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# Stay fit and healthy



## How FIT AND ACTIVE ARE YOU?

Take this short and simple test to find out ...

1 How do you usually go to school?

- A I go by car.
- B I use public transport.
- C I walk or cycle all the way there.



2 What's your perfect way to spend a free afternoon?

- A shopping with friends
- B relaxing at home
- C rollerblading, playing football, or another sport



3 How many times a week do you exercise? (You can include things like dancing, or tidying your room.)

- A never
- B 3-4 times
- C most days

4 You're bored and want to find something to do. What's your first choice?

- A Go for a bike ride, or go out for a walk.
- B Chat online with your friends.
- C Message your friends to suggest meeting up somewhere.



5 If you have to run to catch a bus or train, how do you feel afterwards?

- A I'm exhausted.
- B I'm fit, so I feel fine.
- C I'm a bit out of breath.

6 How much time do you usually spend playing computer games or watching TV?

- A more than two hours a day
- B 1-2 hours a day
- C less than an hour a day



1 Look at the pictures. What are the people doing? How often do you do these kinds of activity?

2 Work in pairs. Do the quiz.

3 Check your score on page 164. Should you make any changes to the way you live?

## Listening Part 2

1 Look at the first two lines of questions 1–6 in the exam task below.

- 1 What's the situation in each question?
- 2 Who will you hear?
- 3 What do you have to listen for?

- Make sure you always know which question and which situation you are listening to.
- After you hear each situation and write your answer, forget about that question and move on to the next one.

Exam advice

2 Listen to people talking in six different situations. For each question, choose the correct answer. Then listen again and check.

- 1 You will hear a girl telling her friend about running in a 20-kilometre race. Why did she decide to run in the race?
  - A A friend intended to take part.
  - B She wanted to win a prize.
  - C It would improve her level of fitness.
- 2 You will hear two friends talking about a film they have just watched. They agree that
  - A there was a surprising ending.
  - B it was better than the previous film they saw.
  - C everyone else in the cinema seemed to like it.
- 3 You will hear a boy telling his friend about his bicycle. Why does he want to sell it?
  - A He rarely uses it.
  - B He needs the money.
  - C He would like to buy a better bike.
- 4 You will hear a young man telling his friend about a concert he went to. He thought it was
  - A rather boring.
  - B too short.
  - C very expensive.
- 5 You will hear a boy telling his friend about his illness. How does he feel now?
  - A He has a high temperature.
  - B His stomach still hurts.
  - C He gets tired very quickly.
- 6 You will hear two friends talking about their local sports centre. They agree that
  - A it offers a good range of activities.
  - B it is an easy place to get to.
  - C it charges too much for some sports.

## Vocabulary

### Illnesses and accidents

1 Listen to this sentence and answer the questions.



I had a nasty cough, a sovere throat and a stomach ache.

- 1 How do we say the underlined words?
- 2 What do they mean?

2 The words *cough*, *sore throat* and *stomach ache* are types of illness. Decide if the words from the box are types of illness, accident, or treatment.

aspirin bandage bruise cut earache fever flu  
fracture high temperature injury medicine  
operation pill plaster plaster cast  
sprain test wound X-ray

*injury — accident*

3 What are the verb forms of these nouns?

- |          |               |          |
|----------|---------------|----------|
| 1 injury | <i>injure</i> | 4 cough  |
| 2 cut    |               | 5 sprain |
| 3 bruise |               |          |

4 Look at the examples. Complete the rules with *illnesses*, *treatments* or *parts of the body*.

*I've cut my thumb.  
He's got the flu.  
I've had an operation.  
Joe took a pill for his headache.  
A nurse put a bandage on my arm.*

### Rules

- 1 We normally use *me*, *your*, etc. with .....
- 2 We use *have got* with .....
- 3 We use *have*, *take* or *put* with .....

5 Find someone in the class who has done the things from the box. Ask them what happened, how they felt and how they got better.

sprained an ankle had the flu taken an aspirin  
broken a bone had a bandage put on  
had a sore throat taken medicine  
had a stomach ache put a plaster on

Have you ever sprained your ankle?

How did you feel?

Yes I have, when I was running.

It was very painful and I couldn't walk easily.

Stay fit and healthy

## Grammar

## Relative clauses

▶ Page 134 Grammar reference  
Defining and non-defining relative clauses

1 Read about sports injuries and choose the correct option in *italics*.



Most people (1) *which / that* do regular sport are healthier and often feel happier than those (2) *who / whose* do little or no exercise. We should be careful, though, to avoid the injuries (3) *when / which* sport can sometimes cause. People (4) *whose / that* favourite sports include running or jumping, for example, may injure their ankles or knees. Training (5) *where / that* involves doing the same exercise again and again can cause serious damage, particularly to athletes in their early teens, (6) *when / which* their bodies are still developing. It is important not to do too much too soon. Everyone should warm up before they begin – if possible in the place (7) *who / where* they are going to exercise. It is important, too, for people to follow any advice (8) *when / that* they receive.

2 Complete the rules with the correct words from Exercise 1.

## Rules

## Defining relative clauses

We use defining relative clauses to give essential information about someone or something we are talking about.

We use:

- (1) *that* and (2) ..... for people
- (3) ..... and (4) ..... for things
- (5) ..... for times
- (6) ..... for places
- (7) ..... for possessions.

3 Complete the sentences with *where, which, when, who, whose* or *that*. Sometimes there may be more than one possible answer.

- 1 The TV series *...which/that...* starts tonight is about doctors.
- 2 People ..... swim a lot are usually quite fit.
- 3 This is the park ..... I fell over and injured myself when I was younger.
- 4 I had a horrible cough ..... took about two weeks to go away.
- 5 Elena has a brother ..... name is Ryan.
- 6 Winter is the time ..... people get the flu.

4 Work in pairs. Make as many sentences as you can beginning with these words.

- 1 Getting presents is something which *I really enjoy!*
- 2 My room is the place where ...
- 3 Watching sport is something that ...
- 4 Summer holidays are the time when ...
- 5 A good friend is someone who ...
- 6 I know somebody whose ...

## Rules

## Non-defining relative clauses

- We use **non-defining** relative clauses to add **extra information** about someone or something.
- Commas separate this clause from the rest of the sentence.
- We cannot use **that** to begin a non-defining relative clause.

5 Look at the rules. Then answer the questions.

- 1 What is the relative pronoun in the sentence below?

*Cycling to school, **which is very healthy**, is getting more and more common.*

- 2 What is the relative clause?
- 3 Does the sentence make sense without the relative clause?
- 4 Can we leave out the relative pronoun from the non-defining relative clause?

6 Make one sentence in 1–6, using non-defining relative clauses.

- My arm is better now. I hurt it last week.  
My arm, which I hurt last week, is better now.
- My aunt works at the hospital. You met her.  
My aunt, who you .....
- We went to the lake in the next valley. We hired a boat.  
We went to the lake in the next valley, where .....
- Ricky is my best friend. His sister is a nurse.  
Ricky, whose .....
- In 2018 the sports centre opened. I was 12 then.  
The sports centre .....
- Surfing is popular in my country. It's a new Olympic sport  
Surfing, which .....

7 Exam candidates often make mistakes with relative clauses.

Underline the mistakes in the sentences and correct them.

- I want to know who sport is your favourite.
- I can play my favourite sport, that is tennis.
- They filmed pupils which were playing football.
- This is the book who my best friend Joey gave me.
- One sport who I think is good is swimming.
- I want to learn more about tennis, that is my hobby.

## Vocabulary

### Sports

1 Match comments 1–3 with photos A–C. Do you like, or watch any of these sports? Why? / Why not?

- Doing Taekwondo is great and I'm going to get my black belt soon!
- I really enjoy playing volleyball – it's so fast-moving.
- I always look forward to going surfing in the summer.



2 Look at comments 1–3 again. Which verb do we use with each sport? Is it *go*, *do* or *play*?

3 Do we use *go*, *do* or *play* with these sports?

athletics baseball basketball  
climbing cycling football golf  
gymnastics ice hockey jogging  
rollerblading mountain biking  
running skateboarding skiing  
surfing swimming tennis  
volleyball

4 Choose the correct option in *italics*.

We often use...

- go* / *play* with sports that use balls.
- do* / *go* with outdoor sports.
- do* / *play* with the word *sports* and activities which we do alone.

5 Exam candidates often make mistakes with verbs and nouns. Underline and correct the mistakes.

- I practise horse riding twice a week.
- You can make a lot of sports and activities.
- In winter you can make snowboarding.
- We have done table tennis.
- At first, we made aerobics.
- We played windsurfing.

6 Work in groups. Write down sports that are played in these places. How many do you know?

- on a court
- in a stadium
- in a gym
- on a track
- on a pitch

7 Which of these clothes and pieces of equipment are used in each sport?

bat boots gloves helmet  
net racket trainers

8 Complete the sentences with verbs from the box.

beat draw lose score win

- You beat a player or team.
- You ..... a goal.
- You ....., ..... or ..... a match or game.

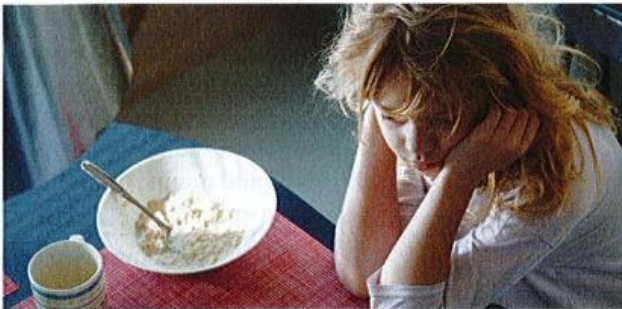
9 Work in groups. Which sports do you like or dislike? Which is the most popular sport?

Stay fit and healthy

## Reading Part 3

## 1 Work in pairs.

- Which photo is more like you early in the morning? Why?
- How many hours do you usually sleep at night?
- Do you think it's too much, too little or about right? Why?
- What helps you to go to sleep easily, and what keeps you awake?
- How do you feel when you don't sleep well? How does it affect your school work and what you do in your free time?



## 2 Read the exam instructions and follow these steps.

- 1 Look at the title of the text and the first line of each question. Decide which questions ask you to understand the whole text, or only part of the text.
- 2 For each of the questions where you only have to read part of the text, find the paragraph you need.
- 3 Write the question number next to that paragraph.
- 4 Read what the text says about that question and decide on your answer.

- Some of these questions focus on opinion and attitude, not fact.
- The last question may ask about the meaning of the whole text.

Exam advice

## 3 For each question, choose the correct answer.



## TEENAGER JULIA RYAN TALKS ABOUT SLEEP

**D**o you find it difficult to get out of bed in the morning? Have you ever fallen asleep in class? If the answer is yes, then you're not the only one. Across the world, bedtimes are getting later and teenagers are sleeping less. Health experts recommend that 15-year olds should get around nine hours' sleep, but only a third of us even get eight hours.

So what are the reasons for this? Well, stress is an important factor. Like many young people, I find it hard to go to sleep before a big event such as an exam. Our increasing use of technology may also be to blame. New research at Kings College London, involving 125,000 children and teenagers on four continents, shows that using a phone or tablet before going to bed makes it twice as likely you'll sleep badly that night. And the following day, this lack of sleep can make it difficult to concentrate on studying.

But while many schools are attempting to solve this problem by starting the school day later, some schools in New Mexico in the United States are trying something a bit different – they have installed sleeping areas, where students can sleep for 20 minutes in specially designed chairs. I recently tried one of these chairs and my first thought was that it looked like something from a science-fiction film. When I lay down on it, the top part slowly covered my head and upper body so that it became dark inside. Some people might find that scary, but I didn't mind, and the gentle music was quite nice. I started to feel sleepy, and that was all I could remember until the lights came on and I woke up. Then, when I got up, I noticed I was a bit calmer than I'd been before. I'm sure someone who had slept badly before they went to school would feel a lot better.

Some parents might say that their children should be studying during school hours, not sleeping. What I'd say is that sleepy students don't pay attention, but this way they can return to class ready to concentrate on their work. The real solution, though, is to find ways to make sure we all get enough sleep at night, so that nobody has to go to school feeling tired.


- 1 What is Julia's main purpose in writing this text?
    - A To describe how she learnt how to sleep better at night.
    - B To discuss the problem of teenagers sleeping too little.
    - C To explain how using technology at night can help us sleep better.
    - D To show that nowadays we need less sleep than we used to.
  - 2 Julia has trouble getting to sleep
    - A just before something important happens.
    - B when she has to get up early the next morning.
    - C if she leaves her phone switched on all night.
    - D the night after she has taken an exam.
  - 3 What was Julia's opinion of the chairs she tried in New Mexico?
    - A She decided to start going to bed earlier.
    - B She was rather frightened at first.
    - C She was convinced they would help people.
    - D She thought they were rather uncomfortable.
  - 4 In the final paragraph, what does Julia say about the use of these chairs in schools?
    - A Students always sleep better the night after they use them.
    - B They can help students learn when they are lying on them.
    - C Parents want their children to use them more often.
    - D They can improve students' ability to learn in class.
  - 5 What might Julia say to a teenager who feels sleepy at school?
    - A Sleeping during the day is not a good idea.
    - B Schools should do more to help students sleep well.
    - C At night, you should relax more, avoid doing things that can make you feel stressed and try to sleep longer.
    - D Feeling tired during school is normal.
- 4 Work in pairs. Look at these tips for getting a good night's sleep. Which do you think might be useful? Why?



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- 1 No screens before going to bed: no TVs, computers, phones or tablets.
- 2 Avoid sugary snacks and coffee, particularly in the evening. Choose alternatives like bananas, cereal or brown bread.
- 3 Think about your bedroom: is it calm and does it help you sleep?
- 4 Have a routine that you follow every evening in the hour before bedtime.
- 5 If you like to have a bath or shower before you go to bed, do it 30 minutes before bedtime to allow the body temperature to rise and then drop again – this helps people feel sleepy.
- 6 Wake up at the same time every day, even at the weekend.



## Grammar

## Past perfect

▶ Page 135 Grammar reference  
Past perfect

- 1 We use the past perfect when we are already talking about the past and we want to talk about something earlier. Look at the example. Then answer the questions.

*I was a bit calmer than I'd been before ...*

- 1 How do we form the past perfect? What do you think is the negative form?  
2 Does the past perfect describe the first situation or the second situation?

- 2 We often use the past perfect to form longer sentences and give more information about the past. Join the sentences using the past perfect.

1 I sprained my ankle. I didn't go to school.  
I didn't go to school

..... *because I'd sprained my ankle* .....

2 I walked all the way home. I felt tired.  
I felt tired because .....

3 The match started. I arrived at the stadium.  
By the time I .....

4 I left my trainers at home. I couldn't run in the race.  
Because I .....

- 3 Work in pairs. Complete the sentences by saying why something happened. Use the ideas from the box.

hurt myself run the fastest  
leave their trainers there  
the lesson started

- 1 I won the race because,  
*I'd run the fastest* .....
- 2 I went to hospital because .....
- 3 When I went into the gym, I noticed someone .....
- 4 The bus was late and by the time I got to school .....

## Writing Part 2: A story

▶ Page 150 Writing bank  
A story

- 1 Look at the exam instructions and answer the questions.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:  
*Last month, I did something frightening.*

- 1 Do the instructions give you a first line?  
2 Should you write in the first person (*I*) or the third person (*he/she/it*)?  
3 Which are the key words?

- 2 This story has three paragraphs. Read it and decide in which paragraph the things happened.

- a describes the main events *2*  
b sets the scene for the action  
c describes the writer's feelings afterwards  
d tells us about the final event  
e explains what really happened  
f introduces the story, saying who did what, where and when



- 1 Last month, I did something frightening. I went snowboarding in Canada with my friend Lucy, who is a champion snowboarder. I was feeling nervous when we reached the top of the mountain because it had started to snow heavily and I couldn't see much.
- 2 Lucy went first, but by the time I went, she had disappeared. I went down faster and faster and I thought I saw her go off to the right, so I turned right, too. But soon I came to some cliffs and had to stop. I was terrified. Had she gone over the edge?
- 3 I waited and shouted, and suddenly, Lucy was there. I'd gone the wrong way but she'd heard me calling and then she'd found me. I felt safe at last.

3 Underline this language in the story.

- 1 a verb used with a sport
- 2 a non-defining relative clause
- 3 six examples of the past perfect

4 Look at the Writing Part 2 task. Answer the questions from Exercise 1.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:  
*I felt nervous when the game began.*

5 Write your story in about 100 words. Use three or four paragraphs and include points a-f from Exercise 2.

• Use a range of past tenses in your story (the past simple and past perfect for events, and the past continuous for background information).

**Exam advice**

5 Work in pairs. Discuss the questions for at least four minutes. Give reasons for your answers.

- Which sports do you think are ...
- the most popular in your country?
  - the most/least exciting to play?
  - the most/least exciting to watch?
  - the best for people's fitness and health?
  - on TV too often/not often enough?

• You can talk about your own experiences, but you must not change the topic.

• When your partner is speaking, show you're listening to them.

• Remember there are no right or wrong answers. Say what you think!

**Exam advice**

### Speaking Part 4

▶ Page 161 Speaking bank  
Speaking Part 4

1 Listen and complete the expressions for agreeing and disagreeing.

- 1 You may be right, but ...
- 2 I'm not really ..... about that.
- 3 Yes, I ..... agree with you.
- 4 I don't think ..... because
- 5 That's not the ..... I see it.
- 6 I don't agree at .....
- 7 That's .....
- 8 I think so .....

2 Match the expressions from Exercise 1 to the uses (a-c).

- a agreeing 3
- b disagreeing strongly
- c disagreeing politely

3 /P/ Word stress: agreeing and disagreeing  
Listen again. Underline the stressed word(s) in each expression from Exercise 1.

*You may be right, but ...*

4 Listen again and repeat. Stress the same words.



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