

# UNIT 2

# Time for a Change



## Unit Overview

### Themes

The importance of having a healthy lifestyle  
Eating habits and how they affect our lives

### Synopsis

In this unit, students will explore what a healthy lifestyle entails. They will learn about healthy habits and how to make positive changes in their day-to-day routines. They will discuss eating habits and how a balanced diet can have a positive impact on our performance in school and sports, and on our overall mood. Students will write a diary entry and plan and prepare a presentation about young people and adults leading stressful lives.



### Think It Over

Review and Reflection:  
My Favorite Mistakes

p. 70

### Vocabulary

*argue, be late, healthy diet, junk food, messy, polite, punctual, rude, sleep late, work out*

Pronunciation: Sentence Stress:

Weak Forms

p. 64

### Explore Language

Present Perfect

p. 65

## Language Book

### Take the Stage

Presentation: Supporting an  
Argument and Being Persuasive

p. 69

### Global Citizenship

How do eating habits affect our lives?  
*convenience food, high in fiber, high in salt and sugar, in season, local produce, packaging, processed food, red meat, saturated fat, white meat, whole grains*

p. 66

### Write About It

A Diary Entry  
Connecting Diary Entries; Using  
Informal and Emotive Language

p. 68

### Explore Language

Present Perfect Progressive

p. 67





### Think Together

Why is it important to have good lifestyle habits?

p. 77

### Visible Thinking

Step Inside

p. 71

### Nonfiction

Informational Text: *Why Do We Sleep?*  
 Words in Context: *hormones, process, clear away, weakens, caffeine, power nap*

p. 75

## Literacy Book

### Fiction

Diary: *My Stay at Camp Karma*  
 Words in Context: *glued to, fingernails, dreading, meditation, forced to*

p. 72

### Reading Skill

Analyzing and Evaluating

p. 74

### Literary Term

Dropped Subjects

p. 73



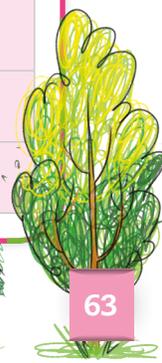
## Language and Literacy Connections

The connecting theme for Unit 2 is well-being and healthy habits.

### Language

### Literacy

<b>Vocabulary</b>	<b>Set 1:</b> lifestyle and habits <b>Set 2:</b> healthy food	<b>Fiction:</b> arguing, rude <b>Nonfiction:</b> healthy diet, junk food, work out regularly
<b>Grammar</b>	<b>Present Perfect</b> Have you ever been in one? Has technology really changed the way we communicate? We've just seen someone being pretty rude, haven't we? <b>Present Perfect Progressive</b> He's been helping me. I've been running a lot with my friend.	<b>Fiction</b> We have lost the ability to communicate. I've been spending too much time glued to screens. <b>Nonfiction</b> Scientists have developed several theories for why we sleep. Technology has made it harder for us to sleep.
<b>Skills</b>	<b>Pronunciation:</b> sentence stress: weak forms <b>Process Writing:</b> generating ideas	<b>Reading:</b> analyzing and evaluating <b>Literary Term:</b> dropped subjects
<b>International English</b>	messy/untidy; we've gotten better / we've got better	



## Vocabulary

## Lesson Objectives

- to learn vocabulary for lifestyle and habits: *argue, be late, healthy diet, junk food, messy, polite, punctual, rude, sleep late, work out*
- to read a poem about doing better in life
- to recognize and practice sentence stress: weak forms

## Materials

Audio Tracks 15 to 19; Video

## Warm Up

Brainstorm what the class rules are. Write students' suggestions on the board to refer back to later.

 **A TRACK 15 TB p. 216 Listen. What are the rules for the sports club?**

- Have students explore the picture. Ask them how they think each person is feeling.
- Have students listen to Ben and Cathy. Ask the question and elicit answers. If needed, play the audio again to check.
- Ask students to find Sofia and remind them about her teaser question at the end of Unit 1. Ask *What do you think is healthy about Sofia's life?* (she's in a sports club).

## Answers

You need to be on time; you need to work out often; you need to have a healthy diet.

 **B TRACK 16 TB p. 217 Find and number the words in A. Then listen and check.**

- Have students look at the list of words. Point out the example (1) and have students find who's late in the picture. Have students work in pairs to find the other words in the picture and to write the numbers in their books.
- Play the audio for students to check their answers.

## Answers

1 *be late* 2 *sleep late* 3 *punctual* 4 *healthy diet*  
5 *work out* 6 *junk food* 7 *polite* 8 *messy*  
9 *argue* 10 *rude*

 **C TRACK 17 TB p. 217 Close your eyes. Listen, visualize, and say.**

- Prepare students for the visualization (see TB p. 21).
- Play the audio for students to visualize the ideas.
- Have students compare their ideas in groups. Then ask them to share their ideas with the class.

**D Look and write. Then put the good habits in order of importance for you (1 = most important).**  

- This activity helps students to contextualize the vocabulary. Elicit what an action plan is. Tell them to read the *New good habits* column first to help them complete the bad habits column with words from A. Check answers.

- Students now personalize the good habits by ranking them from 1 (most important) to 6 (least important). Have them work individually and then compare answers in pairs.

## Answers

a *junk food*; healthy diet b *rude*; polite c *sleep late*; work out d *argue* e *be late*; punctual f *messy*  
Numbering of Action Plan: Students' own answers

 **E TRACK 18 TB p. 217 Listen and write. Then watch and say.**

- Point to the title *You Can Do Better*. Ask students to think what it means (you should improve your bad habits). Play the audio or video, allowing students to listen and enjoy the poem.
- Have students look at the poem and complete the blanks. Remind them that all the words can be found in A. Play the audio and have students check.
- Play the audio or video again and have students join in with the poem. Encourage them to copy the rhythm and pronunciation.

## Answers

1 *sleeping late* 2 *rude* 3 *junk food* 4 *argue*  
5 *work out* 6 *healthy diet* 7 *punctual* 8 *polite*

 **F TRACK 19 TB p. 217 Pronunciation. Listen and say. Copy the weak forms. Find other examples in the poem.**

- Play the audio. Have students listen and notice the weak forms. Draw attention to the pronunciation of the schwa /ə/ and point out this is because the word isn't stressed.
- Remind students that these words may have different vowels, but the weak form is always pronounced /ə/. Play the video or audio again for students to listen for more weak forms. Check answers as a class.
- Have students work in pairs to find other sentences in the poem with a weak form. Elicit answers and write them on the board. Drill the weak forms.

## Answers

a in: my room's a mess ...; don't be a fool; So I have a plan ...; have a healthy diet; I agree  
o in: to wave my ...  
e in: work out often



## International English



Point out the two words in the box. Ask students if they know them both and which they prefer to use. Ask if they know the opposites (*neat/tidy*).

## Cool Down

Play the *Yes/No Game* (see TB p. 27). For this version, students make statements using the keywords from the lesson, e.g. *My bedroom's messy*.

## Explore Language

### Lesson Objectives

- to learn how to use the present perfect
- to practice vocabulary for lifestyle and habits

### Materials

Audio Tracks 20 and 21

### Warm Up

Write on the board *Technology has made us ruder*. Elicit students' opinions and reasons. Write them on the board.

#### **A TRACK 20 TB p. 217 Listen and read. Do Ziad and Isabella agree?**

- This activity is a presentation of the grammar in context. Tell students that they are going to listen to Ziad and Isabella discussing the question from the Warm Up. Play the audio and have students follow along in their books.
- Ask the question and have students look at the dialogue again and find the answer. Check with the class. Then ask further comprehension questions (see **ETB**).

### Answer

Ziad and Isabella don't agree. Ziad believes technology is making people rude, whereas Isabella thinks it has made people better at communicating.



### International English



Point out the American English and British English participles *gotten* and *got*. Ask *Which verb is it?* (*get*) Encourage students to say which version they prefer to use and remind them to use the form consistently.

#### **B Look at A. Complete the table. What kinds of words come before the past participle?**

- Display the table using the TTL. Look at the first sentence together. Ask students to look at the dialogue in A to find the missing word (*ever*). Ask students to complete the table with the missing words. Remind them to refer back to the story if necessary. Students can work individually or in pairs.
- Check answers as a class. Review how to form the present perfect by conjugating the verb *have* on the board and eliciting the past participles from the table. Ask students to give example sentences and write these on the board. Then ask students to look at the table. Ask *What kinds of words come before the past participle?* and elicit the answer. If you feel that students need more guidance, the **ETB** provides a differentiation activity.

### Answers

ever; Has; changed; just; seen; haven't; 's; already  
Adverbs like *ever*, *just*, and *already* come before the past participle.

### Practice

Resource Bank: Grammar Printout  
Student's App: Grammar Practice

- Refer students to the Grammar tip *Remember*. Check students understand the difference between *been* and *gone* by eliciting examples.

#### **C Think and discuss. Then choose.**

- Ask students to look at the first sentence in the table in B. Ask *Is Ziad asking Diego about something he has done in the past, present, or future?* Elicit that he wants to know if taking part in a debate is something Diego has experienced in the past. Refer students to the statement and elicit the answer.
- Have students work in pairs to discuss the remaining sentences and answer options. Check answers.

### Answers

1 present perfect 2 unfinished 3 when



#### **D TRACK 21 TB p. 217 Listen and say.**

- Tell students they're going to practice saying sentences with the present perfect to help with pronunciation in fluent speech so that the language starts to feel natural. Play the audio and have students repeat each example chorally. (See TB p. 23, Making Language Drills Fun.)

#### **E Complete with the present perfect.**

- This activity provides controlled practice of the verb forms and adverbs. Read the example and remind students of the position of *ever*, *just*, and *already*.
- Have students complete the sentences and compare their answers in pairs.
- To check answers, invite students to read a sentence aloud. Elicit *why been* is the correct answer in question 4 and not *gone*. (It's a question about their life experiences.)

### Answers

1 *'ve ever run* 2 Has; ever been 3 Have; changed  
4 Have; ever been 5 has already finished 6 has just asked  
7 Has; stopped 8 have not told

#### **F Ask and answer questions 1–4 in E. Then ask three new questions. Use time expressions in your answers.**

- This activity provides freer practice of the verb forms. Have two students read the example exchange. Explain that we often answer initially with the present perfect and then give more specific details about when, who, how, and so on with the simple past.
- Put students in pairs to ask and answer questions 1–4 in E. Monitor and check they are using the correct verb forms and time expressions.
- Give students time to think of their own questions and then put them in different pairs. Elicit anything interesting students found out.

### Cool Down

Play *Stand Up, Sit Down* (see TB p. 26). Ask *Have you ever ...?* questions, e.g. *Have you ever eaten a very spicy pepper?* Prompt seated students to ask a follow-up question to those standing, e.g. *What did you do after eating the spicy pepper?*



## Global Citizenship

### Lesson Objectives

- to learn vocabulary related to healthy food: *convenience food, high in fiber, high in salt and sugar, in season, local produce, packaging, processed food, red meat, saturated fat, white meat, whole grains*
- to explore how eating habits affect our lives
- to practice listening for gist and details

### Materials

Audio Tracks 22 to 24; Audio Track B

### Opening Question

Ask the opening question: *How do eating habits affect our lives?* Have students brainstorm ideas using a Round Robin routine (see TB p. 20). Elicit ideas from different groups and write them on the board.

### A TRACK 22 TB p. 217 Listen to Victor talk to his dad. What changes is Victor's dad making to their meals?

- Tell students Victor and his dad are discussing their eating habits. Have them guess what they're going to change.
- Play the audio and have students check their guesses.
- Ask the question and nominate students to answer. Elicit the disadvantage of making these changes. (They take longer to prepare.) Ask students if they eat these meals.

### Answer

He's making healthier meals, including whole grains, fresh vegetables, and meat from the farmers' market.

### B TRACK 23 TB p. 217 Look at the pictures and definitions in A and write. Then listen and check.

- Refer students to the vocabulary box in B and have them match the words and phrases to the pictures and the definitions in A. Encourage students to guess if necessary.
- Play the audio for students to check answers. Then play it again to practice the pronunciation, pausing after each word or phrase for them to repeat.

### Answers

1 in season 2 saturated fat 3 convenience food  
4 local produce 5 red meat 6 white meat  
7 packaging 8 whole grains 9 high in salt and sugar  
10 high in fiber 11 processed food

### TRACK B TB p. 217 Visualization

The TTL has a visualization audio track for this vocabulary set. (See TB p. 21.)

### C Read and complete. Then check (✓) the sentences that are true for you.

- Read the first sentence and elicit the missing phrase. Ask which students agree with this statement and explain that they should check the circle.

- Have students complete the sentences and then check answers with a friend before they do the second part of the task.
- Have students work individually to decide which sentences are true for them before comparing with a friend. Encourage them to explain their answers and say whether they think the habits are good or not.

### Answers

1 whole grains; high fiber 2 produce 3 in season  
4 convenience; packaging; high; salt; sugar 5 processed  
6 white meat; red meat 7 saturated fat

### D TRACK 24 TB p. 217 Now listen to the fitness instructor. Why is she talking about diet?

- Tell students they're going to listen to a fitness instructor. Elicit what a fitness instructor does (helps people stay fit).
- Listening for gist: ask *Why is she talking about diet?* and play the audio. Check the answer. Ask students who else has been learning about a healthy diet. Elicit that Victor from A has learned about healthy diets in school.

### Answer

because it can help you achieve your goals in school and sports

### E Listen again. Write True, False, or Doesn't Say.

- Listening for details: have students read the sentences before they listen again. Allow them to discuss in pairs any sentences they think they know the answer to.
- Play the audio and have students answer. Check with the class. Ask if any of the fitness instructor's advice is new or surprising.

### Answers

1 Doesn't Say 2 False 3 True 4 Doesn't Say  
5 False 6 True 7 True 8 Doesn't Say

### Discussion Questions

- Draw students' attention to the discussion questions: *Why is it important for everyone to have a varied diet? How do you think our eating habits will change in the future?* Have students discuss the questions in pairs or small groups (see ETB). Encourage students to recognize that it is important to have a healthy and varied diet, but that it is never too late to change your eating habits.
- Return to the opening question to ask again *How do eating habits affect our lives?* Revisit any ideas discussed at the beginning of the lesson. Encourage students to share any new ideas.

### Cool Down

Have students write about one of their eating habits on a piece of paper, e.g. *I usually eat toast for breakfast.* Collect the pieces of paper and have students sit in groups. Distribute a few sentences to each group. Students read the sentence and brainstorm advice to give.

## Explore Language

### Lesson Objectives

- to learn how to use the present perfect progressive
- to practice vocabulary related to healthy food

### Materials

Audio Tracks 25 and 26

### Warm Up

Write *Mental health is ...* on the board. Put students in pairs and give them one minute to finish the sentence in as many different ways as they can.

**A** **TRACK 25** TB p. 217 Listen and read. Are Samuel and Uncle Matias talking about food for physical health, for mental health, or for both?

- Tell students they are going to listen to Samuel talking to his uncle, the coach from Lesson 1. Ask what type of food they think Uncle Matias will mention. Play the audio and have students follow the dialogue in their books.
- Ask the question *Are Samuel and Uncle Matias talking about food for physical health, for mental health, or for both?* Discuss as a class. Play the audio again for students to check. Ask more comprehension questions (see **ETB**).

### Answer

They're talking about food for both physical and mental health.

**B** Look at A. Complete the table. Where does *not* come in a negative statement? 

- Display the table using the TTL. Tell students that the words they need to complete the table are all in the dialogue in A. Have them complete the table individually or in pairs.
- Ask students which three words make up the verb form (*has/have + been + verb -ing*). Write it on the board and elicit the name. Then ask the question *Where does "not" come in a negative sentence?* Elicit the answer.
- Draw students' attention to the Grammar tip *Watch Out*. Elicit why the second sentence is wrong (*been* is missing). Elicit an example of the present perfect and the present perfect progressive and how each one is formed. Check understanding that both forms link the past to the present.

### Answers

has; been; haven't; eating; have; been; Have; been; sleeping; haven't

It comes after *have* and before the past participle *been*.

**C** Think and discuss. Then choose.  

- Ask students to read the statements on usage and refer to the table in B. Look at the first sentence in B. Elicit whether he (Samuel's friend) was helping in the past. Ask students if they think he will continue to help in the present and future.

- Have students work in pairs to discuss the statements. Refer them to the dialogue in A for examples. Then check answers. Draw timelines on the board as a visual aid.

### Answers

1 present perfect progressive 2 duration of the activity

**D** **TRACK 26** TB p. 218 Listen and say. 

- Tell students they're going to practice saying sentences with the present perfect progressive to help with pronunciation in fluent speech and to consolidate what they've learned. Play the audio and have students repeat each example chorally. (See TB p. 23, Making Language Drills Fun.)

**E** Complete with the present perfect progressive. Then write a cause or effect for each sentence.  

- This activity provides controlled practice of the present perfect progressive. Ask students to complete the first part individually. Check answers.
- Then put students in pairs to discuss possible causes and effects for each sentence. Read the example and elicit whether *I'm feeling very hot!* is a cause or effect (effect). Monitor and provide language help.
- To check answers, invite students to read a cause or effect for a sentence. The other students identify whether it's a cause or effect.

### Answers

(Suggested causes/effects in parentheses)

1 *'ve been cooking (I'm feeling very hot!)* 2 *'ve been going (You must be tired.)* 3 *haven't been swimming (They slept late.)* 4 *'s been eating (He'll be in great shape for his next game.)* 5 *haven't been sleeping (I've been drinking too much soda.)* 6 *been doing? (I've been studying all night.)* 7 *hasn't been drinking (She must be really thirsty.)* 8 *'ve been going to bed (We used to feel very sleepy before.)*

**F** Play *True or False*. Write and say four sentences about you.   

- Students write four sentences individually. They can be true, false, or a mix. Monitor and provide language help if needed.
- For this freer oral practice, students read their sentences in pairs or small groups. Have two students read the examples on the page and check they understand the activity. Then have students play in groups. Have students count the number of times they guess true or false correctly to see who knows their friend best.

### Cool Down

Have each student give you a present perfect progressive sentence about an activity they have been doing as an exit pass.

## Write About It

## Lesson Objectives

- to plan and write a diary entry
- to make connections between diary entries
- to learn to use informal and emotive language

## Materials

Support Writing printouts from the Resource Bank (F)

## Warm Up

Write on the board *Dear Diary, ...* Ask students to copy it in their notebooks and write a sentence to complete the prompt. Have students compare in pairs. Invite students to share with the class.

### A Read the diary entries. What's Luca's problem and his solution?

- This lesson corresponds with the diary in the Unit 2 fiction reading in the **Literacy Book**. Tell students they are going to read a diary. Have them look at the pictures on the diary entry and make predictions about Luca's lifestyle.
- Ask *What's Luca's problem and his solution?* Have students skim the diary entries and discuss answers in pairs. Check answers. Ask more comprehension questions (see **ETB**).

## Answers

He feels sick, out of shape, and tired. He sets himself some goals so he can improve.

### B Look at the structure of the diary entries. Read and answer.

- Tell students they're going to look at the structure of the diary entries. First, have them compare the two longer entries to find similarities and differences. Elicit ideas.
- Put students in pairs to answer the questions. Check and discuss answers as a class.

## Answers

1 The diary is chronological and shows what Luca is thinking and doing each day. 2 1 c; 2 a; 3 b; 4 d  
3 to make his points clear, easy to read/check 4 They indicate when a diary entry starts and ends; they show the writer has started a new topic.

### C Look at the language in the diary entries. Read and respond.

- Students are now going to focus on the language and register used in diary entries by finding examples.
- Read the example of informal language and elicit an example feeling. Have students find more examples of informal language and feelings in the diary entries. Point out that this can include more than just word usage and sentence structure (e.g. styling and punctuation). Check answers.

## Answers

1 *Ugh!*, *Hmm*, using caps ("SO ..."; "YES!"), using exclamation marks ("Bye for now!" "Thanks guys!"), using underlining, beginning sentence with "And" 2 I felt so sick, I've been feeling really tired, feel better, hard, how bad I was feeling, fun, very excited

### D Think and discuss ideas for activities to achieve a better lifestyle. Use one of the Generating Ideas techniques.



- In this lesson, students decide which Generating Ideas technique they want to use. They can refer back to the lesson on p. 140. Encourage them to choose the technique they think will work best. Guide them, but try not to tell them what to do—it's important that they learn which techniques work better for them.
- Ask *What activities help you achieve a better lifestyle?* Elicit some answers to help students get started.
- Have them brainstorm ideas individually using their chosen technique. Then have them compare in pairs and generate more ideas.

## Answers

Students' own answers

### E Plan your diary entry. Choose one of your ideas in D. Make notes for each question.

- Tell students they are going to plan their own diary entry. Have them revise their ideas in D and choose one they would like to write about. Ask them to tell their partner and explain why.
- Read the questions and elicit a brief answer from one or two students. Then allow enough time for students to plan their diary entry in note form. Ask fast finishers to help other students who might need more support.

### F Now write a diary entry about your plan.

- Have students write a draft of their diary entry, referring to their notes in E. They should read their drafts and make any corrections or improvements.
- Have students write their final versions neatly on paper or on the Support printout.
- Have pairs read each other's diary entry. Ask them to add a comment at the end to encourage their partner. Elicit examples: *You can do it! / Don't give up! / Go for it!* Then have them read their own entry again and think about how they feel about their plans.

## Cool Down

Write on the board *How do you want to improve yourself?* Demonstrate an exchange with a student, prompting him/her to ask you *What about you?* after they've answered. Have students mingle and find out about their classmates' goals. Afterwards, invite them to share goals they found most interesting.

## Take the Stage

### Lesson Objectives

- to give a presentation about whether life is stressful for young people and adults
- to support an argument and be persuasive

### Materials

Video

### Warm Up

Ask students to mime being stressed (e.g. face tense and clenching their fists) and then relaxed (e.g. sitting back in their chair with arms hanging down). Call out different situations and activities, e.g. *Go for a walk. / Clean your bedroom. / Take a test. / Play computer games.* Prompt students to mime how each phrase makes them feel. You could also invite students to call out phrases.

### **A** TB p. 239 Watch and listen. Do you agree with Linda or Veronica?

- Tell students they are going to watch a video of Linda and Veronica presenting their opinion on the question *Is life more stressful for young people or adults?* Point to the picture and have students predict what the two girls are going to say. Tell students to listen for their opinions and arguments.
- With books closed, play the video for students to watch, listen, and decide which of the two speakers they agree with.
- Ask the question *Do you agree with Linda or Veronica?* If necessary, play the video again and then allow some time for students to think about their answer and reasons why. Ask students to compare their answer with a partner and then elicit answers from the class.

### Answer

Students' own answers

### **B** Watch again. Put the information in the order it comes in both speeches.

- Tell students they are going to focus on how the girls structure their speeches. Have them read the information and look at the example number. Encourage them to remember the order from the first viewing of the video.
- Play the video again and have students order the information. Have students compare their answers in pairs before checking with the class.

- Play the video once more and ask students to notice what language they use for each part of their speech. Encourage them to make notes. Elicit language on the board and leave it there for students to refer to during their debate. (The subject I'm talking about: *I'm X and I'm going to agree with / What I believe: I'm speaking against the statement that ...; I think that ...; So I strongly agree/disagree with the statement.*)

### Answers

1 b 2 d 3 a 4 e 5 c

### **C** What do you think? Which argument do you want to support? Think and plan.

- Students are going to discuss arguments for and against to plan for their presentation in D.
- Put students in small groups, depending on whether they are for or against the statement, to brainstorm their ideas. Monitor and provide language help if needed. Then ask students to write down the strongest arguments individually.

### Answers

Students' own answers

### **D** Practice with your friends. Then share with the class. Take notes and give feedback.

- Tell students they are going to present their opinion in pairs or small groups with students with the opposing opinion. Encourage them to think of ways they can improve their arguments. You could write a checklist on the board, e.g. *Vocabulary, Grammar, Pronunciation, Ideas/Arguments, Speed, Movement.*
- Pair students according to whether they have prepared an argument for or against the statement. Then invite volunteer students to present their sides of the debate in class. As students hear their classmates' presentations, have them make notes using the question prompts. Put students in groups to share their feedback. Monitor and provide your own, too, if appropriate.
- Have students analyze their own performance, thinking about whether they gave clear reasons and were persuasive.

### Cool Down

Ask students to think of three reasons why life is fun for both young people and adults. Have them discuss in pairs or groups and then elicit the top three reasons.

## Think It Over

### Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their own progress
- to think about learning strategies and how to continue learning at home

### Materials

Packs of sticky notes

### Warm Up

Ask students what the unit theme was (healthy lifestyle and eating habits) and write it on the board. Brainstorm any words or phrases students can think of that relate to the topic and write them on the board. Encourage students to think about what habits have a positive effect on our bodies and minds.

How well did you meet the challenge of Unit 2? Read and respond. 

### My Favorite Mistakes

- Tell students they are going to think about what they learned during the unit and how they can improve. Point out that making mistakes is a natural part of learning and it can actually help you improve. Tell students that they are going to think about the mistakes they made in the unit, as well as what they have learned. Let them know that it's important that they don't worry about what other people think or say, as different students will have made different mistakes. Point out that everyone can find some way of improving, even if they think they didn't make any mistakes!
- Have students work in groups to think about the activities they did during the unit. Give each group a pack of sticky notes and have them write an idea on each one. Encourage students to think about the different things they studied or remember from the unit, e.g. present perfect progressive, how eating habits affect lives, writing a diary entry, being persuasive. Then have students stick their notes onto a board or a poster and display them on the wall. Have groups go around the classroom and look at each other's sticky note board.
- Draw students' attention to the graphic organizer. Refer students to the different sections: *Two mistakes I made in this unit that helped my learning are ...*; *Two things (knowledge) I learned about lifestyles are ...*; *Two things (experience and skills) I learned to say or do in English are ...* Have students talk in pairs about the different sections. Encourage them to focus particularly on the first section and to discuss how they are going to avoid making these mistakes in the future and when they will use their experience and skills again.

- Ask students what they would like to work on to improve. Refer students to the final section in the graphic organizer, *One thing I want to work on next month is ...*, and the notes below it. Have students think about their ideas and then discuss them with a friend.
- When you feel they have enough ideas, have students work individually to complete the organizer. Remind them that they should write their own responses about themselves. Monitor and help as necessary. Look at what students are writing so you can tailor your classes and any additional practice to their needs.
- Ask if anyone has the same goals as their friend. Point out that goals should be personal and each student should choose those they think they would benefit from most. Remind students that everyone learns differently, so they will all have different answers.

### Looking Forward

Draw students' attention to the character at the bottom of the page. Have students say who he is and what they remember about him. (His name's Matias García and he's a coach. He's Samuel's uncle and he appears in Lesson 1, p. 22, and Lesson 4, p. 28. He gives Samuel advice about his mental and physical health.) Have students look at the speech bubble and make predictions about what kind of play he and his daughter are going to see. Tell students they will find out the answer in Lesson 1 of the next unit.

### Put It Together

To further review and recycle the language in Units 1 and 2, play the game, *Know It, Win It*, on pp. 34–35. See TB p. 206 for teaching notes.

## Get Ready to Read

## Lesson Objectives

- to activate prior knowledge about healthy lifestyles
- to guide inquiry and deepen understanding through a Step Inside VTR
- to preview the reading skill of analyzing and evaluating

## Materials

VTR printout from the Resource Bank (A, B, C)

## Warm Up

Write the unit title on the board: *Time for a Change*. Elicit that we use this phrase when there's a situation that needs to change and improve. Ask students to work in pairs to discuss a situation in their life that had to change.



**A** Look at the picture. Choose a person or a thing. What can they see?

- This VTR encourages students to explore different perspectives as they step inside a person or object that they can see and imagine their point of view. Start by asking students what they can see in the picture of people doing tai chi. Provide vocabulary where necessary.
- Ask students to imagine they are one of the people or things in the photo. Give them time to choose.
- Ask *What can you see* (from that person/thing's viewpoint)? Encourage students to really put themselves into their person/thing's shoes and look around, at the surroundings and the other people. Ask *What can you see in front of you? To the left/right? And if you turn around?*
- Students can discuss their ideas in pairs and then as a class.

**B** What do you think they believe?

- Tell students to keep thinking about their chosen person/thing and to think about what he/she/it believes. Check understanding that *believe* means to have an opinion about something. Tell them that if they chose a thing instead of a person, they will need to be very imaginative about it!
- Say *I chose the young man's sneakers. I think the man's sneakers believe they're too good for tai chi and should be running. What does your person or thing believe?*
- Give students time to think about the person or thing they have chosen and their thoughts and opinions. Have students discuss their ideas in pairs and then as a class.

Here's an example of this part of the routine.

**Teacher:** Who or what are you, Student A?

**Student A:** I'm this woman who's doing tai chi. I think she believes tai chi helps her stay healthy.

**Teacher:** Why does she think that?

**Student A:** Because she feels good after she's done it.

**Student B:** Yes. I also think she believes that it's nice to do exercise with other people.

**C** What do you think they care about?

- Say *I care about my health, so I go running*. Then ask students *If you care about something, is that thing important to you or not?* (yes)
- Ask students to think about what is important to the people or things in the picture. Give students time to think and then discuss in pairs. Elicit ideas. Remember to keep a record of their ideas for use in the Think Together lesson.

Here's an example of this part of the routine.

**Teacher:** Student B, you chose the flower bed. What do you think it cares about?

**Student B:** I think it cares about the sun and the rain.

**Teacher:** Why do you say that?

**Student B:** It needs them to grow. It also cares about flowers and people.

**Student C:** I disagree. I think it's afraid of people because they step on it.

**Teacher:** That's interesting.

## Transition

Ask *Do you think the people doing tai chi care about their diet? What kind of food do they eat? How often do they exercise?*

**D** Think and discuss. How healthy is your diet? How often do you exercise? 

- This activity helps students make personal connections to the theme. Have students discuss the questions as a Think, Pair, Share routine (see TB p. 20).

## Answers

Students' own answers

**E** Think and predict. Then write. Look at the pictures from *My Stay at Camp Karma*. What do you think happens at Camp Karma?

- This activity previews the skill of analyzing and evaluating by looking at a picture from the reading.
- Point to the pictures and explain that they both appear in the same passage. Write the title on the board: *My Stay at Camp Karma*. Elicit if students think it's fiction or nonfiction and why, but don't give them the answer.
- Have students think of one or two predictions on their own and then share ideas in pairs.
- Students write down two or more predictions that they agree with. Elicit ideas from the class.

## Answers

Students' own answers

Now read **My Stay at Camp Karma**

## Fiction: *My Stay at Camp Karma*—Diary

### Lesson Objectives

- to read a diary about a stay at a camp
- to explore the SEL competency of responsible decision-making through becoming self-reflective and self-evaluative
- to make a personal connection to the reading

### Materials

Audio Tracks 8 and 9

### Warm Up

With books closed, hold up or project the photo of Cathy on p. 26. Elicit what the girl is doing and what this tells students about her stay at Camp Karma. Ask students if their predictions from the previous lesson have changed. Have students discuss briefly in pairs and elicit ideas from the class.



### TRACK 8 TB p. 230 Reading Approach

#### First Reading: Engage with the Text

- Ask students to look at pp. 26–27. Ask them what features they can see (photo and illustrations, dates/headings). Elicit the genre (fictional diary). Ask prediction questions to generate interest, including the one in the blue box on p. 26 after they have read to the end of the page: *How do you think the family might change in their time at Camp Karma?* Elicit bad habits Cathy, Billy, and her parents have. Prompt students to brainstorm other bad habits they might have and how they might change at Camp Karma. Elicit ideas.
- Read the rest of the entries and elicit if Cathy's stay had a happy ending (yes). Then look at the Words in Context.



### TRACK 9 TB p. 230 Words in Context

- Play the audio to familiarize students with the words and practice the pronunciation.
- Brainstorm strategies on the board for students to use: *pictures, separate parts of word, surrounding words and sentences, positive/negative, knowledge of similar words.*
- Put students in pairs to find and discuss each word in the text. Remind them that different words will require different combinations of strategies to figure them out.

**glued to** (p. 26, phrase) Students may already know *glue*. *Spending too much time and lost the ability to communicate* show it has a negative meaning. Strategies to use: surrounding words and sentences; positive/negative; knowledge of similar words

**fingernails** (p. 26, noun) The word *finger* is a part of the body, and the surrounding sentences show that biting them is a negative activity when you are stressed. Strategies to use: separate parts of word; positive/negative; surrounding words and sentences

**dreading** (p. 26, noun) The words *stressed* and *Aaargh* show it is something negative. Strategies to use: positive/negative; surrounding words and sentences; pictures

**meditation** (p. 29, noun) Later sentences show what it involves (*closed our eyes; concentrated on our breathing*), as well as the positive outcome (*felt ... happy and calm*). Strategies to use: surrounding words and sentences; positive/negative; pictures

**forced to** (p. 29, verb) Later sentences show it is something they only did because they didn't have anything else to do, implying a negative meaning. Strategies to use: surrounding words and sentences; positive/negative

- Have students change partners and discuss which strategies they used and which worked best.

### Second Reading: Analyze the Text and Features

- Play the audio or have students read the story again to consolidate their understanding. Ask some questions to check comprehension: *How did Cathy feel about the idea of spending a week at Camp Karma?* (She hated it.) *How did she feel at the end?* (She loved it.)
- Discuss the questions in the blue boxes. Then look at the text focus.
  - **Language in Context** (p. 28): *What do you think "Poof went our plan!" means?* Ask students to scan the story and find the phrase. Ask *Who said it?* (Cathy) *What was their plan?* (to buy candy at the store) *Did they make it?* (no) *Why not?* (They bumped into their parents.) Elicit what kind of image the sound *poof* creates (something that disappears in a puff of smoke).
  - **Personalization** (p. 31): *Have you ever been persuaded to do something you didn't want to do and ended up enjoying it?* Ask students to think and then discuss in pairs.
  - **Text Focus** (p. 30): Read the text focus and discuss the question. Ask students to give you examples of character arcs from other stories they know.

### Third Reading: Interact with the Text

- Tell students they are going to explain what happened at Camp Karma in groups of three. In the groups, have each student choose two different days each.
- Give them time to study the events and Cathy's feelings for those days. Then they take turns explaining to their group what happened in their own words. Monitor and provide language help if needed.
- Project each diary entry on the board using the TTL. Invite volunteer students to describe the events of that day to the class.

### Cool Down

Have students think what they would like the most or the least about Camp Karma. Ask them to discuss in pairs and give reasons. Elicit ideas from volunteers.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *My Stay at Camp Karma* through reading comprehension activities
- to review the SEL competency of responsible decision-making through becoming self-reflective and self-evaluative
- to make a personal connection to the reading

### Materials

Audio Track 10

### Warm Up

Invite students to act out one of the actions/activities that Cathy mentioned in her diary entries. Prompt the rest of the class to guess and call it out.

**A Answer the questions. Use evidence from the reading to support your answer.**

- Ask students to read the questions once and check they understand them. Then give students time to scan the diary entries for the answers individually.
- Put students in pairs or small groups to compare their answers. To check answers, choose students to answer a question and refer to the corresponding evidence in the reading.

### Answers

1 She wanted the family to make some lifestyle changes (Dad needed more exercise / the kids were spending too much time looking at screens and were becoming uncommunicative / Mom was having difficulty sleeping and was feeling stressed). 2 At first she didn't like it (she was disappointed that there were no sugary cereals), but by the end she liked it (she asked for the green smoothie recipes). 3 She had to run in the morning (she wanted to go to the store) and exercise in the sand (she wanted to sunbathe). 4 She felt (unexpectedly) happy and calm after meditation. Everyone enjoyed a happy family lunch (they hadn't done that for a long time). She (actually) enjoyed talking to the other kids and had a fun evening. 5 It was their last day (she was enjoying the vacation and had to do many things for the last time and say goodbye to new friends). 6 They are all much happier and get along better. (Dad now enjoys running, Cathy has stopped biting her fingernails, Billy likes green vegetables, and Mom is smiling a lot.)

**B Think and write. Imagine the week at Camp Karma from Mom's perspective. Write a diary entry for Mom for Friday, July 2.**   

- Elicit from students what happened at Camp Karma on July 2. Then ask *What did Cathy's mom do on that day? What did she think and feel?* Elicit one or two ideas.

- Have students brainstorm more ideas in pairs or small groups. Then give them time to write a short diary entry for Cathy's mom.

**C Think and discuss. Why are vacations good for you? Why is it good to change your routine?**  

- Students are going to connect the reading to the SEL competency of responsible decision-making: becoming self-reflective and self-evaluative. They will think about how the family benefitted from the vacation and how their routine changed.
- Ask the questions *Why are vacations good for you? Why is it good to change your routine?* Give students some time to think about at least two reasons for each question. Consider using a cooperative learning routine like Rally Robin or Think, Pair, Share (see TB p. 20).

### Literary Term: Dropped Subjects



**TRACK 10 TB p. 230 Listen. Circle the dropped subjects.**



- Ask students to read the paragraph. Elicit an example of a subject (e.g. *he*). Explain to students that they will hear the paragraph but some of the subjects will be left out.
- Play the audio and have them circle the dropped subjects. Check answers by reading the paragraph in the book and having students raise their hand when you say a dropped subject.

**Now find more sentences with dropped subjects in the reading.**

- Then have students scan the reading to find more sentences with dropped subjects.
- Ask students to compare answers in pairs, then check answers as a class.

### Answers

**He** said he couldn't get to sleep last night. **We** went to school as usual but **we** got stuck in traffic. I was late for **my** first class and my teacher gave me an unhappy look. **She** never asked why I was late. I can't wait for this day to be over.

Dropped subjects in the reading: "in the car on the way to Camp Karma" (p. 26); "survived the first night in our yurt," "Getting ready for a gentle 15 km. hike" (p. 27); "Ached all over this morning," "Set off early for the store," "Had to join the Early Birds," "went to the beach" (p. 28); "felt unexpectedly happy and calm," "Actually had a good time" (p. 29); "Too busy having a wonderful day" (p. 30); "felt kind of sad," "had our last yoga class" (p. 31)

### Cool Down

Play *Stand Up, Sit Down* (see TB p. 26) with sentences from the reading. For true sentences, have students stand and do a meditation gesture (e.g. join palms in front of their chest, or open arms out with thumb and middle finger touching). Encourage students to correct the false sentences.

## Get Ready to Read

## Lesson Objectives

- to activate prior knowledge about sleep and sleep patterns
- to practice the reading skill of analyzing and evaluating a text

## Warm Up

Do a *Find Someone Who* about sleep (see TB p. 26). Write these questions on the board: *What time did you go to bed last night? How many hours did you sleep? When do you usually feel sleepy?* Then ask *Where did Cathy sleep at Camp Karma? How did her sleep change there?* (She slept in a yurt. She went to bed earlier and woke up earlier.)

**A Think and write. Look back at *My Stay at Camp Karma* and answer the questions.** 

- This lesson practices the skill of analyzing and evaluating a text, which students previewed on p. 25. This first activity gets students to use the skill before considering how it can shape the way they think about what they've read.
- Have students look back at the diary entries and then write their answers. Don't discuss their answers yet.

## Suggested Answers

1 Students' own answers 2 a family vacation to a health camp / fitness retreat 3 fiction 4 for enjoyment / to amuse us / to inform us about healthy living / to persuade us that healthy living can improve our lives 5 The story is written like a diary, so the narrator feels real / the narrator is funny / there are lots of pictures, like in a scrapbook, which help illustrate what the camp was like.

**B Think and discuss. Look at your answers in A. Think about the information. What's your opinion of *My Stay at Camp Karma* now? Has the opinion you gave in A changed?**  

- Have students read the information in the skills box. Discuss why it's important to analyze and evaluate a text (because we need to question what we read and reach our own conclusions). Elicit what kinds of questions they can ask to help them analyze and evaluate, e.g. How do you know? Why do you think that? What evidence is there?
- Give students some time to think again about *My Stay at Camp Karma*. In pairs, have students think of two more analysis questions they could ask for each of the questions in A, e.g. *Is the author trying to persuade or inform? Is there any information that isn't included? Why did the author use this genre?*

- Have students discuss the questions and say whether their opinion has changed and why. Elicit ideas about how and why analyzing and evaluating in more detail may have affected their original answers in A.

**C Read. Then analyze and evaluate the reading. Answer the questions.** 

- Tell students they are going to practice their analyzing and evaluating skills again with a short text. Ask them to read the paragraph and think about the questions.
- Put them in pairs to share their ideas. Then check answers as a class, eliciting reasons for their opinions. Discuss that often we may agree with some of the author's opinions and disagree with or be unsure about others.

## Answers

1 It's about what time school starts. 2 nonfiction  
3 To persuade the reader that it would be better if school started later. The author achieves this by giving research-based reasons and sharing an experience everyone can relate to by arguing that the change in time would improve everyone's lives, not just those of the students' 4 Students' own answers

**D Think and discuss. Read the headings in *Why Do We Sleep?* Do you know the answers to the questions already?**   

- Students are going to have a discussion that will prepare them for exploring the key concept question *Why is it important to have good lifestyle habits?* later in the unit.
- Display the reading. Have students read the questions in the headings and think whether they know what the answers will be.
- Then quickly read each question heading and have students raise their hands if they think they know the answer.

## Answers

Students' own answers

## Cool Down

Write on the board *School should start at ... and finish at ...* In small groups, students decide what times to choose to complete the sentence. Prompt them to think of reasons why. Invite students to share their group's ideas.

Now read **Why Do We Sleep?**

## Nonfiction: *Why Do We Sleep?*— Informational Text

### Lesson Objectives

- to read an informational text about sleep and sleep patterns
- to make a personal connection to the reading

### Materials

Audio Tracks 11 and 12

### Warm Up

Draw a mind map on the board. In the circle, write *Why do we sleep?* and draw lines for four ideas with the prompt *to ...*. Have students discuss in small groups four reasons why we sleep. Elicit ideas and write them on the mind map. Leave it on the board to refer to after the second reading of the text.

### TRACK 11 TB p. 230 Reading Approach

#### First Reading: Engage with the Text

- Display the reading or use the Story Player to show the questions and to reactivate schema. Have students recall some of the answers they predicted from the previous lesson.
- Play the audio once and have students follow along in their books. Give them time to think about what they read and then ask students to share what questions they answered correctly.
- Have students look at the Words in Context.

### TRACK 12 TB p. 231 Words in Context

- Brainstorm strategies on the board for students to use with the words: *pictures, synonyms, surrounding words and sentences, positive/negative, separate parts of word, LI cognates, word families.*
- Divide the class into groups. Assign each group either the three nouns or the three verbs. Have each group find and discuss their words.
- Have students work with a student from another group to explain their words to each other, saying which strategies they used.

**hormones** (p. 34, noun) An explanation is given directly after it. Strategies to use: surrounding words and sentences; possible LI cognates

**process** (p. 34, verb) The surrounding sentences show it is something that happens when we sleep. The picture gives further clues. Strategies to use: pictures; surrounding words and sentences

**clear away** (p. 34, verb) The sentence says it happens to things we *don't need to remember*. The picture gives further clues. Strategies to use: pictures; surrounding words and sentences

**weakens** (p. 35, verb) This is the verb form of the adjective *weak*. Later in the sentence, *can't fight illness and become sick* show it has a negative meaning. Strategies to use: surrounding words and sentences; positive/negative; word families

**caffeine** (p. 36, noun) There are examples of things containing caffeine (soda, coffee, tea). The sentence states it is something you shouldn't have before bed. Strategies to use: surrounding words and sentences; possible LI cognates

**power nap** (p. 37, noun) A synonym is given: *daytime nap*. It *can help boost energy*, showing a positive meaning. Strategies to use: surrounding words and sentences; positive/negative; synonyms; separate parts of word

- Bring the class together to discuss which strategies worked or didn't work. Play the audio to practice the pronunciation.

### Second Reading: Analyze the Text and Features

- Have students read the text silently. To keep them focused as they read, ask them to note down three interesting facts that they didn't know.
- To check comprehension, draw students' attention to the mind map on the board. Have them check which of their ideas are mentioned in the text. Elicit any new facts students learned and add them to the mind map. See the **ETB** for more comprehension questions.
- Discuss the questions in the blue boxes.
  - **Making Connections** (p. 34): *Do you have trouble sleeping on your first night in a new place? Why do you think that might be?* Have students discuss in pairs. Then invite students to share their answers.
  - **Personalization** (p. 35): *What's the last dream you can remember? Why do you think you had this dream?* Give students time to think and make notes. Then have them share their dreams in small groups or with the class.
  - **Making Connections** (p. 37): *Do you sleep well at night? Why do you think that is?* Even if students sleep well, ask them to think of at least three factors that affect sleep. Refer them to the list of factors that affect our sleep on p. 36. Have discuss in pairs and then as a class.

### Third Reading: Interact with the Text

- Have students read the text again and underline at least three facts that are true for themselves. Give an example for you: *When I'm too tired, I can't remember new words.*
- Have students compare their ideas in pairs or small groups. Then invite students to share a fact with the class.

### Cool Down

To promote critical thinking, put students in pairs and have them choose the most important piece of advice from the text. Explain it should be something everyone should know about. Elicit ideas from pairs.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *Why Do We Sleep?* through reading comprehension activities
- to practice the reading skill of analyzing and evaluating a text
- to learn through CLIL (science): exploring the impacts of sleep on our health
- to make a personal connection to the reading

### Warm Up

With books closed, put students in pairs. Have them remember the six tips/factors that affect our sleep from p. 36. Ask *What six things should you do to sleep well?* Set this up as a race and invite the first pair to share their ideas. Prompt other students to correct or add to the information.

**A Underline the part of each sentence that is false. Rewrite that part to make it true.**

- Ask questions to help students recall the text, e.g. *Who needs to sleep?* (birds and mammals) *What happens to your immune system if you don't sleep?* (It is weakened.) *How much sleep do children need?* (8–10 hours)
- Give students time to read through the sentences. Point out that they should scan the text to find the relevant information.
- Have students do the task individually and then compare answers in pairs. Check answers as a class.

### Answers

- 1 We spend about half of our lives asleep.; *a third*
- 2 Most mammals and birds sleep.; All
- 3 While we sleep, our bodies use lots of energy.; rebuild and replace
- 4 Our brains do nothing while we sleep.; recover from the day, store information, and process experiences and memories
- 5 There are clear reasons why we dream.; Nobody really knows
- 6 Looking at screens might help us sleep.; can keep us awake

**B Answer the questions.** 

- Ask students to look at the questions and think about their answers individually and write them down. Encourage them to look back at the text if necessary.
- Have students compare answers in pairs. Check answers as a class.

### Answers

- 1 It's about what happens to our bodies while we sleep.
- 2 nonfiction
- 3 To teach us about sleep. The author achieves this by explaining different theories about what happens to our bodies when we sleep.
- 4 Students' own answers

**C Complete the table. Look back at *Why Do We Sleep?*. What are the pros of getting enough sleep and the cons of not getting enough sleep?**  

- Read the question and tell students they must combine information from different parts of the text to complete the table.
- Have them work in pairs and scan the text for pros and cons that are mentioned.
- To check answers, have students share a pro or a con. Project the answers and have students add any ideas they missed.

### Answers

Pros of getting enough sleep: your body rebuilds and replaces energy; muscles grow and are repaired; hormones are produced; we process experiences and memories from the day; unnecessary information is cleared away

Cons of not getting enough sleep: we get confused, stressed; our brain becomes inactive; we forget things and can't concentrate; we can't follow directions well; our immune system gets suppressed, so we get sick

**D Think and discuss. Think about people who have unusual sleep patterns. Who are they? How do they get enough sleep?**  

- Students are going to use their critical thinking skills to discuss the CLIL health science topic of unusual sleep patterns and how they affect health.
- Write *unusual sleep patterns* on the board and elicit what these could be (going to bed late; sleeping during the day; staying awake at night; waking up in the middle of the night; getting very little sleep, etc.).
- Ask *Who has unusual sleeping patterns? How do they get enough sleep?* Have students do a Think, Pair, Share routine (see TB p. 20) to generate ideas.
- Put pairs of students together to compare their ideas. Then invite students to share ideas.

### Suggested Answers

People who work at night, police officers, emergency room workers, pilots, people traveling across time zones, parents of babies

They get enough sleep by sleeping during the day, working specific shifts, sleeping at work, or sleeping at the same time as their babies.

### Cool Down

Put students in pairs to do a role-play. One of them has problems sleeping or sleeps very few hours. The other student gives advice. Have students practice and then invite one or two pairs to perform for the class.

## Think Together

### Lesson Objectives

- to make connections between the readings
- to explore the key concept: Why is it important to have good lifestyle habits?
- to reflect on the unit and provide personal thoughts and opinions

### Warm Up

Have students look at the two readings and choose their favorite picture from each reading. Ask them to compare in pairs and give reasons why they like each picture.

**A Think and write. Complete the table. Look back at *My Stay at Camp Karma* and *Why Do We Sleep*? What do the readings say about these subjects?** 

- Before students complete the table, put them in pairs to discuss what they remember about each reading and what each one taught them about healthy lifestyle habits.
- Students can complete the table on their own or in pairs. Monitor and provide language help if needed.
- Project answers onto the board using the TTL.

### Answers

*My Stay at Camp Karma*

Sleep: Cathy's mom feels stressed because she isn't getting enough sleep. / Cathy's mom thinks the family will sleep better in a yurt away from technology.

Food / diet: green vegetables, fruit and fish are good for you, sugar is bad for you

Exercise: Exercising in the sand is hard. Yoga, running, hiking, swimming are all good for you.

Happiness: They feel happier after meditating. / Everyone is happier after a week of exercise and healthy food.

*Why Do We Sleep?*

Sleep: We feel tired and stressed if we don't get enough sleep. / We sleep better when it's cool, dark, and quiet.

Food / diet: You might not sleep so well after eating junk food.

Exercise: We should do regular exercise but not just before bed.

Happiness: When we sleep enough, we are happier.

 **B Think and discuss. What can you change in your own life to be healthier? Do a Three-Step Interview.**  

- Students are going to do a Three-Step Interview routine (see TB p. 20) to discuss what changes they can make to their own lifestyle in order to be healthier.
- In Step 3, students share what they have learned about their friend with the class. With large classes, students can share their ideas in groups. Ask students the key concept question: *Why is it important to have good lifestyle habits?* Recap ideas from the whole class.

### Suggested Answers

Go to bed and get up at the same time every day.  
Stop looking at a screen before bed.  
Try meditating for 10 minutes every day.  
Eat more green vegetables and fish.  
Make sure you get 8–10 hours of sleep.  
Exercise regularly.  
Don't eat sugar.

**C Think and write. What steps could you take to make the changes from B?**  

- Students are going to come up with an action plan and make connections to the key concept question at the top of the page: *Why is it important to have good lifestyle habits?*
- Give students time to think about steps they can take to make the changes they discussed in B. Elicit an example from one or two students.
- Students write their ideas individually. Then they share in small groups and ask their partners for any more ideas to add.

### My Reading Journal

**What's the most important information you learned in this unit?**

**What are some good habits you already have? How did you learn them?**

These questions encourage students to personalize what they have learned in the unit and relate this to their own life.

Give students time to look through the unit and answer the questions with their ideas. Have them share ideas in pairs before eliciting a few examples with the class.

### Example Answers

The most important information is that (if you don't sleep enough, you get sick more easily).

I (go to sleep at the same time every day). I learned this (from my parents).

**Go back to page 25. Do the routine again.**

Have students look back at the VTR picture on p. 25 and elicit what they discussed in the Get Ready to Read lesson on p. 25 (use your notes to remind them). Discuss how the picture connects to the two readings in the unit. Focus on how the people doing tai chi felt before taking it up and after trying it. Ask if they think doing it helps them sleep better.

Then guide students to do the Step Inside VTR again. How have the people's perspectives in the picture changed after everything students learned?

### Cool Down

Play *Test the Teacher* (see TB p. 26) with information from the two readings.