6 ARE YOU OK?

LEARNING GOALS

In this unit, you

- talk about daily routines
- talk about injuries
- talk about illnesses and their remedies
- read about hot springs
- write simple health advice



GET STARTED

A Read the title and the learning goals.

B Look at the photo of the people. What problems do they have?

C Now read Diego's message. What problem does he have?

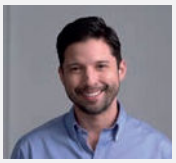


DIEGO SALAS

@DiegoS

Not feeling good today. I think I'm getting sick …

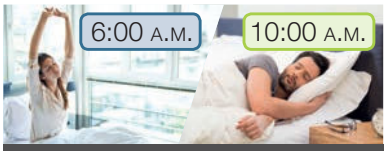
LESSON 1 TALK ABOUT DAILY ROUTINES



DIEGO SALAS
@DiegoS
Signing on to my weekly video chat. Such a great way to work with people around the world.

1 VOCABULARY Daily routines

A ▶06-01 Listen. Then listen and repeat.



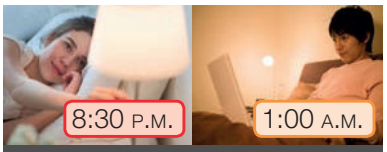
get up early | get up late


take a shower | get dressed


make dinner | order takeout


brush my teeth | brush my hair | put on makeup


go to the gym



go to bed early | stay up late

B PAIRS What are your daily routines? What do you do to get ready in the morning? What do you do during the day and in the evening? Use the expressions in 1A and your own ideas.

I get up early. Then I get dressed. Then I ...

2 GRAMMAR Adverbs of frequency

COACH

Statements with most verbs

Subject	Adverb	Verb	
I	**always**	**get up**	early.
She	**rarely**	**gets up**	late.

Statements with *be*

Subject	*Be*	Adverb	
I	**am**	**never**	late for work.
She	**is**	**sometimes**	

***Yes / no* questions with most verbs**

Do / Does	Subject	Adverb	Verb	
Do	you	**often**	**go**	to the gym?
Does	he	**ever**		

Yes / no* questions with *be

Be	Subject	Adverb	
Are	you	**often**	late for work?
Is	he	**ever**	

Notes

- Use adverbs of frequency with simple present verbs, not present continuous verbs.
  It's 6:00 P.M., and Kate is ordering takeout. She **often orders** takeout for dinner.
- With *be*, put the adverb after *be* in statements and after the subject in questions.
  They **are never** late. Are **they ever** late?
- With most verbs, put the adverb before the verb.
  They **always arrive** on time.
- Use *ever* in *yes / no* questions and negative statements only.
  Do not use *never* in questions.
  He **doesn't ever** stay up late. = He **never stays** up late.
  Does he **ever** stay up late? NOT Does he ~~never~~ stay up late?
- Do not use *sometimes, rarely,* or *never* in sentences with *not*.
- We almost always use contractions in speech and informal writing.



>> FOR PRACTICE, GO TO PAGE 138

3 PRONUNCIATION

COACH

A ▶06-03 Listen. Notice the way speaker B uses emphatic stress. Then listen and repeat.

A: I stayed up late to watch the **game**.
B: Not **me**. I **NEVER** stay up late.
A: Do you listen to **music** a lot?
B: Yes, I **LOVE** music.

Emphatic stress

One word in a sentence has the main (strongest) stress. Sometimes we make the stress *extra* strong, or emphatic, to emphasize the word. We often use emphatic stress to focus on a difference or to show strong feeling.

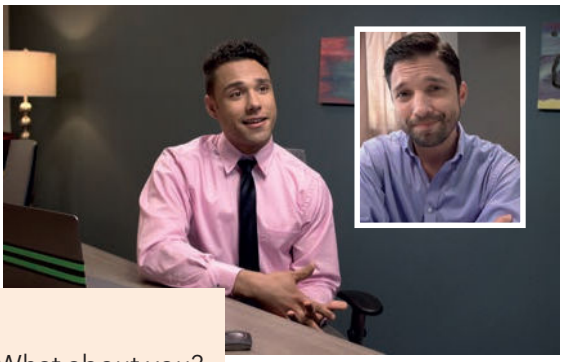
B ▶06-04 Underline the word that speaker B will say with *emphatic* stress. Listen and check your work. Then check your work with a partner and listen again.

1. A: I usually order **takeout** food for dinner.
   B: Really? I never get takeout food.
2. A: I get up early on **weekdays**.
   B: Oh, I always get up early.
3. A: Do you want to go to the **beach** tomorrow?
   B: Yeah, I love the beach.
4. A: Do you go to the **gym** often?
   B: No, I hate working out.

C PAIRS Practice the conversations in 3B. Add one more sentence to each conversation.

A: I usually order takeout food for dinner.
B: Really? I NEVER get takeout food. I like to cook!

4 CONVERSATION



A ▶06-05 Listen or watch. Circle the correct answers.

1. Diego and Carlos are meeting *for work / for fun*.
2. Diego never *eats breakfast / stays up late*.
3. Carlos needs *20 minutes / an hour* to get ready for work.

B ▶06-06 Listen or watch. Complete the conversation.

Carlos: What's your typical morning like?
Diego: I _____ get up early and go to the gym. What about you?
Carlos: Me? I _____ get up early.
Diego: You _____ get up early?
Carlos: No. Never.

C ▶06-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

evening make dinner go to bed early night order takeout stay up late

5 TRY IT YOURSELF

GAME Work in groups. What do you always, usually, often, sometimes, and never do? Write five sentences on pieces of paper. Put the papers in a box. Take a paper from the box. Read the sentence. Guess who wrote it.

A: "I always listen to music." Sara, is this you? B: Yes!

☐ I CAN TALK ABOUT DAILY ROUTINES.

LESSON 2 TALK ABOUT INJURIES



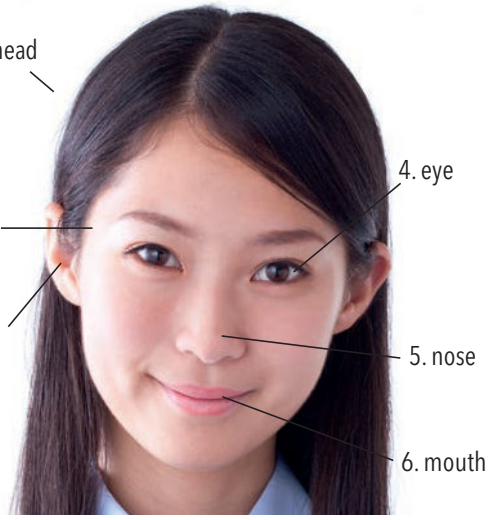
DIEGO SALAS

@DiegoS

"Sportscast" is my favorite sports podcast. They always have great interviews.

1 VOCABULARY Parts of the body

A ▶06-08 Listen. Then listen and repeat.



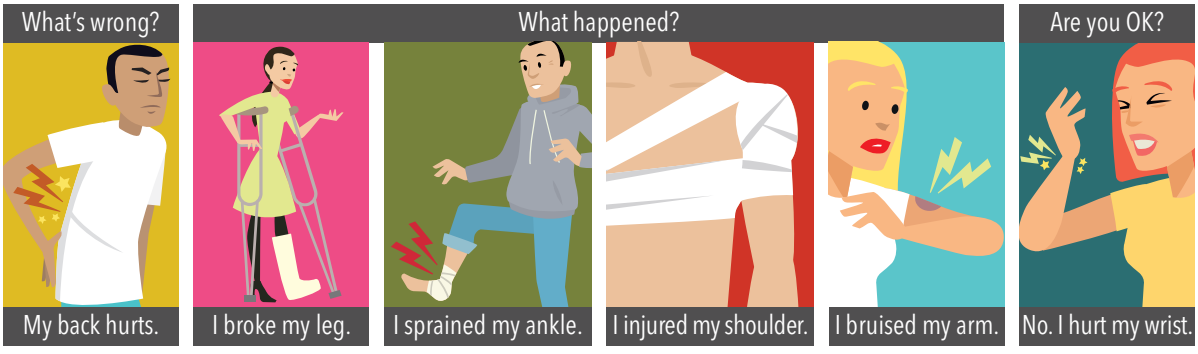


B Look at the words. Circle the word that does not belong. Say why.

1. nose eye shoulder mouth
2. hand wrist finger back
3. foot leg chest ankle
4. knee nose face ear

2 SPEAKING

A ▶06-09 Notice how we talk about injuries. Then listen and repeat.



B ▶06-10 Listen. Write the body part each conversation is about.

1	2	3	4	5	6
wrist					

C ▶06-11 Listen to the conversations again. How do the people describe their injuries? Write the words you hear.

1. I sprained my wrist. _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____

3 PRONUNCIATION

COACH

A 06-12 Listen. Notice the sound of the underlined letters. Then listen and repeat.

/br/	/r/	/ld/	/d/
broke	wrist	shoulder	should

B 06-13 Listen. Draw a line through the silent consonant letters. Check your work with a partner. Then listen and repeat.

1. wrong
2. sprained
3. bruised
4. knee
5. ankle
6. walk

C PAIRS What other words do you know with silent consonant letters?

Silent letters

Sometimes the number of consonant sounds is not the same as the number of consonant letters. For example, the word *know* begins with two consonant letters, but one consonant sound: /n/. The letter *k* in *know* is silent.

4 LISTENING



A 06-14 Listen to the sports show. What topic are the people talking about?

- ☐ famous soccer players
- ☐ gymnastics
- ☐ injuries in sports

B 06-15 Listen again. Which injuries are common in soccer? in gymnastics? Check the correct columns.

	Soccer	Gymnastics
Knee injuries	✓	✓
Ankle injuries	☐	☐
Back injuries	☐	☐
Shoulder injuries	☐	☐
Arm injuries	☐	☐
Hand injuries	☐	☐

C PAIRS Do Mimi and Luis agree? How do you know?

D PAIRS Which sports do you think are tough?

Basketball is a tough sport. Basketball players hurt their knees a lot ...

LISTENING SKILL

Listen for agreement and disagreement

When you listen, think about whether the speaker agrees or disagrees. This can help you understand the person's feelings and help you guess what they will say next. Listening for these phrases can help you decide:

Agreement	Disagreement
I agree.	I disagree.
I know!	I don't know about that.
That's very true.	That's not true.

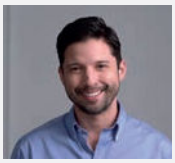
5 TRY IT YOURSELF

MAKE IT PERSONAL Talk about your injuries or the injuries of people you know.

A: My back hurts today.
B: Why? What happened?
A: I was at the gym yesterday, and I worked out a lot ...

☐ I CAN TALK ABOUT INJURIES.

LESSON 3 TALK ABOUT ILLNESSES AND REMEDIES



DIEGO SALAS
@DiegoS
Now I really don't feel well! Working from home today.

1 VOCABULARY Illnesses and remedies

A 06-16 Listen. Then listen and repeat.

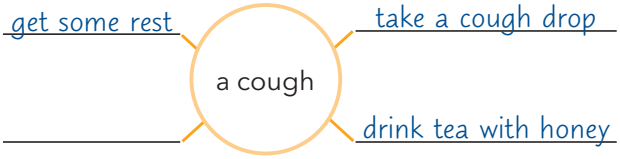
Illnesses/Symptoms



Remedies



B PAIRS Look at the illnesses and symptoms in 1A. What remedies can help you feel better? Make charts.



2 GRAMMAR *Should* for advice and suggestions

Affirmative statements			
Subject	***Should***	**Base form of verb**	
I / He	**should**	**get**	some rest.

Negative statements			
Subject	***Should* + *not***	**Base form of verb**	
I / He	**should not**	**go**	to work.

Yes / no questions			
Should	**Subject**	**Base form of verb**	
Should	I	**take**	medicine?
	she	**stay**	in bed?
	we	**go**	home?

Short answers					
Yes	**Subject**	***Should***	***No***	**Subject**	***Shouldn't***
Yes,	you / she	**should.**	No,	you / she	**shouldn't.**

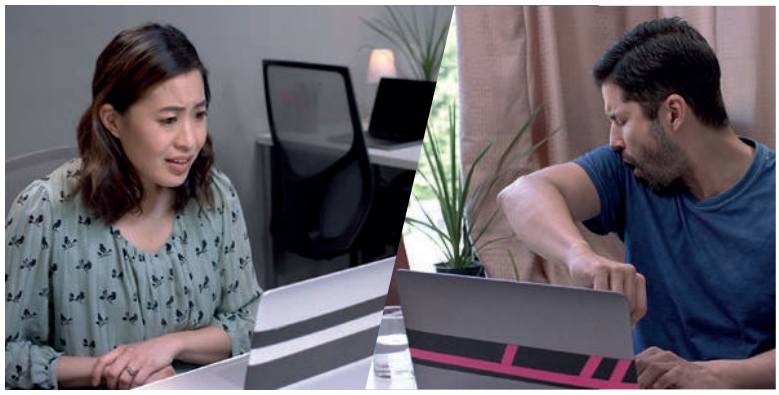
Wh- questions			
***Wh-* word**	***Should***	**Subject**	**Base form of verb**
What	**should**	I / he	**do?**
Who			**ask?**

Answers
You should drink tea with honey.
A doctor.

Notes
- We almost always use the contraction *shouldn't*, including in negative short answers.
  A: Should I take some more medicine? **B:** No, you **shouldn't**.
- Use the base form of the verb after *should*.

>> FOR PRACTICE, GO TO PAGE 139

3 CONVERSATION



A ▶06-18 Listen or watch. Then answer the questions. Circle all the correct answers.

1. Why is Diego at home?
   a. He's sick.
   b. He doesn't have work.
   c. It's five o'clock.
2. What is wrong with Diego?
   a. He has a fever.
   b. He has a sore throat.
   c. He has a cough.
3. What does Sara say Diego should do?
   a. drink tea with honey
   b. take some medicine
   c. get some rest

CONVERSATION SKILL Show sympathy

To show sympathy when something bad happens, say:

- That's too bad.
- I'm so sorry.

Listen to or watch the video again. Raise your hand when you hear someone show sympathy.

B ▶06-19 Listen or watch. Complete the conversation.

Sara: Are you OK?
Diego: No, I'm sick. I have a sore throat and a cough.
Sara: Oh, that's too bad. You _____ drink tea with honey.
Diego: That's a good idea. Thanks.
Sara: You _____ get some rest, too. I hope you feel better soon!
Diego: Thanks.

C ▶06-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. Change names if necessary.

a headache | a runny nose | take some medicine | stay home from work

5 TRY IT YOURSELF

A GROUPS Student A is sick. Students B, C, and D give advice about remedies. Think of as many different pieces of advice as you can. Use your own remedies. Take turns.

A: I have a fever.
B: You should get some rest.
C: And you should drink lots of cold water.
A: Cold water? Really?
C: Yes. I always drink cold water when I have a fever.
D: I think you should eat garlic. That works for me ...

B WALK AROUND Talk to other students in the class. Act out your illness. The other students make suggestions for remedies.

☐ I CAN TALK ABOUT ILLNESSES AND REMEDIES.

LESSON 4 READ ABOUT HOT SPRINGS



DIEGO SALAS
@DiegoS

I just read a blog post about hot springs.
Do you think they're really good for your health?

1 BEFORE YOU READ

A PAIRS What do you do when your body is tired or sore?

B VOCABULARY 06-21 Listen. Then listen and repeat.

benefit: something useful that you get from something
stressed: worried and unable to relax
muscles: the parts of your body that help you move
recover: get better after an illness or injury
desert: a large area of dry land where there aren't many plants
volcano: a mountain with a hole at the top–burning rocks sometimes come out of the hole
proof: facts that show something is true

2 READ

A PREVIEW Read the title and look at the photo. What are the people in the photo doing?

B 06-22 Read and listen to a blog post about the benefits of hot springs.
Why do people visit them?

Home | About | Photo Gallery | Places

Search

The benefits of hot springs

When you feel tired and stressed, do you sometimes take a hot shower or bath? It helps you relax, right? Well, here's something even better: hot springs. Hot springs are like giant bathtubs, with hot water that comes up from deep inside the earth. Most people enjoy a temperature between 98° and 104° F (36–40° C). And one of the best in the world—Takaragawa Hot Springs—is only about three hours from my home in Tokyo!

I usually visit Takaragawa in the summer. You can sit in the hot water and look up at the beautiful mountains covered with trees. But you should also visit in the winter. It's amazing to sit in the hot water and look up at the same mountains—covered with snow! It's wonderful in every season. I often go to Takaragawa when the muscles in my back, arms, and shoulders hurt. (Too many hours at my computer.) A lot of people also come here to recover after sports injuries.

After my experience at Takaragawa, I decided to visit other hot springs. I really enjoyed my visit to the Puritama hot springs in San Pedro, Chile. They are very different from Takaragawa. They are high up in a desert, where the air is dry. There are volcanoes all around the springs. The volcanoes make the water very hot. Visitors say the water is good for their skin and muscles, and for any kind of pain.

Doctors say there is no scientific proof that hot springs have real health benefits, but who cares? They're so beautiful, and the hot water feels so good! When I return from a trip to a hot spring, all my muscles relax, and I feel great. You should plan a visit soon. You'll feel like a different person when you return.

Leave a Reply

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Ali's Travel Blog

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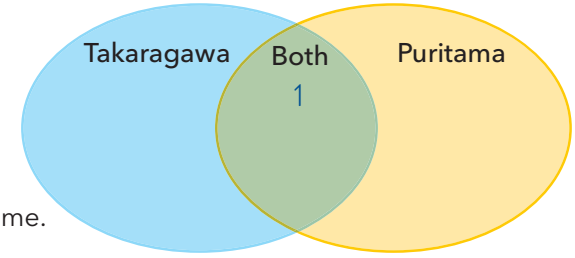
3 CHECK YOUR UNDERSTANDING

A Read the blog post again. What is the main idea of the post?

a. Hot springs are a great place to relax.
b. Hot springs improve your health.
c. Hot springs exist around the world.

B Read the statements. Which are true for Takaragawa? for Puritama? for both? Write the numbers of the statements in the diagram.

1. A visit there will help you relax and feel better.
2. These hot springs are in a desert.
3. The air is very dry there.
4. The water there is hot.
5. These hot springs are in a beautiful location.
6. These hot springs are close to the writer's home.
7. The writer says people should visit in winter.
8. The hot water comes from volcanoes.



C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. Doctors say there is no scientific proof that hot springs have real health benefits, but <u>who cares</u>?
   a. That's not important.
   b. I don't think that's true.
2. You'll <u>feel like a different person</u> when you return.
   a. You'll act like someone else.
   (b.) You'll feel much better.

D READING SKILL Read the Reading Skill. What is the purpose of each paragraph?

Paragraph 1
a. to tell about the writer's vacation in Japan
b. to introduce the reader to the topic of hot springs
c. to explain where Takaragawa is located

Paragraph 2
a. to describe the Takaragawa Hot Springs
b. to give a definition of hot springs
c. to explain medical problems

Paragraph 3
a. to show why the Puritama hot springs are better than Takaragawa
b. to tell readers about other hot springs in South America
c. to describe the Puritama hot springs

Paragraph 4
a. to compare the two hot springs
b. to explain the science of hot springs
c. to explain why readers should visit hot springs

READING SKILL
Understand the purpose of each paragraph

When you understand the reason for, or *purpose* of, each paragraph, it is easier to understand the whole article. After you finish each paragraph, ask yourself, why did the author write this?

E PAIRS What is the blog post about? Retell the most important ideas in the post.

The article is about hot springs ...

Find out about other hot springs. Which springs are very popular? Which springs are unusual?

4 MAKE IT PERSONAL

A Make a list of reasons to visit hot springs. Use the blog post and your own ideas.

B PAIRS Which springs do you want to visit? Give your partner some advice.

You should visit Termas de Puritama.
They are ...

☐ I CAN READ ABOUT HOT SPRINGS.

LESSON 5 WRITE SIMPLE HEALTH ADVICE



DIEGO SALAS
@DiegoS

Do you sleep on your stomach? You should read this post!

1 BEFORE YOU WRITE

A Read the answer to the discussion board question. What problem is Diego reading about?

The Patient Place Home | Discussion Board | Logout

- Home
- Health Information
- Doctors
- Questions
  - *colds*
  - *headaches*
  - *sore throat*
  - *stomach problems,*
  - *back problems*

My back hurts a lot these days. I try to stay healthy, but nothing seems to help. Does anyone have any good advice? Help!

Miguel S April 2

Many people have this problem. You can do different things that can help. For example, you should do exercises that make your stomach muscles stronger. Strong stomach muscles mean that your back muscles don't have to work hard. However, you should not do exercises, like standing and touching your feet, that stress your back. Think about how you can avoid stress on your back. For example, always use your leg and stomach muscles when you pick up heavy things. Don't use your back muscles. Also, you should sleep on your back or your side, not on your stomach. Sleeping on your stomach is bad for your neck, back, and shoulders. Finally, for people who sit all day in front of a computer, here is some advice: Get up and walk around every 30 minutes. This will make your back feel better.

Leave a Reply

Enter your comment here…

Do you like this answer? ☺ (33) ☹ (4)

B Read the post again. Take notes about how to make your back feel better. Write four things you should do and four things you shouldn't do.

DOs	DON'Ts
You should sleep on your back.	

C PAIRS Look at the chart in 1B. Which of the things do you do? Which things don't you do? Are there any things that you want to change?

I sleep on my stomach. I want to change that! I should sleep on my side.

2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the post again. Circle *for example* and *like*. Underline the examples that follow.

WRITING SKILL Give examples with *for example* and *like*

Use *for example* or *like* to introduce examples. *For example* works well to introduce examples at the beginning of sentences. Use a comma after *for example*.

- Rest is often the best remedy. *For example*, if you hurt your back or get a headache, you should just lie down for a little while.

Like works well to introduce examples in the middle or at the end of sentences. Don't use full sentences after *like*.

- Cold remedies *like* tea with lemon and soup never really work for me.

3 PLAN YOUR WRITING

A Choose a cold, a sore throat, or the flu. What should you do to get better? What shouldn't you do? Write notes.

DOs	DON'Ts

B PAIRS Give your partner some advice about remedies for a cold, a sore throat, or the flu.

When you have a cold, you should wear warm clothes.

4 WRITE

Write a discussion board post about what you should do and shouldn't do when you have a cold, a sore throat, or the flu. Remember to use examples with *like* or *for example*. Use the post in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's post.

1. Did your partner give advice about what you should and shouldn't do for a cold, a sore throat, or the flu?
2. Did your partner introduce examples correctly with *like* or *for example*?

B PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE SIMPLE HEALTH ADVICE.

PUT IT TOGETHER

1 MEDIA PROJECT



A 06-23 Listen or watch. What things does Omar show?

B 06-24 Listen or watch again. Complete the chart.

	Thing Omar shows	Why it's good for his health
1		
2		
3		

C Make your own video.

Step 1 Think about things you use to stay healthy.

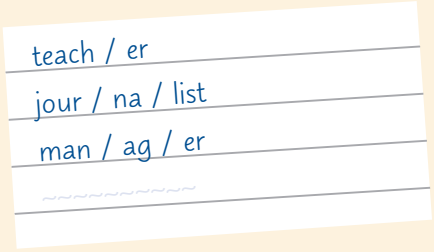
Step 2 Make a 30-second video. Show the things you use to stay healthy. Describe why you like them.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

STUDY SYLLABLES

Choose some words you want to practice saying. Write the words on a piece of paper and draw lines between each syllable. Check your work with a dictionary or ask your teacher for help.



Choose ten vocabulary words in this unit. Write them down and draw lines to break them into syllables. Practice saying each word. Count the syllables by touching your mouth to your hand.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about daily routines
- ☐ Talk about injuries
- ☐ Talk about illnesses and their remedies

Vocabulary
- ☐ Daily routines
- ☐ Parts of the body
- ☐ Illnesses
- ☐ Remedies

Pronunciation
- ☐ Emphatic stress
- ☐ Consonant groups and silent consonants

Grammar
- ☐ Adverbs of frequency
- ☐ *Should* for advice and suggestions

Reading
- ☐ Understand the purpose of each paragraph

Writing
- ☐ Give examples with *like* and *for* example

B What will you do to learn the things you highlighted? Write notes.

