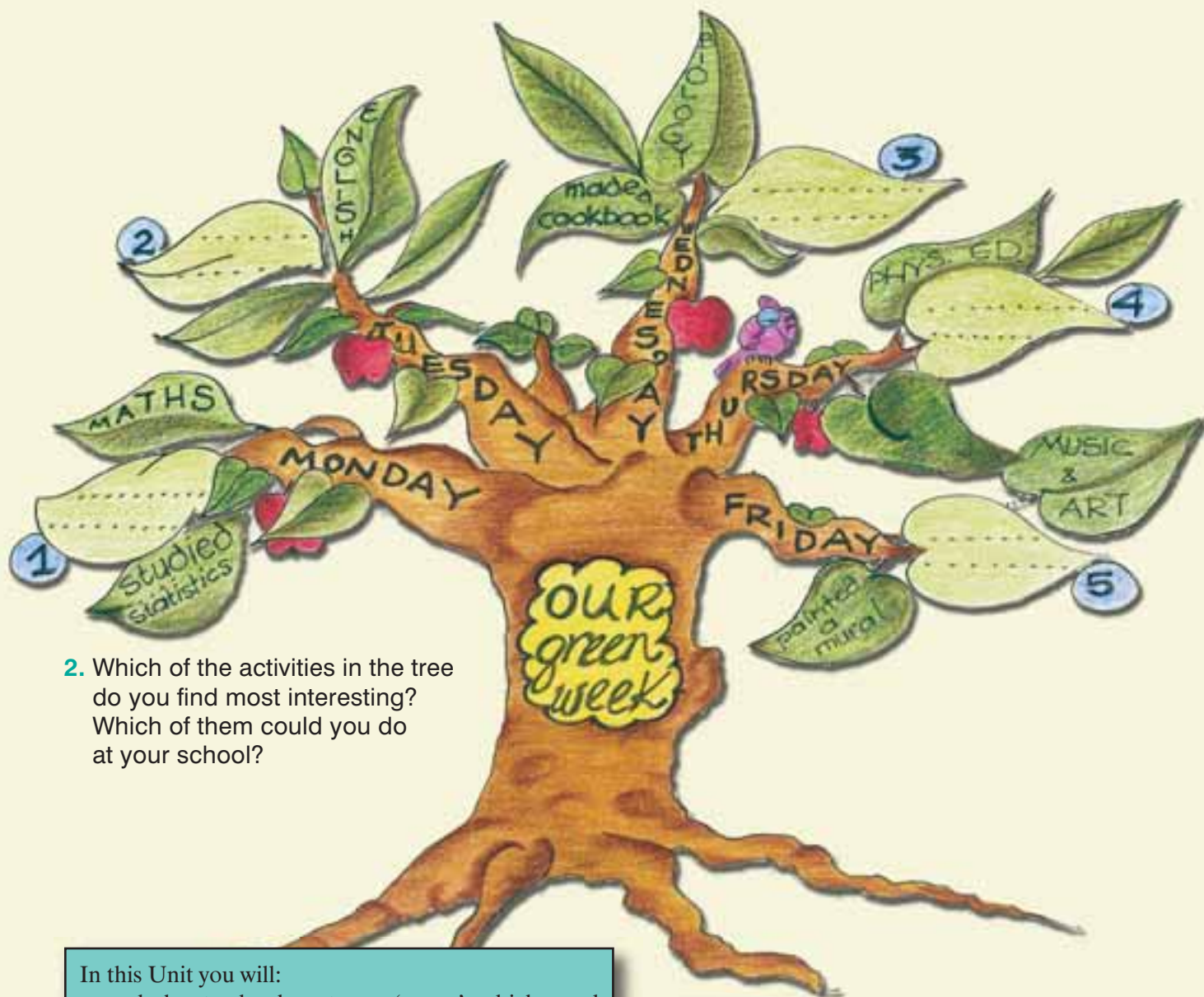


# UNIT 6

## HEALTHY LIVING

1. What would a 'Green Week' at school be like? Listen to some students talk about their 'Green Week' and complete the tree below with the activities they did on each day.



2. Which of the activities in the tree do you find most interesting? Which of them could you do at your school?

In this Unit you will:

- read about school canteens, 'green' vehicles and 'green' schools
- talk about healthy eating habits, fitness and ecology
- listen to students talk about how they saved energy in their school
- write an e-mail to a friend and a haiku
- make a questionnaire
- do a project to make your school 'greener'

- At the end of this Unit, you should be able to:
- talk about possible future situations and imaginary situations in the present
  - ask for, give and accept advice
  - express result and purpose
  - talk about the results of a survey

LESSON 16 • YOU ARE WHAT YOU EAT

# Lesson 16 You are What you Eat

## 1 A food project

1.1 Children from a High school in Melbourne, Australia, are taking part in a 'Healthy Living' project. One of the groups is working on the kinds of food European teenagers eat and has asked your school for help. Read the survey below about Greek students' eating habits at school and complete the table.

ΤΙ ΤΡΩΝΕ ΤΑ ΠΑΙΔΙΑ ΣΤΟ ΣΧΟΛΕΙΟ (ΕΡΕΥΝΑ ΙΝΚΑ)		ΤΙ ΕΠΙΤΡΕΠΕΤΑΙ ΝΑ ΠΟΥΛΑΝΕ ΤΑ ΚΥΛΙΚΕΙΑ
ΕΙΔΟΣ	ΝΑΙ	ΕΙΔΟΣ
Τυρόπιτες	45%	Σάντουιτς / Τοστ
Γαριδάκια	56%	Ψωμί και απλά αρτοσκευάσματα
Σοκολάτες	36%	Σταφιδόψωμο
Παγωτά	65%	Τυρόπιτα ή σπανακόπιτα
Κόκα-κόλα	53%	Τυριά
Γάλα-γιαούρτι	21%	Γάλα
Μη φυσ. χυμούς	57%	Γιαούρτι
Μπισκότα	48%	Φρούτα Εποχής
Τοστ	57%	Ξηροί Καρποί
Χυμοί	38%	Τσάι
Πατατάκια	49%	
Ξηροί Καρποί	37%	
Καραμέλες	32%	



Most popular choices	Least popular choices	What canteens are allowed to sell

- Which of these choices are healthy in your opinion? Which are not? Discuss.

1.2 Talk about your school:

- What do you usually eat during school breaks?
- Does your school canteen offer a variety of snacks to choose from?



# LESSON 16 • YOU ARE WHAT YOU EAT



## School lunches around the world



**2.1** BBC takes a look at what students from other countries eat during their lunch breaks. Listen to the radio programme and fill in the missing information in the boxes below.

1)..... school lunch



- Open sandwich
- 2).....
- Yoghurt or fruit

**UKRAINIAN** school lunch



- Borscht
- Sausage or 3)..... and mashed potatoes
- 4)..... or syrki

5)..... school lunch



- Burger and chips
- Fizzy drink
- 6).....

**FRENCH** school lunch



- Grapefruit starter
- 7)..... and green beans
- 8)..... and rice pudding

*From: BBC NEWS 'Education - School dinners around the world'*

**2.2** Which of the foods above are healthy and which are not? Discuss and complete the table below. Is what you eat similar to what students from the above countries eat?

COUNTRY	HEALTHY FOOD	UNHEALTHY FOOD

**2.3** What factors affect people's eating habits?

## LESSON 16 • YOU ARE WHAT YOU EAT

### read 3 'Feed me better'

**3.1** On the radio programme you have just listened to, the speaker refers to the celebrity British chef Jamie Oliver and his 'Feed me Better' campaign. What do you think his campaign was about? Was it successful? Read the text below to find out.

Nowadays, junk food dominates school menus. Children are not getting the right nutrients to help them grow, concentrate at school and stay healthy in adult life. Scientists stress that if children do not have a balanced diet they have behavioural and health problems.

In February 2005, Jamie Oliver, concerned with the poor nutritional value of the food served up in schools, decided not to put up with it any longer. He launched the 'Feed Me Better' campaign, which would try to improve school food in Britain. He presented a 4-part series on TV called "School Dinners".

Jamie worked with the dinner ladies at Kidsgrove School, Greenwich, to provide better meals at a cost of 37p per child. It was very hard work. The dinner ladies and Jamie did not agree. The kids cried and parents slipped burgers to them through the school gates. By the end of the show though, Jamie proved that schools can offer fresh, nutritious meals like pasta, vegetables and soups that kids enjoy eating. However, what was really needed was more money from the government. So, Jamie wrote his 'Feed Me Better' manifesto with the top five things which the government needed to change, and put it on the Internet.

#### Jamie's 5-step manifesto



Suddenly, up and down the country, parents and children were sharing Jamie's disgust at the state of school dinners. The headlines in the papers were deafening. Jamie was on the front pages of all the papers: *The Guardian*, *the London Evening Standard*, *The Daily Mail*.

Four days after the broadcast of the last episode, Jamie delivered his petition of 271,677 signatures to the Prime Minister at 10 Downing Street, who thanked Jamie for his remarkable work and announced that the government would take immediate action over school meals.



School kitchens would be rebuilt, dinner ladies trained, parents would become involved. All this would be supported by a £280 million funding package. The average cost per meal was almost doubled.

Jamie ended by saying: "If we follow a healthy diet and take regular exercise, our kids will be healthy adults. What came out today will make a difference to every kid in this country".



*Adapted from: www.feedmebetter.com*

## LESSON 16 • YOU ARE WHAT YOU EAT

**3.2** Put the following sentences in chronological order. Then use them to write a summary of Jamie's campaign.

- ..... a. Jamie started a campaign and presented a TV series.
- ..... b. The website petition hit 270,000.
- ..... c. Jamie met the Prime Minister.
- ..... d. The government gave money.
- ..... e. Jamie wrote his manifesto and put it on the web.
- ... 1 ... f. Jamie was worried about the poor quality of food at schools.
- ..... g. In the beginning, parents and kids were against his effort.
- ..... h. People from all over Britain supported him.



**3.3** How would you promote a 'healthy eating' campaign in your school? Work in pairs to make a list of ideas.

**3.4** Work in groups. Find detailed information in your Home Economics book or other sources about how your diet during adolescence can affect your health in later life. Use a diagram from pages 161-162 to organise your information and present it to your classmates.

### 3.5 Mini project: Questionnaire

Your teacher has asked you to prepare a 'Health and Fitness' questionnaire to investigate the eating and exercise habits of the students in your school.

**Step 1:** Work as a class to generate a list of questions for the survey.

e.g. **Question 1:**

*What is the most important meal of the day?*

a. breakfast

b. lunch

c. dinner

**Step 2:** Edit and print the questionnaire.

**Step 3:** Visit other classes to conduct the survey. Try to visit as many classes as possible, because the more data you have, the more accurate your results will be.

**Step 4:** When the survey is complete, make a bar graph or a pie chart with the results. Your Maths or IT teacher can help.

**Step 5:** Discuss the results in class. Do the students in your school have good or bad eating and exercise habits? Why?

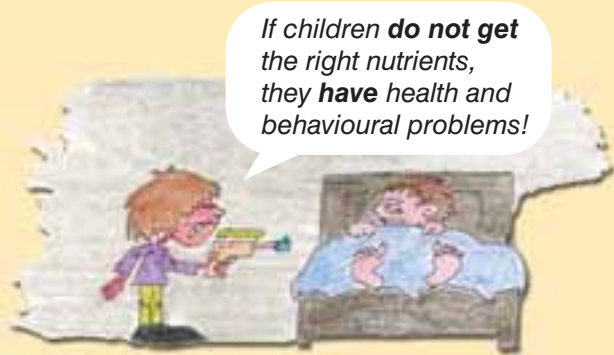
**Step 6:** Inform other classes about the results of your survey. If these results show bad eating and exercise habits, you might want to do something about it. Look at the Unit Project (page 118) for ideas.



# LESSON 16 • YOU ARE WHAT YOU EAT

## Grammar 4 Language focus

4.1 Read the examples and complete the rules.



You **keep** fit if you **take** regular exercise.



If you **follow** a healthy diet and **take** regular exercise, you **will** be a healthy adult!!!

We form 'Type 0' conditional with: **If** + ....., .....



We form 'Type 1' conditional with:  
**If** + ....., ..... / ..... / .....

If you **are** allergic to fish, **avoid** seafood!...

4.2 Which type do we use to talk about: a. something that is always true .....  
 b. a possible future situation .....

Grammar Reference, p. 173-174

## Speak 5 Talking about food

5.1 Look at the prompts below and make sentences, using 'Type 0' or 'Type 1' conditionals.

e.g. exercise a lot / eat as much as you like  
 If you exercise a lot, you can eat as much as you like.

1. not eat fish or meat / be a vegetarian
2. skip meals / not lose weight
3. the label of product say "low fat" / be a good choice
4. take vitamins / not have to worry about eating fruit and vegetables
5. allergic to milk / not eat dairy products

5.2 Which of the above are food 'myths' and which are food 'facts'? Justify your answers.

LESSON 16 • YOU ARE WHAT YOU EAT

**6** *Speak & Write* **Thinking about your health**

6.1 Look at 'The MedEATerranean plate' and answer the questions.

- What are the characteristics of the Mediterranean diet?
- Why do you think it is considered healthy?



6.2 A healthy diet and regular exercise contribute to our good health. Make a list of everything you eat and the activities you do in one day. Then look at your Home Economics book, calculate approximately how many calories you consume and how many you burn, and estimate whether there is a balance between the two considering your size and age.

	Food	Calories consumed	Activities	Calories burnt
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

6.3 What steps should someone take if there is no balance between the calories they consume and the calories they burn? Write down some suggestions.

.....

.....

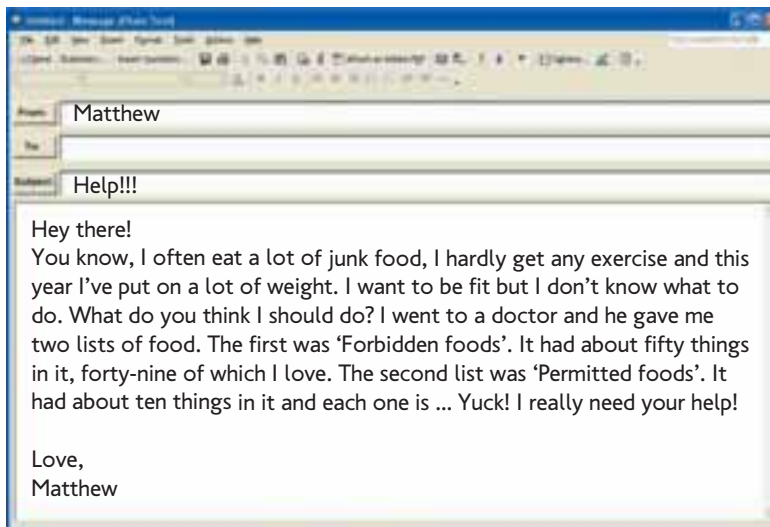
.....

# LESSON 16 • YOU ARE WHAT YOU EAT

## Portfolio 7 Writing an e-mail

**7.1** This is an e-mail you have received from a friend. Read it and answer the questions. Compare your answers with your partner's.

1. Who is sending this message?  
.....
2. Who is this message for? .....
3. What is this person's problem?  
.....  
.....
4. What does he want to do?  
.....
5. Why did this person choose to write an e-mail instead of a letter?  
.....  
.....



**7.2** You want to help Matthew with his problem. Here is a leaflet with information on eating well. Go through it carefully and underline 2 or 3 pieces of advice that you want to give Matthew. You can also get useful ideas from your Physical Education Book to help Matthew start exercising.

**ΟΔΗΓΟΣ ΣΩΣΤΗΣ ΔΙΑΤΡΟΦΗΣ**

1. Τρώτε φρούτα και λαχανικά. Περιέχουν βιταμίνες, που σας χαρίζουν υγεία και φυτικές ίνες που σας κάνουν να πεινάτε λιγότερο.
2. Πίνετε πολύ νερό. Σας χορταίνει, ενυδατώνει το σώμα και συμβάλλει στην αποβολή των τοξινών.
3. Αποκτήστε νέα χόμπι. Έτσι θα απασχολείστε μερικές ώρες την ημέρα και δεν θα σκέφτεστε το φαγητό.
4. Μην παραλείπετε το πρωινό. Έρευνες έχουν δείξει ότι όσοι τρώνε το πρωί, διατηρούν πιο εύκολα σταθερό το βάρος τους.
5. Εντάξτε την άσκηση στη ζωή σας.
6. Κλείστε την τηλεόραση την ώρα των γευμάτων. Εάν τρώτε παρακολουθώντας ταυτόχρονα την αγαπημένη σας εκπομπή, είναι πιθανό να παρασυρθείτε και να φάτε περισσότερο από όσο πραγματικά θέλετε.

**USEFUL TIPS**

1. Use an appropriate greeting and ending. (Hi, Hello, Hey, Dear + first name / Love, Best wishes+ first name)
2. Start a new paragraph to write about a new topic.
3. Write short sentences.
4. Finish the e-mail with set phrases like: Talk to you soon, See you soon, Keep in touch, Write soon.
5. When we write e-mails to a friend we can use abbreviations like:

AFAIK	as far as I know
BFN	bye for now
CUL8R	see you later
HAND	have a nice day
HTH	hope this helps
KIT	keep in touch
PCM	please call me
RUOK	are you okay?
WU	what's up?
X	kiss
2DAY	today
BW	best wishes

**7.3** Write an e-mail to Matthew, giving him advice and encouragement.





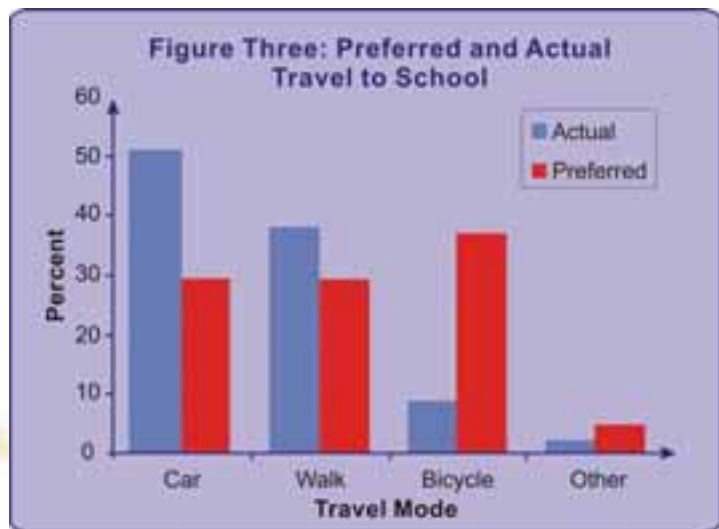
# Lesson 17 The 'Greenest' Way to School

## 1 Travel to school

1.1 How do you usually get to school?

1.2 The graph below shows how some students from New Zealand get to school and how they would prefer to get to school. What are the results of the survey? Discuss.

*e.g. Fifty per cent of the students get to school by car, whereas only thirty per cent would like to.*



## 2 Bike to school

2.1 Listen to a radio announcement about a 'Bike-to-School Week' in England. What is the purpose of this announcement?

2.2 Read the information leaflet that was handed out to students for the 'Bike-to-School Week'. Underline the benefits of getting to school by bike. Then write them in the list on the next page in order of importance, starting with the most important one for you.

# LESSON 17 • THE 'GREENEST' WAY TO SCHOOL

## BIKE-TO-SCHOOL WEEK

Cycling kids are confident kids, more independent and brainier! Just 15 minutes cycling to and from school could make a real difference to your fitness, and the planet's future.

### 1. A Smarter Generation

Cycling makes you fitter, more alert and cleverer. A more active lifestyle, would greatly improve your chance of living a long and healthy life. But cycling and daily exercise have many immediate benefits as well. You will enjoy improved bone strength, muscle tone, increased alertness and improved school performance. Teachers often comment that children who walk or cycle to school arrive brighter and more ready to learn than those driven by car.

### 2. On your Own

Cycling encourages independence. If children are allowed to make their own way to school, they become more confident and independent. The school journey is an ideal opportunity for them to learn road safety awareness and other life skills. For many children, cycling is simply more fun and more sociable than going to school by car, and they love the feeling of freedom it gives them.

### 3. Taking the First Step

Cycling is good for the planet. If more children cycled to school, it would be good for the environment. There would be less traffic congestion, less pollution and fewer of the emissions that cause global warming. If more people decided to cut out the school run, the streets would also be safer and it would be easier to encourage others to do the same.



### 4. Thinking about Tomorrow

We are all aware by now that our planet's resources are slowly drying up and there is no way the earth can keep up with the demand. Cycling to school - and anywhere else for that matter - will ensure that our planet's valuable resources are not exhausted. Remember these resources 'belong' to everyone - future generations, too.

*Adapted from: www.bikeforall.net*

### Benefits of cycling

1. ....
2. ....
3. ....
4. ....
5. ....

**2.3** Think of some reasons why young people in your town do not walk or cycle to school. Discuss.

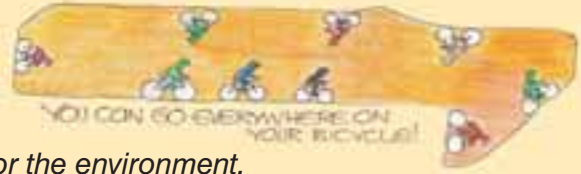


# LESSON 17 • THE 'GREENEST' WAY TO SCHOOL

## Grammar 3 Language focus

3.1 Read the examples and complete the rule.

- If more children cycled to school, it would be good for the environment.*
- If streets were safer, children could cycle to school.*
- If students were allowed to make their own way to school, they would become more independent.*



We form 'Type 2' conditional with:  
**If + ....., .....** / **..... + infinitive**

3.2 Circle.

We use 'Type 2' conditional to talk about

- a. an imaginary situation in the present or future.
- b. an imaginary situation in the past.

3.3 Look at the sentences. Is there a difference in meaning?

- *If I were you, I'd cycle to school.*
- *I think you should cycle to school.*

We use 'If I were you..., I would...' to give  
 .....

**NOTE**  
 We can use **were / weren't** or **was / wasn't** for **I, he, she** and **it**.

Grammar Reference, p. 174

## write 4 People would walk or cycle if...

What things would have to change in your town to make cycling easy and safe for everyone?

.....  
 .....  
 .....  
 .....



## write 5 Game

Get into pairs. One of you writes out the if-clause of a 'Type 2' conditional on a piece of paper and the other one writes the main clause of a 'Type 2' conditional on another piece of paper. Don't show each other what you have written. Then combine your clauses to make sentences and read them aloud in class. Do any of them make sense?

## LESSON 17 • THE 'GREENEST' WAY TO SCHOOL

## Mediation 6 Cycling around



The students of a German school want to write a report on the use of bicycles in your country. They have sent you the following e-mail to ask for your help.

Hey there! We're the students of class B2 in a school in Berlin and we're doing a project on the use of bicycles around the world! We need your help! We're looking for cities where people use bicycles a lot. So far, we've talked to people in Copenhagen, Amsterdam and Paris. We wonder if you could help us with info about your country. Anything you find would be helpful!

Here are some questions that may help you:

- How many people use bicycles in this city?
- Why do people use bicycles in this city?
- Do more men or women cycle?
- What age groups use bicycles most?
- Do the cyclists face any problems?
- What are their suggestions for the better use of bicycles?

E-mail us as soon as you can! Thanks a lot.

The students of class B2

You have come across a survey concerning the use of bicycles in the city of Karditsa. Read the survey carefully. Use the information to write an e-mail to the German students answering their questions.



Καθημερινή, "Πάμε με ποδήλατο", Σεπτέμβριος 2005

# Lesson 18 Going 'Green'

## 1 'Green' schools



**1.1** Every day you do things that affect the environment in different ways. Work in pairs to think of the activities you do and what kind of impact they have on the environment.

*e.g. Leaving the lights on when you leave a room wastes energy.  
Going to school on foot saves energy.*

**1.2** What do you think a 'green' school is? Is your school 'green'? Why / Why not?

## 2 Steps towards a 'greener' school

**2.1** Listen to three students who participated in eco-projects talk about what they did to make their schools environmentally friendly. Match the speakers with the areas they worked on. There is an extra one you do not need to use.

Speaker 1: .....  
Speaker 2: .....  
Speaker 3: .....

- a. School Grounds
- b. Healthy Living
- c. Saving Water
- d. Waste and Recycling

**2.2** A group of students from the 2<sup>nd</sup> High school of Komotini worked on the theme of saving energy. They started their project by identifying the problems. Can you guess what problems they found?

**2.3** Listen to a reporter from an international environmental newspaper interview the students about the project and the steps they took to complete it. Take down notes on the problems they found in their school. How many of the problems did you guess?

**STEP 1: Identifying the problems**

1. ....
2. ....
3. ....
4. ....
5. ....



## LESSON 18 • GOING 'GREEN'

**2.4** Read the rest of the interview and complete the “tree diagram” with notes on what the students did at each step.

**Reporter:** Great! Now after identifying the problems, what was your second step?

**Tina:** Well, we had to do a lot of research to get detailed information. For example, we found electrical bills and studied how much energy was consumed in the school. We estimated its value and then made charts and diagrams with our results.



**Reporter:** That must have kept you busy! So, I gather the next step was taking action. Am I right?

**Vicky:** Yes. We really got working! We wrote down a report and we announced it to students and teachers. We made sure the lights were turned off when classrooms were empty and we started to monitor the use of the lift. Only students who really need to, use it.



**Lena:** You forgot to say about the windows. We now keep them closed in the winter and we make sure that all our classmates are involved!

**Reporter:** Well, then I guess your job is done! Great work kids! Well done!

**Markos:** That's not all. There was one final step. You see, after all the work we did, we wanted our community to know... we wanted to get everyone involved. Everyone has to be sensitised!

**Reporter:** Of course! So, what did you do?

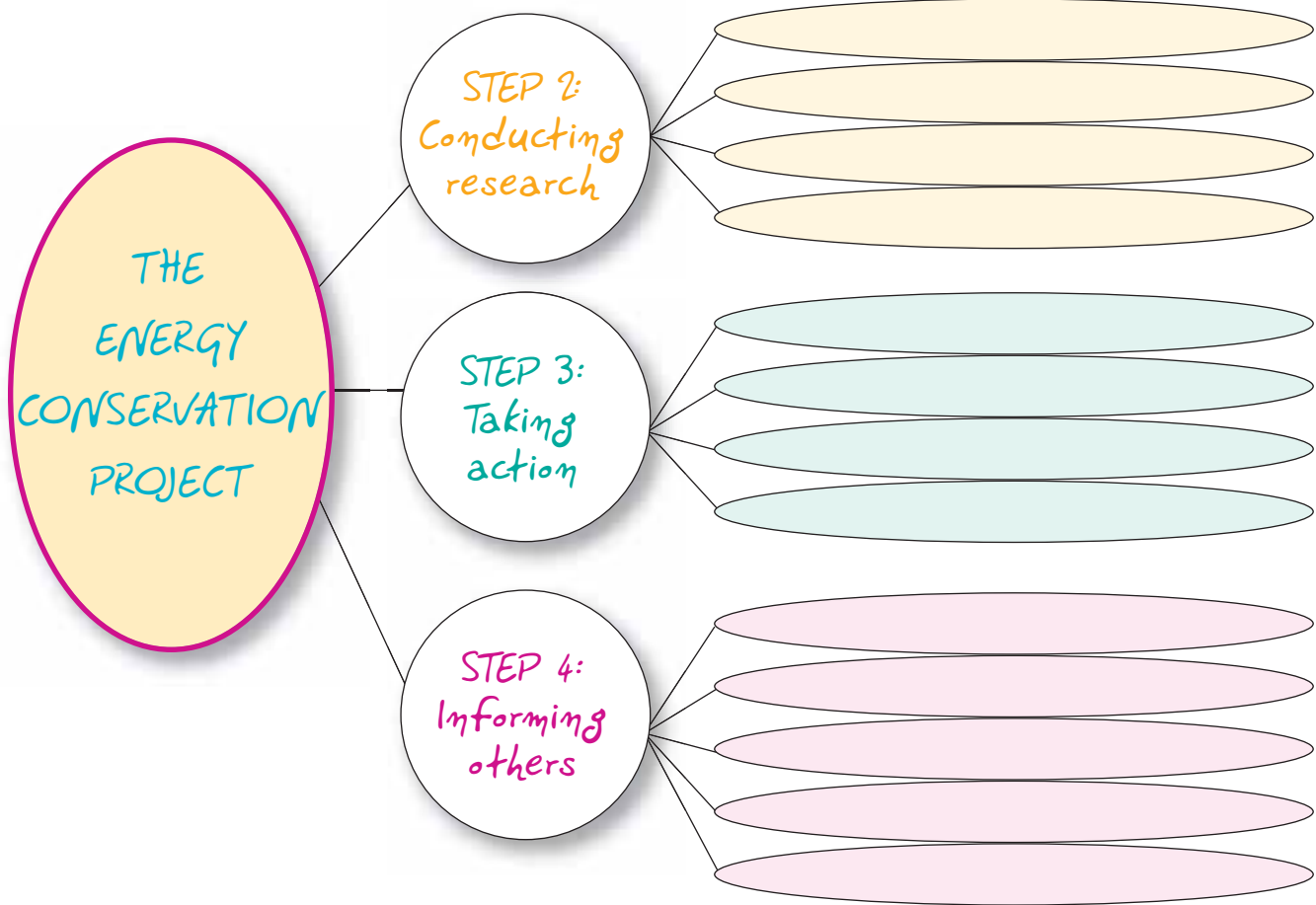
**Markos:** First of all, we organised a drawing competition to involve students from other schools and we worked with our teachers to make bookmarks with ecological messages which we gave out. We also distributed lots of leaflets with information. Our school newspaper also ran articles about what we did and the local radio station interviewed us.

**Reporter:** It must really be satisfying to know that with just a little effort, you have made a difference. Congratulations to you all.



Adapted from: [www.eco-schools.org](http://www.eco-schools.org)





2.5 The students have to write an eco-code to put up in their classrooms. Can you help them?

**School Eco-Code**

- .....
- .....
- .....
- .....
- .....
- .....
- .....



# LESSON 18 • GOING 'GREEN'

## Grammar 3 Language focus

3.1 Look at the following sentence.

- *Unless we realise the importance of saving energy, we will run out of natural resources soon.*



This is a 'Type 1' conditional although it has no 'if' in it.

Guess which part is the if-clause and underline it. Which word means 'if ... not'?

3.2 Match column A with column B to make correct 'Type 1' conditionals using **unless** instead of **if ... not**.

A	B
1. If people don't use water wisely	a. the world / not become a better place
2. If we don't use public transport	b. we / cut down all our forests
3. If we don't recycle paper	c. we / not save petrol
4. If people don't use bikes more often	d. our cities / suffocate
5. If people don't stop polluting their environment	e. it / run out soon

e.g. (1e) - *Unless people use water wisely, it will run out soon.*

- .....
- .....
- .....
- .....
- .....

3.3 Read the following sentences.



- *Huge forest areas are burnt every year. **As a result**, many animals lose their habitats.*
- *We should plant trees **in order to** make cities look better.*
- *We should use environmentally friendly products **to** protect the ozone layer.*
- *People don't recycle as much as they should. **Therefore**, natural resources will run out soon.*

Look at the words in bold. Which ones are used to show result? .....  
 Which ones are used to show purpose? .....

3.4 Can you complete the sentences below?

1. Install solar panels on your roof in order to .....
2. Plant a large tree near your home. As a result, .....
3. People don't use public transport much. Therefore, .....
4. Use recycled products to .....



Grammar Reference, pp. 173-174





## Celebrate the beauty of nature

A school in Ireland participating in the Eco-Schools project worked on the conservation of the environment. As part of the action they took, they wrote haikus celebrating the beauty of nature.

Haiku is a type of poetry from the Japanese culture. Haiku poets write about everyday things and their themes include nature, feelings or experiences. They use simple words and grammar.

A Haiku has 3 short lines. The first line contains 5 syllables, the second line contains 7 syllables and the third line 5 syllables. Haiku doesn't rhyme. It must 'paint' a mental picture in the reader's mind.

Look at the following Haiku and try to mark the syllables with your pencil.



### RAIN

Soft whispers of rain	(5 syllables)
Falling from white, cotton clouds.	(7 syllables)
They touch the earth's face.	(5 syllables)

Now, look at some more Haikus. One has the 7-syllable line missing and the other has one 5-syllable line missing. Use your imagination to fill them in.

Yellow sunflowers  
.....  
Moving in the wind.

Cool ocean water  
Splashing and pounding the shore,  
.....

### WRITING A HAIKU

Now it's your turn to write your very own haiku.

#### THEME

- Pick your theme. Nature is an easy theme to begin with, since it has many images. Look at pictures of nature to get inspired!

#### MOOD

- What is the 'mood' or feeling you want to create? Happy? Sad? Reflective?

#### LANGUAGE

- Think of images and descriptive words that describe your theme. Use all your senses! Jot down the words as they come into your mind.

#### THE POEM

- The final step is to put your ideas on the haiku 'frame': 3 lines, 5, 7 and 5 syllables. When you are satisfied with the result, read it aloud. Can you 'see' a picture in your mind?

#### PUBLISHING

- Type your haiku in a font that you feel suits it, or write it out clearly. Illustrate your poem, or if you are computer 'talented', draw it on your computer.

## LESSON 18 • GOING 'GREEN'



### Project time: Towards a healthier, fitter and 'greener' school!!!

What can you do to make your school a healthier, fitter and more beautiful place for everyone?

1. Get into groups and choose the topic you want to work on. Consider the following:



- Health and eating habits
- Sports and exercise
- Waste and litter
- Energy
- School grounds



2. Go round your school and identify areas that are problematic. If possible, take photos that clearly show the problems.

3. Discuss with your group what you can do about the problems. Make an action plan.



4. Take action to make a difference. You can:

- organise a healthy eating day / week
- make organic compost for your school garden
- organise 'active breaks'
- plant flowers and trees
- install recycling bins
- make and put up banners to inform other students about the problems



5. Inform the community. You can:

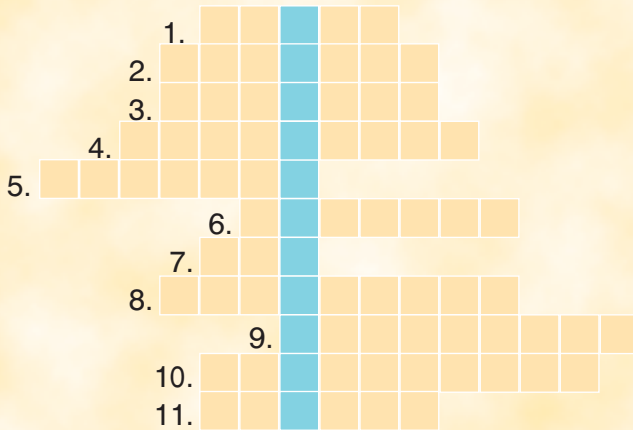
- take photos that show how the situation has improved. Exhibit your 'before' and 'after' photos side by side onto posters and accompany them with captions that describe the action you took.
- compile your work onto a CD-Rom and present it on your web site.



## Unit 6 Review

### 1. Vocabulary

Read the sentences and complete the puzzle. What's the hidden word?



- Exercising makes you fitter and more .....
- Good eating habits contribute to your health and .....
- Fish ..... us with necessary proteins.
- Eco-programmes ..... young people about environmental issues.
- These are special cameras that ..... the speed of vehicles on highways.
- Try to ..... plenty of fruit and vegetables each day.
- We should ..... the use of cars in the historical centre of the city.
- Everyone in the ..... should get involved in recycling.
- The use of natural gas will help reduce carbon dioxide .....
- There is a lot of ..... in the centres of all major cities.
- You should be ..... in order to keep fit.

... / 11

### 2. Language focus

**2.1 Find the mistakes and correct them. There is one correct sentence.**

- He would be fitter if he takes some exercise.
- What did you eat if you were a vegetarian?
- If you have breakfast, you feel energetic during the day.

- Unless we don't use public transport, the smog in our city will not decrease.
- If we didn't pollute our oceans, the fish wouldn't died.

... / 5

**2.2 Put the verbs in brackets in the correct tense.**

- The town ..... (be) cleaner if we don't litter.
- If she had time, she ..... (cook) dinner tonight.
- What would you do if you ..... (have to) lose weight?
- I ..... (come) to the restaurant if I could, but I'm very busy.
- If he ..... (not / change) his diet, he'll have health problems.

... / 5

**2.3 Combine the sentences using the words in brackets.**

- We buy environmentally friendly products. We want to save the environment. (in order to)  
.....
- We are using up all our natural resources. Our planet is in danger. (as a result)  
.....
- Seals are killed for their skin and meat. They're becoming extinct. (therefore)  
.....
- He wants to keep fit. He takes regular exercise. (to)  
.....

... / 4

### 3. Everyday English

Complete the exchanges with phrases from the box.

- |                     |                      |
|---------------------|----------------------|
| a. What should I do | b. What's the matter |
| c. If I were you    | d. I'll try that     |
| e. you should see   |                      |

## SELF-ASSESSMENT

A: You don't look well. (1) ..... ?  
 B: My back hurts. I worked on the computer for three days.  
 A: Oh dear! Did you get any rest?  
 B: I did, but it still hurts. (2) .....?  
 A: (3)....., I'd take a warm bath.  
 B: Yes, (4) .....  
 A: I also think (5) ..... a doctor. He'll tell you what to do.  
 B: Yes, that's a good idea. Thanks for the advice.  
 A: Not at all. Get well soon.

... / 5

### 4. Writing

Your English-speaking friend is taking end-of-term exams. He / She can't sleep at nights because he / she feels very stressed and finds it difficult to concentrate in the morning. Write a short e-mail to your friend to give him / her advice and encouragement (about 100 words).

.....  
 .....  
 .....  
 .....  
 .....  
 .....

0-15: ●*	16-20: ⊗	21-25: ☹	26-30: ☺	31-35: ★	36-40: ★★
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... / 10

## Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

### Learning Grammar

When learning new grammar,

- I study example sentences with the new grammar structure.
- I work out the rules and study them to learn the new form and its uses.
- I look at the Grammar Reference to learn more about the new structure.
- I write some example sentences to practise it.
- I do a lot of activities to practise it.
- I use it as often as I can.
- I don't worry if I make mistakes. They are part of the learning process.
- other .....

Look back at the grammar you did in Lessons 16, 17 and 18. Did you have any problems? Was it easy or difficult to use? What can you do to learn grammar easily? Discuss in class.

### Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 16, 17 and 18, I think I can

- |   |  |
|---|--|
| <input type="checkbox"/> talk about eating habits   | <input type="checkbox"/> analyse the results of a survey                                 |
| <input type="checkbox"/> talk about environmental issues  | <input type="checkbox"/> write an e-mail to a friend to give advice and make suggestions |
| <input type="checkbox"/> talk about possible future situations and imaginary present situations | <input type="checkbox"/> write a haiku   |
| <input type="checkbox"/> organise information in a tree diagram                                 | <input type="checkbox"/> take action to improve my school environment                    |