

4

KEEP FIT, FEEL GOOD

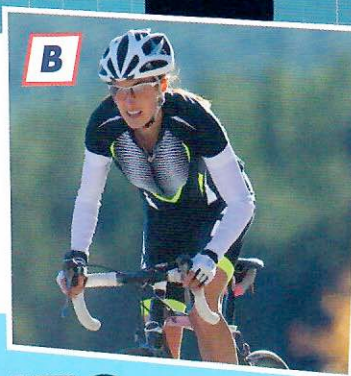
A



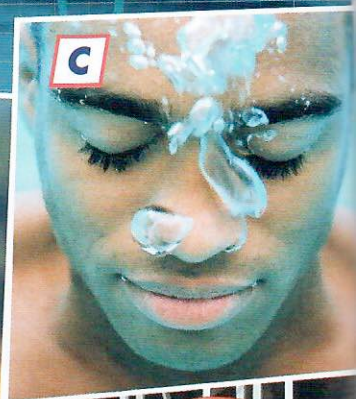
READING

- 1** Can you swim? How often do you swim? Do you like running? Have you got a bike? How often do you use it?
- 2** Our bodies can do lots of amazing things. Read the quiz and match the photos (A-F) with the questions. Then complete the quiz.

B



C



BRILLIANT BODIES

We hang out with our bodies all the time, so it's easy to forget how amazing they are. Did you know:

- 1** There are athletes who can run up to:
a 44 km per hour b 37 km per hour c 24 km per hour
- 2** Basketball players and dancers can jump nearly:
a 0.3 m b 1 m c 1.3 m
- 3** In one hour, it's possible for a cyclist to cycle:
a 25 km b 54 km c 75 km
- 4** There is a freediver who can stay under water for:
a 13 minutes b 22 minutes c 33 minutes
- 5** Speed skiers can ski up to:
a 150 km per hour b 200 km per hour c 250 km per hour
- 6** It's possible for a person to lift up to:
a 284 kg b 2,840 kg c 28,400 kg

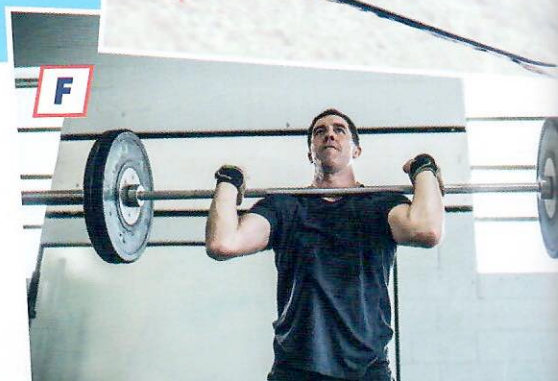
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E



F



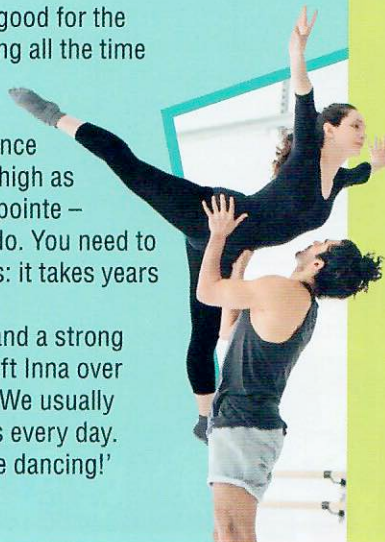
- 3** 🎧 034 Listen and check your answers. Does anything surprise you?
- 4** You are going to read interviews with some people who can do amazing things with their bodies. Read the texts. Which of the things can you do? Which would you like to be able to do?

AMAZING ATHLETES

Which athletes have the fittest bodies and can do the most amazing things?
We spoke to two top athletes to find out.

MIKHAIL – BALLET DANCER

Ballet is great exercise: it's good for the **heart** because you are moving all the time and also jumping a lot. I can jump one metre in the air when I'm dancing. My dance partner, Inna, can't jump as high as I can, but she can dance en pointe – on her **toes** – which I don't do. You need to have very strong feet for this: it takes years to learn and your feet hurt! I need to have strong arms and a strong **back** because I sometimes lift Inna over my head as part of a dance. We usually practise for six to nine hours every day. We get very tired but we love dancing!



OSCAR – QUARTERBACK

The great thing about American football is that there is a position for everyone. Players are often big and strong, but if you are small and fast, you can play American football too. I'm a quarterback and this position is very important. I need to play with my **brain** and my body. I have big hands and strong **fingers**, so I can throw the ball a long way. It's a very physical sport and there are often injuries. **Neck**, shoulder and **knee** injuries are a big problem and last year I couldn't play for three months after another player hit me in the **stomach** with his helmet.



5 Read the texts again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Ballet dancers jump a lot when they dance.
- 2 Only men dance on their toes.
- 3 It's important for Mikhail to have strong arms.
- 4 Small athletes can't play American football.
- 5 Oscar thinks a lot when he's playing.
- 6 Oscar could play in every game last year.

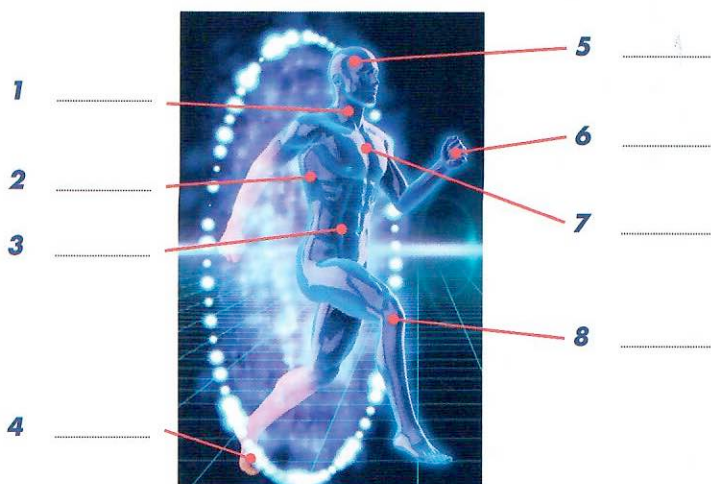
5 Which parts of the body can:

- 1 dancers sometimes hurt? _____
- 2 American footballers often hurt? _____

VOCABULARY

THE BODY

1 Label the diagram of the body with words in red from the text.



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

- 1 People who can't use their hands and fingers can learn to write with their _____.
- 2 It's very easy to hurt your _____ when you lift something heavy.
- 3 Your _____ joins your head to the rest of your body.
- 4 My _____ hurts. I think I ate my sandwich too quickly.
- 5 A person's _____ moves blood around their body.
- 6 People who have long _____ can play the piano more easily.
- 7 We use our _____ to think and control our bodies.
- 8 Your _____ is in the middle part of your leg.

GRAMMAR

CAN AND CAN'T; COULD AND COULDN'T



GRAMMAR ON THE MOVE

Watch the video



- 1** Look at the examples and complete the rules for **can** and **could**.

I **can** jump one metre in the air when I'm dancing.

Inna **can't** jump as high as I can.

Last year I **couldn't** play for three months.

I **could** throw the ball a long way when I was a young player.

Could you skateboard when you were a child? No, I **couldn't**.

1 We use for things we are able to do in the present.

2 We use for things we were able to do in the past.

Positive/Negative

Subject + **can/can't** + verb

Subject + **could/couldn't** + verb

Questions and short answers

Can + subject + verb?

Yes/No + subject + **can/can't**.

GRAMMAR REFERENCE / page 204

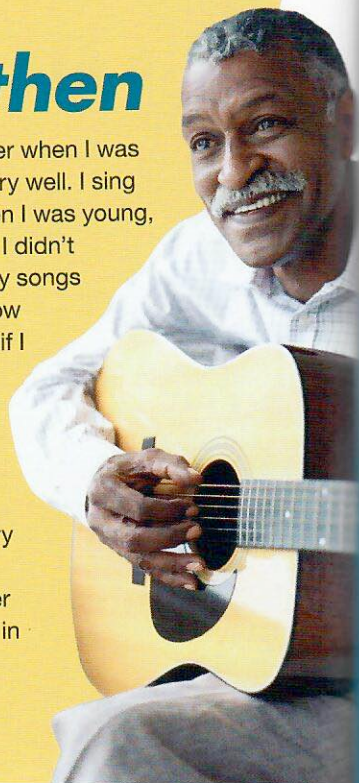
- 2** Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1** Can you finish the work by tomorrow
 - 2** When I was a child I could stand on my head
 - 3** He spoke very quietly
 - 4** Be careful when you take Ben to the beach
 - 5** There was so much food
 - 6** Could you speak English
- a** that they couldn't eat it all.
 - b** or do you need more time?
 - c** when you were a child?
 - d** because he can't swim.
 - e** and I couldn't hear what he said.
 - f** but I can't do it now.

- 3** Musician Ivan Morrison is talking about his life now and his life when he was young. Complete the sentences with **can**, **can't**, **could** or **couldn't**.

Now and then

Well, I was a good guitar player when I was young, but I ¹ sing very well. I sing much better now, I think. When I was young, I didn't write down my songs. I didn't need to! I ² play all my songs without reading music. But now I ³ remember a song if I don't write it down. It's hard! As a young man, I ⁴ play and sing all night, but now I ⁵ go to bed after midnight or I'm very tired in the morning! I was very shy when I was young, so I ⁶ sing in front of other people. Now I ⁷ sing in front of thousands of people and it's fine.



- 4** **P** 035 Read and listen to the dialogues. Notice which words are stressed. Circle the two unstressed examples of **can** in dialogue 1 and **could** in dialogue 2. How are **can** and **could** pronounced differently when they are unstressed?

- 1** **A:** Can you stand on your head?
B: No, I can't. Can you?
A: Yes, I can and I can walk on my hands, too!
- 2** **A:** Could you read when you were six years old?
B: Yes, I could, a little. Could you?
A: Yes, I could and I could write quite well, too.



- 5** Use the words in the box to make questions with **can** and **could**. Ask and answer in pairs. Be careful of the pronunciation!

speak more than one language play the guitar
 swim 500 metres ride a bike cook drive a car

Can you cook?

Yes, I can. I'm a good cook!

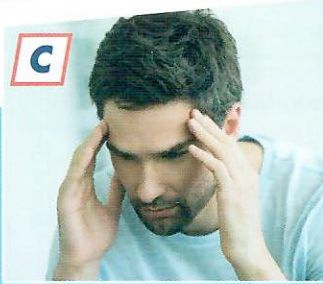
Could you ride a bike when you were six years old?

No, I couldn't.

VOCABULARY

ILLNESS AND INJURY

036 Listen and match the people (1–8) with the photos (A–H). What health problems have they got? Who hasn't got a health problem?



- 1 Jack ☐
- 2 Alissa ☐
- 3 Mina ☐
- 4 Luca ☐

- 5 Harry ☐
- 6 Jenna ☐
- 7 Daniel ☐
- 8 Sally ☐

036 Listen again and complete the information. Use the words in the box.

ache arm backache cold feels
fine head hurt stomach ache

- 1 Jack's got a _____ ache.
- 2 Alissa broke her _____ yesterday.
- 3 Mina's got _____.
- 4 Luca _____ his leg at football training.
- 5 Harry's got a _____.
- 6 Jenna has got a _____ and she _____ sick.
- 7 Daniel's got tooth _____.
- 8 Sally feels _____!

036 Match the beginnings of the sentences (1–7) with the endings (a–g). Listen again to check your answers.

- | | |
|--|--|
| 1 Jack's headache is | a to get some medicine |
| 2 Alissa's friend called an ambulance | b he should go to the dentist . |
| 3 Mina needs to sit down | c she ate some bad fish. |
| 4 Luca hurt his leg | d and she went to hospital. |
| 5 Harry went to the pharmacy | e because of the sun. |
| 6 Jenna is ill because | f but he didn't break it. |
| 7 Daniel's friend thinks | g and have a rest. |

4 Complete these expressions with one word.

better hurt matter sorry well your

- 1 Are you OK, Roy? What's the _____?
- 2 How are you, Sally? Are you _____?
- 3 Does your arm _____?
- 4 I'm _____ to hear that.
- 5 I hope she gets _____ soon.
- 6 How's _____ knee?

5 Which of the expressions in Exercise 4 do we use:

- 1 to ask about a person's health?
- 2 to respond to information about a person's health?

6 Work in pairs and discuss the questions.

- 1 When was the last time you felt ill?
- 2 What do you do when you:
 - a have a headache?
 - b have a cold?
- 3 What number do you ring for an ambulance in your country?
- 4 How often do you go to the dentist?

GRAMMAR

SHOULD/SHOULDN'T FOR GIVING ADVICE



GRAMMAR ON THE MOVE

Watch the video



- 1 Do you think you have a healthy lifestyle? Discuss the questions in pairs.

- 1 Do you eat fruit and vegetables every day?
- 2 How many hours do you sleep at night?
- 3 Are you fit? How often do you exercise?
- 4 How much water do you drink every day?

- 2 Read the information about how to be fit and healthy and complete with the numbers in the box.

1.6 10 25 9 5 30

FACT FILE:

HOW TO BE FIT AND HEALTHY

>> FOOD:

You should eat at least ¹ _____ pieces of fresh fruit and vegetables per day.

You shouldn't eat more than 60g of fat, ² _____ g of sugar and 2g of salt per day.

>> WATER:

It's important to drink enough water, but you shouldn't drink too much.

Men should drink 2 litres of water a day and women should drink ³ _____ litres.

>> SLEEP:

Teenagers should sleep 8–⁴ _____ hours a night and adults should sleep 7–⁵ _____ hours.

>> EXERCISE:

Everybody should do some form of exercise for 20–⁶ _____ minutes per day.

- 3 Look at the examples of *should* and *shouldn't* and complete the rules.

Men **should** drink two litres of water a day.

You **shouldn't** eat more than 60g of fat.

- 1 We use **should** and **shouldn't** to give advice.
You ¹ _____ do this. = 'It's a good idea to do this'.
You ² _____ do this. = 'It's not a good idea to do this'.
- 2 In questions, **should** goes in front of the subject,
e.g. ³ _____ he do this?
Yes, he **should**. / No, he ⁴ _____.

- 4 Complete the sentences with the correct form of *should* and one of the verbs in the box.

drink drive eat exercise walk

- 1 He's always hungry: he _____ more for breakfast.
- 2 'I don't have any energy and I feel unfit. _____ I _____ more?' 'Yes, you _____!'
- 3 I _____ more water during the day!
- 4 He needs to exercise more: he _____ to the shop, he _____ there. It's not far!

- 5 What changes should you make to have a more healthy lifestyle? Tell your partner.

I should drink more water.

I shouldn't stay up late at night.

SPEAKING

GIVING ADVICE

- 1 037 Look at the photos and read the questions. Listen to a health and fitness expert giving advice to two people. Do you think she gives good advice?

A

I love fast food – I eat it all the time. Is it really bad for me?



B

I want to get fit so I started running but I hate it! It makes me feel terrible. What should I do?



- 2 037 Listen again and complete the expressions she uses to give advice.

you should how about ... why don't you ...
you shouldn't what about

- 1 Perhaps _____ start exercising more slowly.
- 2 To begin with, _____ walking for half an hour every day?
- 3 _____ try some different types of exercise?
- 4 It's OK to eat fast food sometimes, but _____ eat it all the time.
- 5 _____ try some other types of food?
- 6 If you really want a burger, _____ having a salad with it?

- 3 Work in pairs. Take turns to give each other advice about a healthy lifestyle.

- 1** **038** Listen to three conversations about people with different types of health problems. For each question, choose the correct answer.

First look at question 1 and the options. Listen to the first part of the recording.

The women talk about the ideas in the three options (A, B and C), but they don't always use the same words that you read in the question. Think about how to say each idea using different words. For example, I'm tired = I need to sleep, or I'm worried = I'm thinking about problems and feel stressed.

A is correct because she didn't sleep last night and she can't keep her eyes open. B is wrong because she was sick yesterday but her stomach's better today. C is wrong because she has finished all her work today.

- 1** Annie is talking to her friend at work. What's the matter with Annie?
- A** She's feeling very tired.
 - B** She's got a stomach ache.
 - C** She's worried about her work.

- 2** **039** **Underline the important information you need to listen for in questions 2 and 3 and the A, B, C options. Then listen and choose the correct answer.**

- 2** You will hear Victor phoning his friend Karen. Why is Victor phoning?
- A** He can't leave his house today.
 - B** He can't take her to the doctor's.
 - C** He can't go for a walk.
- 3** You will hear Jake talking to his friend Naomi. What's the matter with Jake?
- A** His tooth hurts.
 - B** He has a headache.
 - C** There's a problem with his neck.



VOCABULARY: PARTS OF THE BODY

- 1** Read the interview with Dr Jones, a specialist sports doctor. Do sports people usually injure the same parts of their bodies as ordinary people?

Interviewer: So, Dr Jones, your job is looking after sports people. Are their bodies very different from ordinary people?

Dr Jones: Well, sports people are always fit and strong but in different ways. For example, if you run or swim a lot, your **lungs** get stronger because they need to hold more air. Swimmers also get very strong **muscles** in their arms and **shoulders**, and runners, of course, have strong legs, feet and **ankles**.

Interviewer: And do sports people hurt themselves in different ways from us?

Dr Jones: Yes, sports people hurt the parts of their bodies that they use a lot for their particular sport. So for example, tennis players have more problems with their **elbows** and their **wrists** than the rest of us because they use their arms so much. Skiers are another example. They often have problems with their **hips** – where the legs join the body – because of how they move when they ski. Sports players also break their **bones** more often than ordinary people.

- 2** Match the words in orange in the interview with these definitions.

- 1** Your _____ are where your feet join the body.
- 2** We use our _____ to breathe and bring air into our bodies.
- 3** Your _____ are where your arms join your body, near your neck.
- 4** We need strong _____ to move all different parts of our bodies and to carry things.
- 5** The _____ are the parts of the body between the hands and the arms.
- 6** _____ are hard things inside the body that support it.
- 7** The _____ are in the middle of the arms.
- 8** Your _____ are at the top of your legs where they join the body.

VOCABULARY

LINKING WORDS

- 1 When was the last time you had an accident? Where? When? What happened?
- 2 Read two stories about an accident and answer the questions.



B

One sunny afternoon, I was reading in our garden and I saw Sam, my nephew, climb a big tree. Sam didn't come back down **so** I went to have a look. He was stuck! I wanted to help Sam **so** I climbed the tree to get him.

When I got to the top, I took the boy in my arms and I started to climb down the tree but **then** I got stuck too. I couldn't move up or down.

Suddenly, Sam got frightened; he started to move in my arms and I fell out of the tree. I broke my arm when I hit the ground but Sam was fine! **After that**, he didn't climb any more trees!

- 1 Where were the people?
- 2 When did the accident happen?
- 3 How did it happen?
- 4 What part of their body did they hurt?

- 3 Look at the words and expressions in **blue** in the stories. They help us to link the different parts of the story. Which one(s) tell us:

- 1 when the story happened?
- 2 in what order events in the story happened?
- 3 that something happened quickly and was a surprise?

- 4 Find these verbs in the stories and then complete the sentences with the correct form.

bump into fall over get stuck hit

- 1 The little boy ran so fast that he _____ and hurt his leg.
- 2 When I threw the ball it _____ the sports teacher on his head. He was very angry!
- 3 My dog went into a hole after a rabbit. He was too big to get out and he _____!
- 4 It was dark and I couldn't see anything, so I _____ my friend.

A

Last year I was on holiday in the mountains with my family. **One day**, we went skiing. It was a lovely sunny day and we went to the top of the hill. I put on my skis and looked around. I felt very happy. 'I love skiing!' I thought and I started to ski slowly down the hill.

Suddenly a man skied in front of me! I tried to stop but I couldn't. I bumped into him and **then** I fell over. The man was OK, but he didn't stop.

I hurt my leg and my family took me to hospital.

After that, I couldn't go skiing for the rest of the holiday. It was really boring!



WRITING PART 7 TRAINING

In this exam task, you see three pictures, which together tell a story. You can write the story in the present or the past. Try to use linking words and time expressions and don't forget to write full sentences and check your spelling.

1 Read the sentences from a story about an accident and put them in order. Use the words in bold to help you.

- 'Don't worry!' said Emily.
- 'Sorry. We didn't know he was such a crazy horse!' said Joanna.
- One afternoon**, Martha went horse riding with her friends Emily and Joanna.
- But when they got to the field, the horse **suddenly** went really fast, and Martha fell off.
- When** Martha got on the horse, she asked, 'Are you sure this horse is safe to ride?'
- After that** Martha had to go to hospital because her leg was broken.

2 Look at the three pictures. Write the story shown in the pictures. Write 35 words or more. Use the words below to help you.

Useful words:

Time expressions: suddenly, one day, after that, one afternoon

Picture 1: swimming pool, water polo, sign, no running, fell, wet floor

Picture 2: hurt, arm, ambulance, hospital

Picture 3: the next week, couldn't swim, arm, broken, watch his friends, bored



SPEAKING

TELLING A STORY

1 040 You are going to hear Alex telling a story. Listen and fill in the table about what happened.

When and where?	
Who with?	
What did they do?	
How did he feel?	
What happened?	
What happened after that?	

2 Prepare to tell your partner a story about an accident. Make some notes using the questions in the table in Exercise 1.

3 Work in pairs and take turns to tell your stories. Ask your partner at least one question about their story.

4 KEEP FIT, FEEL GOOD

VOCABULARY

1 Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 You have six toes on each foot. _____
- 2 Your neck is between your head and your body. _____
- 3 Your heart is inside your body. _____
- 4 When you eat, the food goes into your stomach. _____
- 5 Your back is below your head. _____
- 6 Your knees are in the middle of your arms. _____
- 7 Your brain is inside your head. _____
- 8 Your fingers are part of your face. _____

2 Complete the sentences with words from Exercise 1.

- 1 You use your _____ for thinking.
- 2 You use your _____ for turning your head.
- 3 You use your _____ for playing the piano.
- 4 You use your _____ for carrying a backpack.
- 5 You use your _____ to stand up.

3 Choose the correct words to complete the sentences.

- 1 Why is Ellie going to see her _____?
Because she has _____.
(toothache/doctor/ambulance/dentist)
- 2 Where did you buy this _____?
From the _____.
(back/medicine/pharmacy/ache)
- 3 Is Jennie still feeling _____?
No, she feels _____ now.
(broken/hurt/sick/fine)
- 4 Why is Lara at the _____?
Because she broke her _____.
(leg/medicine/hospital/dentist)

GRAMMAR

1 Read the information and complete the sentences with *can*, *can't*, *could* or *couldn't*.

Leah is 20 years old now.

Can Leah ...	
ride a horse?	Yes. She learned when she was 10.
cook a nice meal?	Yes. She learned when she was 16.
swim 1,000 metres?	No.
speak Chinese?	Yes. She learned when she was 13.
drive a car?	No.
ride a motorbike?	Yes. She learned when she was 17.

- 1 Leah _____ ride a horse now.
- 2 Leah _____ ride a horse when she was nine.
- 3 Leah _____ speak Chinese when she was 18.
- 4 Leah _____ swim 1000 metres now.
- 5 Leah _____ cook a nice meal when she was 12.
- 6 Leah _____ ride a motorbike when she was 18.

2 Write questions about Leah for these answers.

- 1 _____? Yes, she can. She learned three years ago.
- 2 _____? No, she can't.
- 3 _____ when she was 12? Yes, she could.
- 4 _____ when she was 19? No, she couldn't.



3 Complete the sentences with *should* or *shouldn't*.

Be a good sleeper!

- 1 You _____ watch an exciting film just before you go to bed.
- 2 You _____ turn off your phone about an hour before you go to bed.
- 3 You _____ eat a big meal late in the evening.
- 4 You _____ write down anything you are worried about before going to sleep. This helps you to stop worrying.
- 5 You _____ try to go to bed at the same time every night.
- 6 You _____ sleep a lot in the day.
- 7 You _____ do some exercise every day.
- 8 _____ I stay in bed if I can't sleep? – No, get up and have a hot drink.

PUSH YOURSELF B1

Answer the questions with the correct part of the body in the box.

ankle elbow hips lungs muscles wrist

- 1 Where do you wear a bracelet? _____
- 2 What get bigger when air goes into them? _____
- 3 What joins the foot and the leg? _____
- 4 What bones are at the top of legs? _____
- 5 What is about half way between your shoulder and your hand? _____
- 6 What get larger when you exercise a lot? _____

LISTENING PART 2



08 For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

You will hear the secretary of a running club telling new members about the club.



Hodd Town Running Club

Secretary's name:	Daniella Black
Day club meets:	(1) _____
Meeting time this month:	(2) _____ p.m.
Beginners' runs:	(3) _____ kilometres
Place for dry weather runs:	the (4) _____
Special day, 18 June:	a (5) _____ at Jack's Hill

READING

1 Read the text and choose the two correct answers.

- What happened in *all* the stories?
- A** Someone fell off something. **C** Something happened to a child.
B There was an animal. **D** Someone broke a bone.
E Someone went to hospital.

SILLY ACCIDENTS

CINDY

When I was young, I loved a film about an elephant that could fly. One day, I went into my brother's room and climbed up to my brother's bed. It was about two metres high. I decided to try to fly like the elephant, so I jumped off the bed. I couldn't fly of course – I fell to the floor and then my mum came into the room. She took me to hospital, and we learned my foot was broken.

JONELLE

I was at my desk in my office when an insect came in through an open window. I tried to climb up onto the desk because I wanted to kill the insect, but I fell and hit my hand on the chair. It hurt a lot, and a friend took me to the hospital, where the doctor told me one of my fingers was broken.

DAVID

Last summer, I took a friend's dog for a walk. I love this dog because it's friendly and does funny things, but it's also large and heavy. I walked across a field, and the dog ran around, having a great time. I stopped to watch the dog, but then it ran straight at me and bumped into the top of my left leg really hard. I had to go to the hospital in an ambulance, where they found my leg was broken.

ANTONIO

I broke my wrist two years ago. It was just before a football match. I put my football things into my big sports bag, and then my cat came into my bedroom with a frog in its mouth! There are lots of frogs in the fields near my house. The frog jumped all around my bedroom, but I didn't want to pick it up in my hands. I got a towel, put it over the frog and picked it up. But then I didn't see my sports bag and fell over it. My arm and hand really hurt after that, and my dad took me to hospital.



2 Write one word from the text to complete the sentences.

- 1 Cindy tried to _____ after she watched a film.
- 2 Cindy broke her _____.
- 3 Jonelle was in her _____ when an insect flew in.
- 4 Jonelle broke her _____.
- 5 David stood in a _____ and watched a dog.
- 6 David broke his _____.
- 7 Antonio used a _____ to catch the frog.
- 8 Antonio broke his _____.