seeing people with terrible viruses \_\_\_\_\_ 😞 I hope that  
scientists can find a way to treat them. **Julia (14)**  
Tests \_\_\_\_\_ 😞 I can't sleep the night before an important  
one. It's awful! **Brad (11)**  
Watching my favourite football team \_\_\_\_\_ 😊 Their games are  
always fun to watch. **Will (12)**

- 2 Work independently.** Use *make* to say how each of the following affects you.

1. A strong immune system \_\_\_\_\_ *makes me feel healthy.*
2. A virus can \_\_\_\_\_
3. Good bacteria can \_\_\_\_\_
4. A good night's sleep \_\_\_\_\_

- 3 Work in pairs.** Take turns throwing the cube. Say what makes you feel the emotion.



A good video game makes me excited.

Really? Video games make me feel bored. Action films make me excited.

## WRITING

When we write a classification essay, we divide the topic into different categories. Then we present each category and support it with examples. The following phrases are useful when classifying:

**additionally**

**another type/way**

**to begin with**

**the final type/way**

- 1 **Read the model.** Work in pairs to identify the different categories in the essay. Underline words that signal the categories.

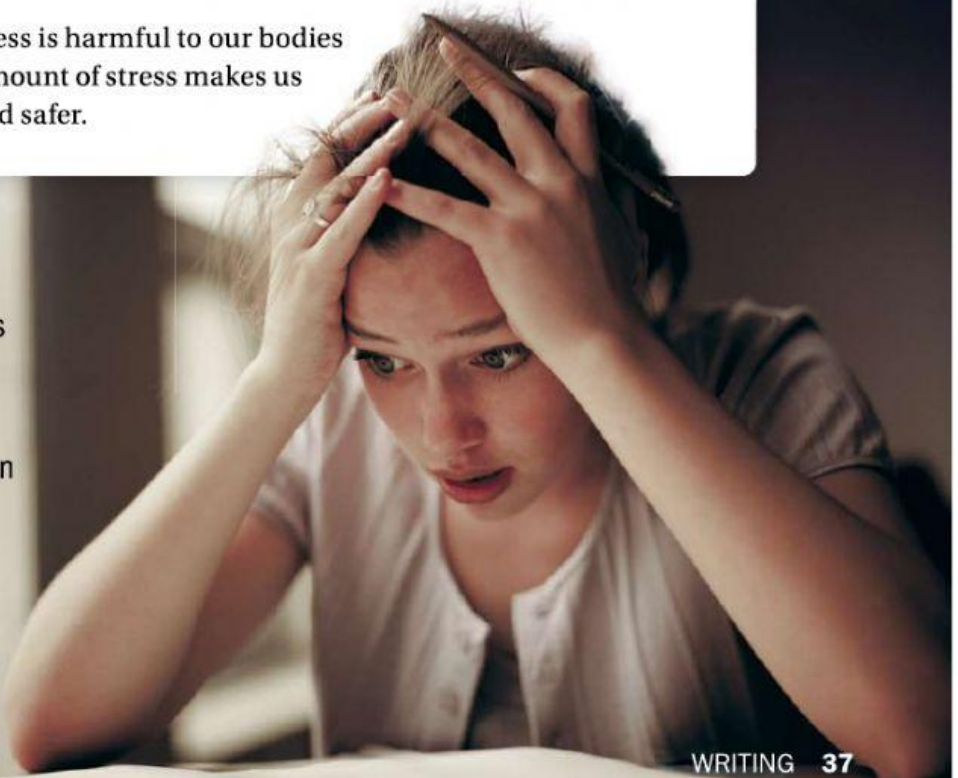
When people hear the word *stress*, they usually think of something negative. However, stress can have several benefits for the body and mind. To begin with, there is the type of stress people feel when there is something important to do. For example, some students are stressed before a big test. The stress might make them feel nervous, but it also makes them feel focused. This type of stress can help people work efficiently to meet their goals.

Another way stress benefits us is by keeping us healthy. Scientists who study stress learnt that a little stress strengthens the immune system. When your body learns to respond to some stress, it's able to protect you from infection better.

The final way that stress benefits us is by helping us react to danger. If you see a car coming around the corner too fast, you might experience stress. This stress sends a message to warn your brain of danger, allowing your body to respond quickly. Without the stress, you may not be able to jump out of the car's way soon enough.

Of course, too much stress is harmful to our bodies and minds. But the right amount of stress makes us more efficient, healthier and safer.

- 2 **Work in pairs.** What are the three benefits of stress mentioned in the essay?
- 3 **Write.** Write a classification essay about the negative effects of stress. Give examples.





# Take Care of Yourself

**'Taking care of others can only happen if you first take care of yourself.'**

**Pardis Sabeti**

National Geographic Explorer, Computational Geneticist



1. **Watch scene 2.2.**
2. Pardis says that you first have to take care of yourself before you can help others. Do you agree with her? Why or why not? Do you take care of yourself? What could you do to improve?
3. How do you balance work and fun in your life? What are your daily responsibilities? What do you do for fun? Do you have enough time for both? Explain.

# Make an Impact

**YOU DECIDE** Choose a project.

**1 Create a brochure about healthy living.**

- Find out about the importance of sleep, vaccinations, exercise and healthy food.
- Organise your findings in a brochure. Include photos and drawings.
- Present your brochure to the class.

**2 Plan and conduct sleep research.**

- Write five questions to find out how well your classmates sleep.
- Survey at least ten classmates. Summarise the results.
- Present the information to the class.

**3 Plan and hold a microbial quiz show.**

- Prepare cards with different facts about viruses and bacteria.
- Organise two teams in your class.
- Hold the quiz show. Read each fact aloud. Classmates say if you're describing a virus or bacteria.



# Express Yourself

- 1 Read and listen to the song *One Truth* by Pardis Sabeti's band, *Thousand Days*. [027](#)



# ONE TRUTH

I'm sitting in here in this room  
 Watching everything move  
 I do not know how this city was built  
 We are forsaken to the sound  
 Oh that life that goes  
 But we were born to radiate  
 We are gathered on the ground  
 Waiting for a sign to arrive  
 Looking for the answers in the  
 starry sky  
 But we were home all along  
 and we are the light  
 We think, we speak, we walk, we  
 breathe the air

Yeah  
 A lifetime that we write  
 We laugh  
 We cry  
 We pray  
 We are love  
 We dream  
 We scream  
 We strive  
 Our hunger will never die  
 I'm here in this fight, always  
 A lifetime for one for one truth  
 That I'm alive, And so are you  
 We are here, We are the proof  
 Yeah  
 A lifetime for one  
 For one truth

## 2 Discuss in groups.

1. Pardis recorded this song with other scientists while fighting the Ebola virus. They saw many people, including friends, die of the virus. This made them very sad. To help, they recorded this song. What is the 'one truth' that they are singing about?
2. Do you like the song? Why or why not?

## 3 Connect ideas. In Unit 1, you learnt about colours. In Unit 2, you learnt about health. What is the connection between these two units? How can colours affect your body and your mind?

## 4 YOU DECIDE Choose an activity.

1. Choose a topic:
  - how colours make you feel
  - body and mind
2. Choose a way to express yourself:
  - a song
  - a poem
  - a piece of graphic art
3. Present your work.