

NEW Close-up SAMPLER

PREPARES TEENAGE LEARNERS FOR SUCCESS
IN THE CLASSROOM, IN EXAMS, AND IN LIFE

ELTNGL.com/newcloseup

NEW Close-up

PREPARES LEARNERS FOR SUCCESS

New Close-up helps learners get closer to the world through dynamic photography, video and real-world stories from National Geographic. Relevant, global topics, paired with a comprehensive four-skills syllabus, promote the key language and life skills teenagers need to succeed in international exams, in the classroom and in their future careers.

- Up-to-date authentic content from around the world engages teenagers and stimulates learning.
- Updated exam-style tasks and tips build learner confidence for international exam success.
- *Live well, study well* lessons equip learners with academic and personal skills, with a focus on wellbeing.
- Teaching support resources, including a comprehensive Teacher's Book and updated suite of digital components, help secondary classes achieve success.



1 Work in pairs. Think of the different animals that live in the sea. How many can you name in 30 seconds?

2 Change on getting more time. How can you think of animals in the sea faster? How can you think of climate change affects our lives?

3 Read the article on page 31 quickly. Does it mention any of the animals you named in Exercise 2?

4 Read the article again and answer the questions.

- 1 Where do fish come from? Are marine biologists?
- 2 Where are coral reefs found? Why are warmer seas a problem?
- 3 Why is it important to save coral reefs?

5 Read the article again. Use the information in the Exam Task. Underline the information in the text that can help you answer the Exam Task.

Now complete the Exam Task.

Exam Task

Reading for general understanding

1 Emma is given a good understanding of the message of the text after you complete the task.

2 Read the text carefully from beginning to end, and underline the information that you think will be important to answer the questions that you will be asked about the text.

3 Look at the first question in the text. Read the text and underline the text again and underline the information that relates to the question. Then underline the text again. Then do the same about the rest of the text.

Exam Task

Reading for specific information

1 Emma has to find out the answer to the question: *Where do fish come from?*

2 Emma has to find out the answer to the question: *Where are coral reefs found?*

3 Emma has to find out the answer to the question: *Why are warmer seas a problem?*

4 Emma has to find out the answer to the question: *Why is it important to save coral reefs?*

Exam Task

Reading for specific information

1 Emma has to find out the answer to the question: *Where do fish come from?*

2 Emma has to find out the answer to the question: *Where are coral reefs found?*

3 Emma has to find out the answer to the question: *Why are warmer seas a problem?*

4 Emma has to find out the answer to the question: *Why is it important to save coral reefs?*

[illegible][illegible]

1 Work in pairs. Read the parts of sentences. Is the meaning the same (S) or different (D)?

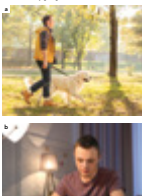
- 1 a It isn't hot as it was yesterday.
b It was colder yesterday.
- 2 a I can't see you before five.
b I'll see you after five.
- 3 a She hardly ever goes out at the snow.
b She never goes out at the snow.
- 4 a It didn't rain raining out in the afternoon.
b It didn't rain in the afternoon.

2 **READ** Listen for the comparison. Are the sentences true (T) or false (F)?

- 1 The girl doesn't like the museum at the moment.
- 2 The boy hates the sea.
- 3 The boy has done his history project.
- 4 The teacher isn't even he is cold in the afternoon.
- 5 The girl isn't happy about the weather forecast.

3 **READ** Read the question. Listen to the conversation again. Choose the correct phrase, a or b.

What is the boy going to do in the afternoon?



4 **READ** The Exam Tip. Then read the Exam Task.

5 **READ** Listen and complete the Exam Task.

NOTES






Learning for negative verbs

- Sometimes negative verbs have a pattern: *not + verb + object* or *verb + not + object*.
- The sentence may talk about someone or place using a negative verb and words such as *only*, *almost* or *nearly*. For example, *I almost didn't go to the park* = I went to the park. I'm glad.
- He nearly missed the meeting* = He got there.
- The careful of words that are absent, nearly or not + negative verbs.

EXERCISE A

Multiple choice with picture options

For each question, choose the correct answer.

- 1 What was the weather like last weekend?

A B C D
- 2 Where are they going for their day out?

A B C D
- 3 Where is the woman planning to go on holiday?

A B C D
- 4 How much will she pay?

A B C D
- 5 Where are they going to have lunch?

A B C D

IN EXAMS

7 Live well, study well

Learn how to manage your time and energy better

Improving performance mind and body

1. Sleep

Most teenagers need 8-10 hours of sleep every night. If you don't sleep enough, you will feel tired and your mind will not be able to think clearly. You will also have a hard time concentrating in class.

Try to go to bed at the same time every night and wake up at the same time every morning.

Remember to get enough sleep every night!

Write a paragraph about your sleep habits.

What time do you go to bed every night?

How many hours of sleep do you get every night?

How do you feel when you don't get enough sleep?

What do you do to get enough sleep every night?

Write a paragraph about your sleep habits.

What time do you go to bed every night?

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Write a paragraph about your sleep habits.

2. Food

A balanced diet is important for your health. It gives you the energy you need to study and play. Eating healthy food will help you feel better and have more energy.

Try to eat a variety of fruits and vegetables every day.

Remember to drink enough water every day!

Write a paragraph about your eating habits.

What do you eat every day?

How many times a day do you eat?

How do you feel when you don't eat healthy food?

What do you do to eat healthy food every day?

Write a paragraph about your eating habits.

What do you eat every day?

How many times a day do you eat?

How do you feel when you don't eat healthy food?

What do you do to eat healthy food every day?

Write a paragraph about your eating habits.

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Write a paragraph about your eating habits.

Mind your mind

Staying motivated

Staying motivated is important for your performance. It helps you to stay focused and keep going when things get difficult.

Try to set small goals for yourself and work towards them. Celebrate when you achieve them.

Remember to take breaks and relax when you need to. Don't push yourself too hard.

Write a paragraph about your motivation.

What do you do to stay motivated?

How do you feel when you are not motivated?

What do you do to feel motivated?

Write a paragraph about your motivation.

What do you do to stay motivated?

How do you feel when you are not motivated?

What do you do to feel motivated?

Write a paragraph about your motivation.

What do you do to stay motivated?

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What do you do to stay motivated?

How do you feel when you are not motivated?

What do you do to feel motivated?

Write a letter


Write a letter to your friend

Write a letter to your friend about your life. Tell them about your school, your hobbies, and your dreams.

Remember to write about your feelings and how you feel about things.

Write a paragraph about your letter.

What do you write about in your letter?



Read the Exam Tip. Then read the Exam Task. Look for answers in the text.

Now complete the Exam Task.

Exam 1

Leading for phrases with the connector 'as'

• In multiple-choice questions there is a helpful list of different uses of **as** in the box.

Remember, **as** is an adjective in the question so check the noun meaning in the question or sentence in the text. For example, **popular** = lots of people use or in the interests.

Read the text and find phrases that could mean the same as the words in the question.

1 Match the sentences (1–5) with the words and phrases in (a)–(f).

- 1 collecting things
- 2 making things
- 3 sewing
- 4 reading
- 5 magazines, books, blogs

a food, pictures, clothes
b playing an instrument, singing, writing songs
c handcrafting, reconstructing, working out
d empty, clean, empty books

2 Work in pairs. Use the words from Exercise 1. Do you like this one?

What is about this thing? What is it about? Choose the best option (a–f).

a It's about it about three people who love to sing compositions.

b It's about it about three people who all loved collecting things.

c It's about it about three people who love to read magazines changed four times.

Multiple matching

For each question, choose the correct answer.

Kate: Nergely: David

	1	2	3	4	5
1 Who had a hobby that was a business?	A	B	C		
2 Who was an international artist?	A	B	C		
3 Who was famous for their song in the internet?	A	B	C		
4 Who helped people in their house?	A	B	C		
5 Who uses to help people around the world?	A	B	C		
6 Who was famous for their song for a hobby?	A	B	C		
7 Who made things to make something new?	A	B	C		

your class

1 Think about the things you are doing. Do you think you will still be doing these in the future? If 'yes' and 'no', have they changed because of their life situation?

1 What do you love doing in your free time? These three young people love to **perform** in their bands.

2 **perform** to their fans

3 **perform** live, each person, their **performances** helped to make a difference in their lives.

Kelvin Doe, Protonas, Sierra Leone

When Kelvin Doe was two years old, he was **struck** by crippling broken limbs and **paralysis** of speech and he thought himself lost for the rest of his life. But, when he was 10, Kelvin learned how to make his own **robotic** **prosthesis** and **prosthetic** devices for his home and other homes around the world. He learned, designed, **assembled** and started a **community** **robotics** **club**. Kelvin became a **role model** and **inspiration** of people who needed **robotic** **limbs** **and** **assistive** **technology** **and** **engineering** **skills**.

Margerie DiDio, Cato City, the Philippines

Margerie DiDio didn't have a childhood when she was growing up, but that didn't stop her. She **overcame** a **family's** **abandonment** and **practiced** **what** **her** **best** **friend** **was** **teaching** **at** **a** **school** **that** **she** **didn't** **even** **attend**. Margerie's **parents** **were** **her** **biggest** **support** **and** **inspiration** **and** **her** **biggest** **motivation** **to** **overcome** **everything** **she** **was** **facing** **was** **to** **become** **her** **best** **friend** **in** **2015**, when she was 19. Margerie **was** **a** **great** **model** **for** **showcasing** **at** **the** **Asian** **Games**.

Shakim Ramsey, California, USA

Shakim Ramsey loves being in his band, but he also loves being a **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model** **and** **inspiration** **for** **other** **young** **people** **like** **himself** **is** **one** **of** **the** **best** **things** **he** **can** **do** **for** **his** **community** **and** **the** **world**. He learned that **being** **a** **role model**

BRINGS LEARNERS CLOSER TO THE WORLD

New Close-up brings learners closer to the world through relevant themes and topics that are aligned to the global viewpoint of today's students.

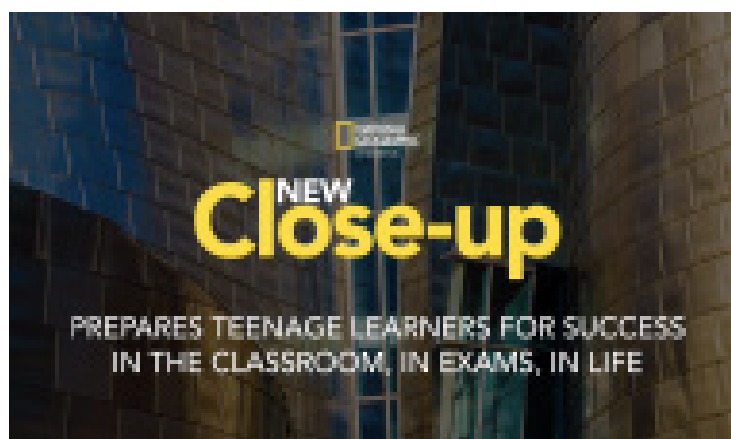
That's the fashion **4**




A model at a Junya Watanabe fashion show in Paris, France.

Work in pairs. Look at the photo and discuss the questions.

- Which adjectives would you use to describe the outfit?
- Do you like what the model is wearing? Why? / Why not?
- Do you think fashion is important? Why? / Why not?



8 Video Climbing El Capitan



Alex Hummel climbs carefully up El Capitan in Yosemite National Park, USA.

Before you watch

- Work in pairs. Look at the photo and discuss the questions.
 - Have you ever been climbing?
 - Would you like to climb here? Why? / Why not?
 - Think of three adjectives to describe the photo.
 - How did the photographer take this photo?

While you watch

- Watch the video. Are the sentences true (T) or false (F)?
 - Many people like to climb the rocks at Yosemite National Park.
 - This is Jimmy Chin's first visit to Yosemite.
 - Jimmy already knows some of the other climbers at Yosemite.
 - Jimmy, Tommy and Kevin aren't going to spend the night on El Capitan.
 - Tommy and Kevin don't use any ropes when they climb.
 - Jimmy takes photos, but he doesn't climb with Tommy and Kevin.

After you watch

- Complete the summary of the video with these words. Then watch the video again and check your answers.

using	climber	dangerous	silence
fingers	rock	photographer	safely

Jimmy Chin is a National Geographic's _____ and videographer. He's also a very good _____.

At the moment he's in Yosemite National Park. There is a community of climbers at Yosemite. They _____ there and practice climbing together. Jimmy first started climbing at Yosemite _____ years ago. He loves spending time with other climbers here. Jimmy, Tommy and Kevin are climbing it _____ called El Capitan. It's about 914 metres high. Tommy and Kevin use their _____ to pull themselves up the rock. It can be very _____ Jimmy has to climb _____ and take photographs at the same time.

Your ideas

- If you were climbing El Capitan would you feel scared or excited?
- Do you think anybody could do Jimmy Chin's job? Why? / Why not?

New Video lessons expand students' knowledge of their world.

A COMPREHENSIVE FOUR-SKILLS SYLLABUS

Each level includes twelve topic-based units with a range of tasks that actively develop students' reading, listening, speaking and writing skills.



Useful language boxes support students with appropriate language when completing communicative tasks.

Useful LANGUAGE

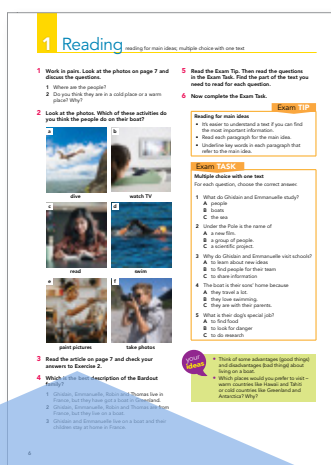
Describing a photo

This photo shows people (at a restaurant / in a park / at home / on a beach).
The woman (in the hat / with the glasses / holding the burger) is ...
They are outside / inside.
The weather is warm / cold.
They are (enjoying the food / having fun / feeling happy) ...
In the background / foreground, I can see (some buildings / trees / people).

your ideas

- Do you eat traditional food from your own country when you go out, or do you eat food from other countries?
- What country's food do you like best?

Your ideas sections provide opportunities for discussion and personalisation.



4

MEDIATION SKILLS

- Explaining and summarising a text for the benefit of another person is mediation. Part of being an effective mediator is checking that your message has been understood and changing it if necessary. Simplifying and rephrasing are both useful mediation skills.
- Choose students to read each summary aloud.
- In pairs, students discuss which is the best option. Get feedback. Ask students to explain why the text they've chosen is the best summary and check their partner has understood their reasons. If not, they should try to explain their choice in a different way, e.g. with different words.
- Ask why the other two summaries are incorrect.

Every unit contains activities that develop students' mediation skills, with teaching support.

4 Which is the best description of the Bardout family?

- Ghislain, Emmanuelle, Robin and Thomas live in France, but they have got a boat in Greenland.
- Ghislain, Emmanuelle, Robin and Thomas are from France, but they live on a boat.
- Ghislain and Emmanuelle live on a boat and their children stay at home in France.

SUPPORTS EXAM SUCCESS

New *Close-up* has been updated to support students preparing for the Cambridge exams and more, including the 2020 Preliminary and Key updates.

Exam TASK

Multiple choice with six texts

For each question, choose the correct answer.

1. **Mobile phone for sale.** Only six months old but needs new screen. Phone (A) is for sale for a short time.
 - A. Doter is selling the phone because it is old.
 - B. Part of the phone needs to be changed.
 - C. The phone is for sale for a short time.
2. **Hi Rania.** I'm meeting Kate at the Arts Centre tomorrow. We've joined their new digital photography club. It's from 8-9 p.m. on Wednesday evenings. Do you want to come too? Hamid
 - A. Hamid wants Rania to meet him tomorrow.
 - B. Rania is a member of the digital photography club.
 - C. Kate is meeting Rania at the Arts Centre tomorrow.
3. **COMPUTER PLANET** Our sale is out of this world!
 - For one day only
 - All our printers now half price!
 - Plus an amazing 20% discount on selected laptops
 A. This shop is only open for one day.
 B. You can get a cheaper computer today.
 C. Some laptops are half price today.

Thinking about context

- Some exam reading tasks have six short texts. It is useful to think about the context of each text – where and when you might see it.
- What kind of text is it? For example, is it an email, or a text message or a note?
- Where do you usually see this kind of text? For example, on a noticeboard or on a phone.
- Look for clues in the texts that tell you more about the context.

Exam TIP

Exam tips provide step-by-step advice and strategies for how best to approach exam tasks.

3 Reading thinking about context; multiple choice with six texts

1. Work in pairs. Look at the photos on page 31. Discuss the questions.
 - 1. What technology can you see?
 - 2. What do you think the people are using the technology for?
2. Read the article on page 31 and check your ideas.
3. Read the article again and answer the questions.
 - 1. Why do the Sanbari people often move?
 - 2. How do the Sanbari use their mobile phones?
 - 3. What do the women in the photo look like?
 - 4. How are they using technology?

Exam TASK

Multiple choice with six texts

For each question, choose the correct answer.

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Exam tasks mirror what students will experience and provide opportunities to put tips into practice.

Technology changes lives

The Sanbari people live in northern Kenya. They have come, always and go. They don't stay in one place all the time because the land is very dry. They follow their animals, looking for food and water. However, their lives are changing. In the past, 90% of the population in Kenya, many Sanbari women own a mobile phone. Even in very remote places, like the Sanbari Reserve, women use their phones to chat and tell their friends. They have special apps on their phones to find more information about their animals. You can help them look after their herds.

1. The Sanbari people live in northern Kenya. They have come, always and go. They don't stay in one place all the time because the land is very dry. They follow their animals, looking for food and water. However, their lives are changing. In the past, 90% of the population in Kenya, many Sanbari women own a mobile phone. Even in very remote places, like the Sanbari Reserve, women use their phones to chat and tell their friends. They have special apps on their phones to find more information about their animals. You can help them look after their herds.

2. The Sanbari women and children are also using technology. As a small primary school in the Sanbari Reserve, children and women are learning how to use tables to find out more information about the world.

3 Getting technical

Reading thinking about context; multiple choice with six texts

1. Read the Exam Reminder. What is the context of a text?
 - a. a type of reading exam
 - b. where and when you may see the text
 - c. a clue
2. Now read the texts and complete the Exam Task.

Exam REMINDER

Thinking about context

- For an exam reading task with six short texts, think about the context of each text.
- What kind of text is it?
- Where and when might you see the text?
- Are there any clues in the text that give information about the context?

Workbooks continue the focus on exam preparation with *Exam reminders* that reinforce the Exam Tips from the Student's Book.



Live well, study well lessons introduce a life or study skill and a linked wellbeing topic, designed to help students manage their personal and academic life, and future career.

1 Live well, study well being a team player, having confidence in yourself

How to work in a team

- be reliable
- do your share
- support team members
- listen to others
- communicate your ideas
- respect other people

1 Work in pairs. Look at the information and discuss the questions.

- 1 Have you ever worked in a team? What was it like?
- 2 Who were the best team players? Why?
- 3 Were some people bad team players? Why?

2 Number the ideas in the diagram in order of importance (1-6). Can you add any other ideas?

3 It's important to listen to others and respect their ideas. Work in pairs. Rewrite the replies in the conversations (1-4). What would a good team player say?

- 1 A: Let's ask Karl to give the presentation.
B: No way! Lee is much better.
- 2 A: I think we should have a red background.
B: Red? No, I want blue.
- 3 A: Who should we ask to plan the event?
B: Don't ask Erica. She won't do a good job.
- 4 A: We need to discuss the research now.
B: That's not important. I want to talk about ...

4 Work with a new partner. Do you agree with these statements?

- 1 People who have lots of brothers and sisters are better team members.
- 2 Some people are natural leaders.
- 3 It's important to make people listen to your opinion.
- 4 It's important to have fun when working in a team.

5 Read the Mind your Mind information. Discuss the questions.

- 1 Are the tips useful for you? Why? / Why not?
- 2 Do the tips make you feel differently about working in a team?

Mind your Mind

Having confidence in yourself

- It can be difficult to work in a team if you are quiet or not very confident. Remember that everybody is important in a team, and everybody has something worth saying.
- Don't be afraid to share your ideas. Learn to have confidence in your opinion.
- It's important to listen to other people – encourage quiet team members to speak up.
- A good team has lots of different skills. Find your strength and do things that you know you can do well. When you are confident doing that, try something new – you might develop a new skill.

6 Work in pairs. Discuss the questions

- 1 Do you feel confident or shy in a group?
- 2 How can confident people help others?
- 3 How can shy people make their voice heard?
- 4 How can working in a team help your confidence?

PROJECT 1

Work in teams. You are on a desert island.

Look at the list of items you can have to help you. Number them in order from 1 (the most important) to 10 (the least important). You must all agree on an order.

sun cream fishing equipment ten metres of rope
a radio a compass several tins of beans
several bars of chocolate a laptop
matches blankets

Present your order to the class and explain your reasons.

PROJECT 2

Work in teams. You want to raise money for a group in your community. Make a plan of action.

Think about:

- what event or activity you might do to raise money
- the strengths of each team member and the tasks they might do
- how to divide up the tasks so that everyone is happy.

Present your plan to the class.

Useful LANGUAGE

Which item do you think is the most important, (Jan)?
I think (a compass is the most important) because ...
What about (matches)? They could be (useful).
You could use ... to ...
I like that idea, but ... might be more important because ...
That's a great suggestion. Well done.
Shall we vote for a team leader / presenter?
Does everybody understand what they need to do?
Are you any good at ...? / Do you know how to ...?

16

Mind your Mind

Having confidence in yourself

- It can be difficult to work in a team if you are quiet or not very confident. Remember that everybody is important in a team, and everybody has something worth saying.
- Don't be afraid to share your ideas. Learn to have confidence in your opinion.
- It's important to listen to other people – encourage quiet team members to speak up.
- A good team has lots of different skills. Find your strength and do things that you know you can do well. When you are confident doing that, try something new – you might develop a new skill.

Mind your mind focuses on different aspects of social and emotional wellbeing.

PROJECT 1

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Look at the list of items you can have to help you. Number them in order from 1 (the most important) to 10 (the least important). You must all agree on an order.

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PROJECT 2

Work in teams. You want to raise money for a group in your community. Make a plan of action.

Think about:

- what event or activity you might do to raise money
 - the strengths of each team member and the tasks they might do
 - how to divide up the tasks so that everyone is happy.
- Present your plan to the class.

Your project gives students a platform to practise presentation skills, with options for group and independent work.

UNIT CLOSE-UP

Each unit in *New Close-up* is carefully structured to actively develop students' communication skills, with a strong focus on preparing for exams.



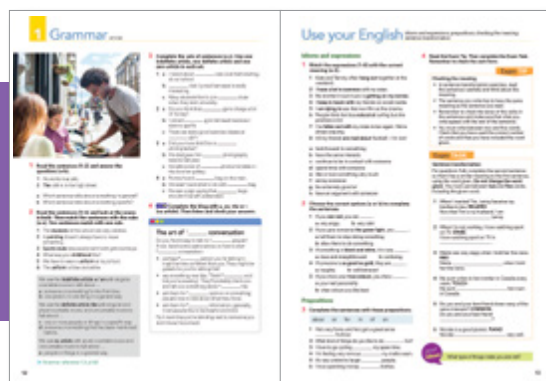
UNIT OPENER

Introduces the topic and previews target language.



READING

Teaches key skills through a variety of genres.

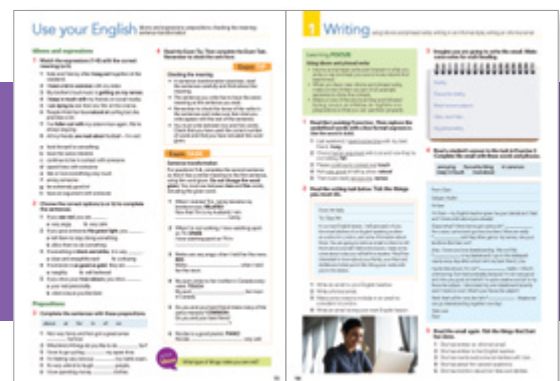


GRAMMAR 2

Introduces new language and builds on prior lessons.

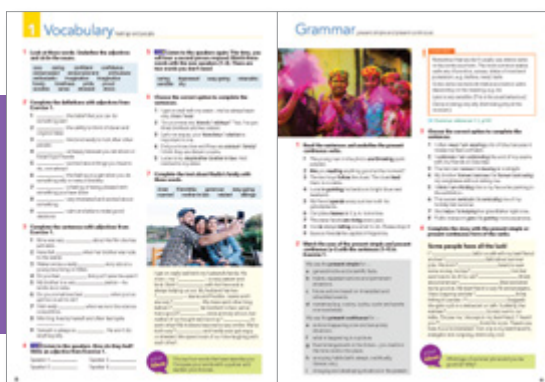
USE YOUR ENGLISH

Combines reading, vocabulary and grammar for exam success.



WRITING

Provides opportunities for students to demonstrate new skills.

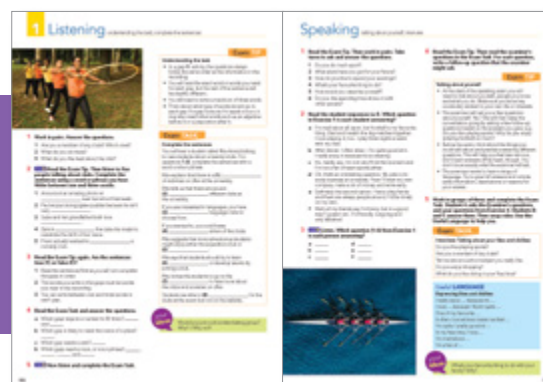


VOCABULARY

Focuses on the language needed for exam success.

GRAMMAR 1

Builds from controlled practice to more challenging tasks.

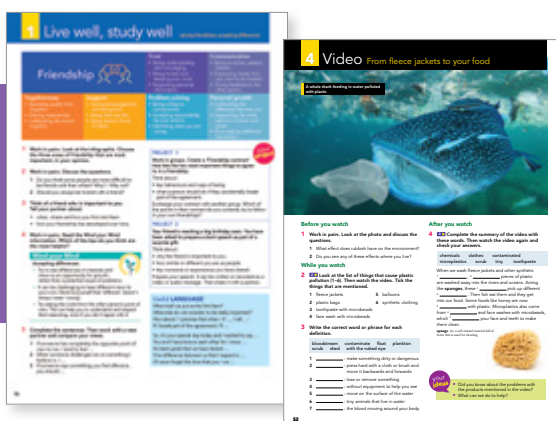


LISTENING

Prepares students to confidently complete exam tasks.

SPEAKING

Helps students use language in real-world contexts.



LIVE WELL, STUDY WELL

Focuses on learner wellbeing in every other unit.

VIDEO

Expands learners' understanding through real-world video in every other unit.

BRINGING THE WORLD TO ALL CLASSROOMS

New Close-up brings the world to all classrooms with its flexible digital support materials.

FOR LIVE LESSONS

Teach lessons with interactive Student's Book and Workbook pages, including embedded audio, video, and activities on the **Classroom Presentation Tool**.

FOR LEARNING AND HOMEWORK

Assign homework on the mobile-responsive **Online Practice** platform, including audio, video and practice activities.

Learn with the **Student's eBook** on the Online Practice platform, including audio, video and interactive activities.

Manage your classroom and track students' Online Practice progress with a Learning Management System.

FOR ASSESSMENT

Evaluate your students' through downloadable pre-made tests from the **ExamView® Assessment Suite** that can be edited and adapted to fit your assessment needs.

Place students simply and reliably into the correct level of *New Close-up* with the adaptive and mobile-friendly **National Geographic Learning Online Placement Test**.

Additional teaching support for online and hybrid courses is available on the [Companion Website](#).





An elderly skydiver celebrates after completing a jump in Serbia

Work in pairs. Look at the photo and discuss the questions.

- 1 How do you think this woman is feeling?
- 2 Have you ever jumped out of a plane?
- 3 Do you think keeping fit is important for people of all ages?
- 4 How much exercise do you do?

- 1 Do you think these things help you to lead or prevent you from leading a healthy life? Give reasons for your answers.

eating habits exercise friends
setting goals sleep social networking



- 2 Work in pairs. Write a list of things that you think people who live to 100 years old might do every day. Then share your list with another pair.

LOOK!

People who are 100 years old are called *centenarians*. Do you know any?

- 3 Read the article on page 31 quickly. Which of your ideas from Exercise 2 are mentioned?

- 4 Find these words in the article on page 31. Then complete the sentences with the words.

agriculture (line 35) generations (line 28)
homegrown (line 49) inhabitants (line 59)
local (line 5)

- If you grow fruit and vegetables in your garden, they are called _____.
- In many parts of the world, different _____ of one family often live together.
- The first _____ lived on the island in the late 16th century.
- People like to buy _____ food as they know it hasn't travelled very far.
- Farming and _____ is important as everyone needs to eat.

- 5 Read the Exam Tip. Then read the Exam Task. Underline the important words in each question.

- 6 Now complete the Exam Task.

Exam TIP

Identifying key information

- In multiple matching tasks, you need to read a text which is divided into several paragraphs and then match the paragraphs with some questions.
- It's a good idea to read the questions *before* you read the text. In each question, underline the important words. These words will help you identify the information you need to look for.
- Read the text quickly to get a general understanding. Look out for synonyms between the questions and the text.

Exam TASK

Matching prompts to text

You are going to read an article about people who live a long life. For questions 1–10, choose from the paragraphs (A–C). The paragraphs may be chosen more than once.

Which paragraph mentions

- people who refer to three crops as 'three sisters'? 1 ☐
- people who stop eating before they feel full? 2 ☐
- a special drink that protects against illness? 3 ☐
- a plant that grows during a particular season? 4 ☐
- how grandparents feel valued by their families? 5 ☐
- a similarity to other nearby places? 6 ☐
- the value of having a group of friends for life? 7 ☐
- families who live with different generations? 8 ☐
- people who have a different diet to everyone else? 9 ☐
- why a natural resource might be good for stronger bones? 10 ☐

your ideas

- What is your *ikigai*?
- Who would you choose to be in a *moai* with? Why?



The secrets of a long life

An elderly group of singers and dancers in Okinawa

3.1

There are certain places around the world where people live well into their 90s and often past 100. Why do people living in these locations have a longer **life expectancy** than people elsewhere? And what lessons can we learn from the people living in three of these areas?

A Okinawa, Japan

Okinawans are amongst the world's healthiest people. They eat food that is local and have a diet that is unique to the area. Unlike most Japanese, Okinawans eat very little rice. Most of their diet is plant based and they hardly ever eat meat. They also eat **in moderation**. They have a saying, 'eat until your stomach is 80 per cent full'. In addition to a healthy diet and plenty of exercise, there are two other really important factors in Okinawan culture. These are *moai* and *ikigai*. When children are small, parents put them into groups of five. This group of friends becomes a *moai*. The five friends stay in contact and are always there for each other throughout their lives. *Ikigai* means 'that which makes one's life worth living'. For every Okinawan, this will be different. It could be their grandchildren or their *moai*. Whatever it is, their *ikigai* gives them a purpose in life.

B Nicoya Peninsula, Costa Rica

On the other side of the world in Costa Rica, the people of the Nicoya Peninsula have their own type of *ikigai*. Nicoyans call it *plan de vida* or 'reason to live' and it plays a really important role in Costa Rican culture. These 'reasons' give Nicoyans a real sense of purpose. Different generations within the family often live together and centenarians still provide support and look after children, grandchildren and often great-grandchildren. This makes them feel needed and part of a community. Nicoyans also eat a very healthy diet and often spend their days doing hard, physical work outdoors. They celebrate the 'three sisters' of agriculture which are beans,

squash and corn. Nicoyans grow and eat these crops together and they make up the majority of the well-balanced Nicoyan diet. Interestingly too, there is more **calcium** in the water in Nicoya than anywhere else in the country. Calcium is known to strengthen bones and it might also contribute to fewer cases of heart disease.

C Ikaria, Greece

Eleven thousand miles away from the Nicoyan Peninsula lies Ikaria, a small Greek island in the Aegean Sea. The landscape of Ikaria is similar to many of the other Greek islands, but one difference is that Ikarians often live a lot longer. Again, diet seems to play an important role in the health of the Ikarians. Homegrown vegetables and fresh fruit make up the majority of the Ikarian diet and Ikarians eat a type of leafy spring green called *horta*. In addition, they make a daily tea with herbs that grow on the island and which are known to prevent disease. It's not only eating good food that makes the Ikarians so healthy and free of disease, but also the hard work and physical activity that goes into growing these **staples** that goes a long way to keeping the inhabitants fit, both mentally and physically.

word focus

life expectancy (n): the length of time that someone is expected to live

in moderation not having too much of something

calcium (n): a chemical element which is good for bones and teeth

staples (n): the main products grown and eaten in a certain place

3 Vocabulary health and fitness

1 Work in pairs. Tell your partner what you do ...

- if you feel stressed and need to relax.
- if you feel ill or get hurt.
- to improve your fitness.

2 **3.2** ▶ Listen. Match the speakers (1–4) with what they talk about (a–d). Then listen again and note down the words that helped you decide on the correct answers.

Speaker 1	a training for an event
Speaker 2	b losing weight
Speaker 3	c joining a gym
Speaker 4	d having an operation

3 Match the words (1–6) with their definition (a–f).

1 recover	a to give medical care to someone who is ill
2 injury	b a physical feeling which shows you've got a certain problem
3 treat	c a person who is being looked after by a doctor
4 symptom	d to get better, usually after an illness
5 patient	e a situation where someone needs taking to hospital
6 emergency	f physical damage to part of your body

4 Choose the correct words to complete the article.

5 **3.3** ▶ Complete the doctors' sentences using the words you *didn't* choose in Exercise 4. Then listen and check your answers.

Dr Wang

An unhealthy lifestyle can definitely lead to ¹ _____. It's really important that people exercise. There are lots of different options such as doing yoga or ² _____ football in the park. The key is to exercise regularly.

Dr Lopez

I don't think people would ask for ³ _____ every time they felt unwell if they realised how expensive the pills and creams are.

Dr Al-Mahmood

The other day, a football ⁴ _____ came to me with a(n) ⁵ _____ in his leg. He was very surprised when I told him it was a(n) ⁶ _____ and he must go straight to the ⁷ _____. His leg was broken!

Dr Ebadi

Recently, I saw someone with a high ⁸ _____. He had the flu. I told him to drink plenty of water and rest. ⁹ _____ who follow our advice usually ¹⁰ _____ quickly.



Yoga for life

Judge Eleni Derke started ¹ *doing / playing* yoga more than 25 years ago after she found out she had a serious ² *temperature / illness*. Eleni was in a lot of ³ *pain / ache* and her doctor wanted her to have an ⁴ *emergency / operation*. However, Eleni wanted to find another way to ⁵ *treat / recover* her illness. Her cousin was a yoga ⁶ *player / instructor* and he taught her some different poses. Many people believe that the different yoga positions help to remove toxins from the body, but as yet, there is no scientific ⁷ *evidence / medicine* to prove this. But for Eleni, she didn't need scientific explanations. She soon started to feel better and her ⁸ *patients / symptoms* started to disappear. Now, not only does Eleni continue to practise yoga for her own ⁹ *illness / health*, she also recommends that criminals take a yoga course while they are in ¹⁰ *hospital / prison*.



your
ideas

When was the last time you were ill?
What did you do to recover?

Present perfect simple and present perfect continuous

1 Read the sentences (1–4) and answer the questions (a–d).

- 1 They **have done** yoga three times this week.
- 2 They **have been doing** yoga for years.
- a Which sentence emphasises how long an action has been in progress?
- b Which sentence tells us the number of times something has happened?
- 3 The students **have done** a project on Okinawa.
- 4 This week, the students **have been doing** a project on Okinawa.
- c Which sentence tells us that the students' project is finished?
- d In which sentence is it unclear if the project is finished or not?

2 Look at the sentences (1–4) in Exercise 1 again. Complete the rules (a–f) with PPS (present perfect simple) or PPC (present perfect continuous).

- a We form the _____ with the correct form of *have* and the past participle.
- b We form the _____ with the correct form of *have + been + the -ing* form of the main verb.
- c We use the _____ for actions and situations that happened at an indefinite time in the past.
- d We use the _____ for actions and situations that started in the past and are still in progress or have happened repeatedly up until now.
- e We can use the _____ to talk about the number of times something has happened.
- f We can use the _____ to emphasise how long an action has been in progress.

▶ Grammar reference 3.1, p163

3 3.4 ▶ Complete the sentences with the present perfect simple or present perfect continuous of the verbs. Then listen and check your answers.

- 1 For many years, people _____ (research) areas of the world with high numbers of centenarians.
- 2 The old man _____ (not see) a doctor for fifty-five years.
- 3 Scientists _____ (develop) new treatments here since the early 2000s.
- 4 The Paleo diet _____ (become) very popular over the past decade.
- 5 Alexei _____ (make) a pot of coffee.

- 6 Eleni Derke _____ (practise) yoga for more than twenty-five years.
- 7 I _____ (sign) a contract at the gym and my first session is at three o'clock today.
- 8 Tina _____ (go) to exercise classes since the start of the year.

for, since, lately, already, yet and still

4 Read the sentences and underline the time expressions.

- 1 Hani has been running marathons since 2015.
- 2 I've been feeling really under the weather lately.
- 3 Have you finished your exercise programme yet?
- 4 He's been doing yoga every day for a few weeks.
- 5 She's already lost more than six kilos in weight.
- 6 She still hasn't bought any gym equipment.
- 7 They haven't started training for the event yet.

5 Complete the rules (a–f) using the time expressions from Exercise 4.

- a We use _____ at the end of a question with the present perfect. We also use it in a negative sentence to show that we're expecting something to happen soon.
- b We use _____ to show how long a present situation has lasted.
- c We use _____ to show when something started.
- d We use _____ with the present perfect to mean 'recently'.
- e We use _____ with the present perfect in a negative sentence to show that something hasn't happened but we expect it to.
- f We use _____ with the present perfect to mean 'at some time before now'.

▶ Grammar reference 3.2, p164

6 Complete the sentences with these words.

already for lately since still yet

- 1 Annie has been doing a lot of exercise _____.
- 2 I've _____ had the test results. They emailed them yesterday.
- 3 She's been training with an instructor _____ a month.
- 4 Have you been to the new swimming pool _____?
- 5 No, I _____ haven't had time to go there.
- 6 I haven't eaten meat _____ 2012.

1 **3.5 ▶ Listen and tick the numbers you hear.**

- | | | |
|------------|--------------|--------------|
| 1 a 1/6 | b 1/60 | c 1/16 |
| 2 a 7% | b 17% | c 70% |
| 3 a 15,000 | b 15,000,000 | c 50,000,000 |
| 4 a 2,300 | b 2,030 | c 3,200 |
| 5 a 1798 | b 1978 | c 1878 |
| 6 a first | b fourth | c fifth |
| 7 a 20.42 | b 2042 | c 20,042 |
| 8 a 7.3 | b 73 | c 703 |

2 **3.6 ▶ Listen to some facts about health and fitness. Are the sentences true (T) or false (F)?**

- About 19 per cent of Americans have too much salt in their diet.
- In the 1970s, only four per cent of children in the USA were overweight.
- It takes about 28 days to break a bad habit.
- You need to walk for 22 minutes to burn off the calories in a bar of chocolate.
- More than 300 million people worldwide have diabetes.
- The average life expectancy across the world is 82.

3 **3.6 ▶ Listen again and correct the false information in Exercise 2.**4 **Read the Exam Tip. Then read the Exam Task. What type of information is missing in each gap?****Exam TIP****Thinking about the missing words**

- Read the questions all the way through to get an idea of what the listening will be about.
- Think about possible answers for the gaps *before* you listen.
- Look at the words before and after each gap. What type of word fits (e.g. noun, verb, adjective)?
- You won't have to write any more than three words in each gap. If the answer is a number or a date, write it in figures, e.g. 540, 2018.

5 **3.7 ▶ Now listen and complete the Exam Task.****Exam TASK****Complete the sentences**

You will hear someone talking about how buildings can affect our health. For questions 1–10, complete the sentences with a **word or short phrase**.

- Nowadays, about _____ of our time is spent indoors.
- 'Sick building syndrome' is an _____ where the building you are in can affect your health.
- Some of the _____ of sick building syndrome are headaches, coughs and extreme tiredness.
- A damp or polluted building can be _____ for a person's illness.
- One group of people wants to _____ awareness of unhealthy buildings.
- Architects and building designers are now trying to make buildings _____ for people to live and work in.
- _____ quality, noise and lighting can all affect people's health.
- Two major causes of serious illnesses nowadays are poor diet and _____.
- _____ in buildings helps people to be healthier by making them more active.
- In Sweden, _____ have been made to look like a piano.



Etsy's 'living building' headquarters in New York City

Speaking

describing similarities and differences; photo description

- 1** Look at this list of activities which people could do to reduce stress. Number them in order of how helpful they are in your opinion (1 = the most helpful, 8 = the least helpful).

- | | |
|--|--|
| <input type="checkbox"/> doing housework | <input type="checkbox"/> breathing exercises |
| <input type="checkbox"/> doing yoga | <input type="checkbox"/> chatting with friends |
| <input type="checkbox"/> singing | <input type="checkbox"/> shopping |
| <input type="checkbox"/> reading | <input type="checkbox"/> playing a game |

- 2** Work in pairs. Discuss the questions.

- Are your answers to Exercise 1 similar or different? Why do you think this is?
- What other things would you add to the list?

- 3** Look at the photos. Discuss them with a partner. Use the questions and some of these words.

activity	effect	health	indoors
outdoors	relax	stress	

- What are the similarities between the photos?
- What are the differences between the photos?
- What are some of the problems with what's happening in photo A?
- What are some of the benefits with what's happening in photo B?



- 4** Read the Exam Tip. Then read the Exam Task. What is the difference between describing something and comparing something?

- 5** Now work in pairs and complete the Exam Task. Take turns to compare and talk about your photos. Use the Useful Language to help you.

Exam TIP

Describing similarities and differences

- In this part of the test, you need to compare and talk about two photos.
- Don't just describe the photos. If you *describe* something, you simply say what you can see. If you *compare* something with something else, you talk about the similarities and differences.
- Listen carefully to what your partner says. This can often give you more ideas.
- Look closely at the photos to see what is the same and what is different.

Exam TASK

Photo description

Student A: Turn to page 176. You will see two photos. They show people doing different things to relax. Compare the photos and say why you think each person has chosen to do that activity.

Student B: Turn to page 177. You will see two photos. They show people eating dinner. Compare the people, situation and food in each photo and say which you think would be better for you and why.

Useful LANGUAGE

Making comparisons

In this photo ..., whereas / while / but in ...
 In the other photo ...
 Both photos show ...
 Neither photo shows ...
 The main difference / similarity is ...
 In contrast ...
 On the other hand, ...
 He / She is more ... than ...

your ideas

- Do you think younger people get more stressed than older people? Why? / Why not?
- Many people say that 'laughter is the best medicine'. Why do you think this is? Do you agree?

Countable and uncountable nouns

1 Read the sentences (1–2). Then complete the rules (a–b) with *countable* and *uncountable*.

- I did twenty **star jumps** and skipped for fifteen minutes.
- I always include some **exercise** in my day, even if I haven't got much time.

- a _____ nouns refer to separate items. They can be singular and plural.
b _____ nouns refer to abstract ideas or things that cannot be counted. They do not have a plural form.

► Grammar reference 3.3, p165

2 Look at the advice in a doctor's surgery. Complete the table with the nouns in bold.

In winter, **people** often suffer from colds and the flu. Our **advice** is as follows:

- Drink plenty of **water** with **honey** and lemon.
- Make sure you stay warm and get plenty of **rest**.
- Always sneeze into a **tissue** and cover your **mouth** when you cough.
- Always wash your **hands** well with **soap** and water.
- In an **emergency**, call 999.

Countable nouns	Uncountable nouns

3 Some nouns can be both countable and uncountable depending on their meaning. How is the meaning of *room* different in these sentences?

- There isn't room for all of us in the car.
- This is the most expensive room in the hotel.

4 Tick the nouns which can be both countable and uncountable.

- | | |
|---------------|------------|
| 1 centenarian | 4 culture |
| 2 experience | 5 health |
| 3 activity | 6 headache |

5 **3.8** Complete the sentences with the correct form of the words from Exercise 4. Then listen and check your answers.

- We had some wonderful _____ during our time in Greece.
- Human _____ is one of the main reasons for climate change.
- The Ikarian and Nicoyan _____ are fairly similar.
- I don't know any _____. Do you?
- I've got the flu. I've got a _____ and a really sore throat.
- A poor diet can have a major impact on your _____.

6 Look at the sentences in Exercise 5 again. Are the words you wrote countable (C) or uncountable (U)?

Quantifiers

7 Read the sentences (1–4). Then complete the rules (a–b) with *much*, *many*, *a little* and *a few*.

- There aren't **many** calories in this dessert.
- About 90 per cent of Americans have **too much** salt in their diet.
- My grandfather needs **a little** help to climb the stairs.
- We grow **a few** vegetables in our garden.

A lot of and *lots of* can be used with both countable and uncountable nouns.

- a _____ and _____ are used with countable nouns.
b _____ and _____ are used with uncountable nouns.

LOOK!

Much and *many* can usually only be used in questions and negative sentences.

► Grammar reference 3.4, p165

8 Complete the sentences with *much*, *many*, *a little* or *a few*.

- How _____ time do you spend at the gym?
- I can only do _____ exercise before my knees start to hurt.
- I always keep _____ chocolate in my bag!
- I didn't eat too _____ biscuits, I promise!
- I usually add _____ sugar to my coffee.
- Have you got _____ minutes to help me, please?

Use your English

prepositions; idioms; checking your sentences make sense;
sentence transformation

Prepositions

- 1 Complete the sentences with these prepositions. Some prepositions can be used more than once.

against of on over to

- 1 You can take this medicine to protect you _____ malaria when there are mosquitoes.
- 2 I'm working _____ my fitness this year because I've signed up to run a marathon.
- 3 Lack of activity is a major factor that contributes _____ a shorter life expectancy.
- 4 Many Ikarians live to _____ 100 years old because of their healthy lifestyle.
- 5 If you consume too many sugary drinks, you could be at risk _____ tooth decay.
- 6 How long you live will depend _____ many things.
- 7 Are you a member _____ a gym?
- 8 If you want to get stronger, you should focus _____ lifting weights.

Idioms

- 2 Match the idioms (1–6) with the correct meaning (a–f).

- 1 My grandmother is in her nineties, but she's **fit as a fiddle**.
- 2 Sven was very ill after the accident, but he's definitely **on the mend** now.
- 3 Having a cold can make you feel really **under the weather**.
- 4 The operation on his knee gave him a new **lease of life**.
- 5 I felt like I was **on my last legs** after running a marathon.
- 6 It's important to take time out in order to **recharge your batteries**.

- | | |
|---------------------|-----------------------------|
| a regain energy | d starting to feel better |
| b unwell | e feeling very weak |
| c very fit and well | f a chance of better health |

- 3 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Checking your sentences make sense

- In sentence transformation tasks, make sure you re-read your new sentence and check it for meaning.
- Make sure that you have used the given word and that you haven't changed it.
- Your new sentence must have the same meaning as the first sentence. Compare the two sentences and check that they both mean the same.

Exam TASK

Sentence transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the given word.

- 1 I wasn't able to give much attention to the news because I was very tired.

FOCUS

I couldn't really _____ the news because I was very tired.

- 2 According to his dad, Piotr is feeling much better now.

MEND

Piotr's dad said that he is definitely _____ now.

- 3 Some factors for a long and happy life are good friends, physical activity and a healthy diet.

CONTRIBUTE

Good friends, physical activity and a healthy diet are some of the things that can _____ a long and happy life.

- 4 I did very little exercise last week because I was under the weather.

MUCH

I was under the weather last week, so I _____ exercise.

- 5 You cannot rely on only being naturally healthy if you want to live past 100.

DEPEND

Being naturally healthy isn't the only thing you can _____ if you want to live past 100.

- 6 By the time she had finished the race, she was absolutely exhausted.

LEGS

She _____ by the time she had finished the race.

your ideas

- How do you recharge your batteries?
- When did you last feel as if you were on your last legs? What were you doing?

Learning FOCUS

Giving advice

When you want to give advice in your writing, it's important to use language that will make the reader trust you.

- Encourage the reader by using a light-hearted tone that makes the reader feel you are making helpful suggestions rather than telling them what to do.
- If you are very critical in your opinions, the reader is unlikely to follow your advice.
- Introduce advice with these structures and expressions: *Don't worry if you ...*, *Try to make sure you ...*, *Try / Don't try + full infinitive or noun ...*, *You could always ...*, *Why don't you ...*, *Think about ... + verb + -ing*.

- 1** Read the Learning Focus box. Then read the advice. Which advice would you follow? Which wouldn't you follow? Why?

▼ I want to get fitter. How should I start?

- ▲ Aim to run about 3 km a week. Everyone can easily do this.
- ▲ Think about setting yourself realistic goals that work for you.
- ▲ Don't worry if you don't do everything on your training plan. It's normal to miss a few sessions!
- ▲ Try to add in a bit more exercise wherever you can in your daily routine. Every step adds up!
- ▲ You must always work out in the mornings.
- ▲ Why don't you write your goals on a piece of paper that you can look at every day?
- ▲ You must feel pain when you're working out otherwise there's no point going to the gym.

- 2** Imagine your friend has asked you for some advice. Look at these questions and write a piece of advice for each one. Use the structures and expressions in the Learning Focus box.

- 1 How can I make more time for exercise?
- 2 How can I stop eating sugary snacks and sweets between meals?
- 3 How can I reduce my screen time? I know I play computer games for too long, but I can't stop.
- 4 What should I do to get outside more?
- 5 What small things can I do to improve my fitness?
- 6 Should I completely give up eating junk food?
- 7 What can I do to sleep better at night?
- 8 I heard it's better to exercise with others. I'm not fit, so where do I start?

- 3** Work in pairs. Discuss your answers to Exercise 2. Did you find any of your partner's suggestions useful for you?

- 4** Read the writing task. Are the sentences (1–4) true (T) or false (F)?

What are some of the best ways to prevent coughs and colds? What are some of the things we can do every day? Write an article for the school website giving your advice. We will publish the best advice next month.

- 1 You should include advice about preventing illness.
- 2 You should include advice about general health.
- 3 The advice will be read by people your age.
- 4 The advice will be put on posters around the school.

- 5** Complete a student's answer to the task in Exercise 4 with these phrases.

don't forget don't worry make sure
shouldn't try to why not

Common sense fights the common cold

Do you suffer from coughs and colds, especially in winter? Here are some useful tips to help prevent feeling under the weather.

Firstly, a healthy diet can help to stop you getting ill. But you ¹ _____ wait until you're ill to take action! ² _____ make a change today? You could do something to improve your diet, like eating more fruit and vegetables. Not only will this help to prevent you getting ill, but it will also help you recover more quickly.

Secondly, it's very important to get enough sleep.

³ _____ get about eight hours every night and ⁴ _____ to turn off phones and screens at least an hour before you go to bed.

Lastly, exercise is very important too. ⁵ _____ if you can't run a long way – or you hate going to the gym. Just ⁶ _____ you do something every day to keep yourself fit, even if it's only for fifteen minutes.

Follow these simple rules and you'll be well all winter!

- 6** Read the article in Exercise 5 again. Do you agree with the writer's advice? Why? / Why not?

7 Look at the Useful Language and complete the paragraph.

If you're suffering from stress, it's important to take some time out to recharge your ¹ _____. Try to stay ² _____ by doing some exercise every day. Exercise is excellent for you physically and mentally. In addition, make sure you're eating good, healthy food. A Mediterranean ³ _____ is full of fresh fruit and vegetables. Make good ⁴ _____ and you'll soon be as ⁵ _____ as a fiddle.

8 Read the Exam Tip. Then read the Exam Task and make some notes about your ideas. How many things should you write about in the article?

9 Now complete the Exam Task. Write your answer in 140–190 words. Use the Useful Language and remember to give reasons that justify your advice.

Exam TIP

Giving effective advice

- If a writing task asks you to give advice, it's important to make suggestions and not give orders. Make sure the tone of your advice is friendly and positive.
- Give clear reasons for your advice to make your ideas more convincing. Don't focus on the possible negative result of your reader not taking your advice. Always focus on the positive result.

Exam TASK

Writing an article

You read this announcement on a health and fitness blog:

Articles wanted

What's the best advice you can give to someone who wants to live to be 100? What would you suggest they do in terms of lifestyle, physical activity and diet?

The best articles will be published on our blog next month.

Write your article.

Useful LANGUAGE

Describing lifestyle

fit as a fiddle
natural remedies
prevention is better than cure
recharge your batteries
reduce stress

Healthy activities

be active
increase your strength
burn calories
control your weight
get / stay fit / in shape
warm up

Describing food and diet

a balanced diet
a Mediterranean / vegetarian / vegan diet
drink plenty of water
eat organic food
make good choices

10 Complete the Reflection Checklist. Then exchange your article with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- | | |
|--|--------------------------|
| I clearly stated my advice. | <input type="checkbox"/> |
| I clearly stated reasons why the reader should follow my advice. | <input type="checkbox"/> |
| I focused on a positive outcome. | <input type="checkbox"/> |
| I checked my final draft for grammar and spelling mistakes. | <input type="checkbox"/> |

Six steps to a positive habit

1

Decide what change you want to make (e.g. exercise, study, diet, family time, friends), and when and how often you are going to do it.

2

Make your new habit quick and easy to complete. Set a regular time to do it.

3

Note your progress and link something positive with it.

4

Things might not always go as you wish. Make a plan to get back on track quickly.

5

When you've mastered your small new habit, gradually expand it.

6

Notice and enjoy the benefits of your new behaviour. If you've had setbacks, just keep going. You've got this!

1 Look at the infographic. Match the steps (1–6) with these headings (a–f)

- a Acknowledge success
- b Decide on your goal
- c Expand it
- d Make it manageable
- e Prepare for setbacks
- f Reward yourself

2 Work in pairs. Discuss the questions.

- 1 Which is the most important step in the process, do you think? Why?
- 2 What negative thoughts, if any, did you have when you read the advice?
- 3 Have you ever successfully managed to create a new habit? If so, how did you do it?
- 4 Do you think it's easier to fall into bad habits rather than good habits? Why? / Why not?

3 People often start a new behaviour but don't manage to make it a habit. With your partner, discuss why you think this is.

4 Read the Mind your Mind information. Do the tips make you feel differently about your ability to form positive new habits?

Mind your Mind

Challenging limiting beliefs

- It's important to really believe in your ability to change.
- Notice any negative thoughts you have, e.g. 'I'm unlikely to succeed.'
- Turn these thoughts into positive questions, e.g. 'What have I succeeded at in the past? How could I succeed now? What do I need to help me do this? What benefits would there be if I *did* succeed?'
- Our brains respond to suggestion and repetition. Write positive statements such as, 'I've succeeded at lots of things in my life,' or 'My action plan will bring success' and put them somewhere you will see them every day.



5 Think of something you want to achieve. Answer the four positive questions in Mind your Mind. Then discuss your answers with a partner.

PROJECT 1

Work in pairs. Imagine that two weeks ago a friend decided to limit their screen time to one hour a day. However, within three days they had failed. Prepare a plan to help them succeed.

Think about:

- what practical steps will help them
 - possible setbacks and how to deal with them
 - how you might be able to support them personally.
- Is there anything in the plan you could apply to your own life?

PROJECT 2

Using the infographic, draw a plan of action for something you want to change in your daily life.

Think about:

- the six main steps that you will need to take
- when you aim to be fully in the new routine.

Share your plan with a partner. Report back to them on your progress in two weeks' time.

Useful LANGUAGE

Let's break it down into smaller steps ...

A good idea is to ...

One thing that might be particularly helpful is ...

Remember / Don't forget that ...

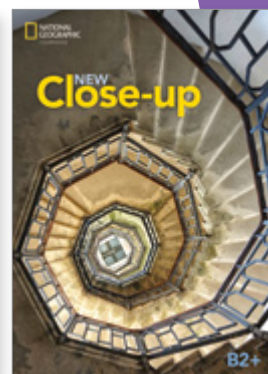
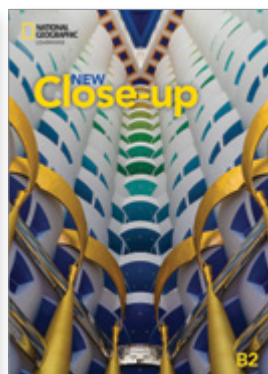
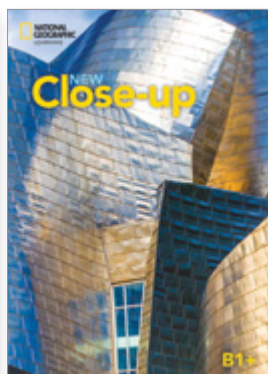
I've decided that I'd really like to ...

The stages I'm going to follow are ...

The first / second / next thing I will do is ...

In two weeks' time I aim to have ...




your project



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