

Lead-in (page 26)

Write *healthy* on the board. Ask students how to form the negative. Then brainstorm synonyms for healthy (*well*) and unhealthy (*unwell, ill, sick*).

Presentation (page 26)

1. Before playing the presentation: Tell students to listen and find out what advice the man's friend gives him. (She tells him to take a vacation.)
2. Ask a few short comprehension questions such as: Was the man seriously ill? (No. He says he wasn't *at death's door*.) What were his symptoms? (He had *bags under his eyes* and was not *up to par*.)
3. Now ask students to read through the idioms and definitions and find any that they have heard or read.

Fun fact**under the weather**

Under the weather comes from the days of sailing ships. Sailors who felt seasick or unwell were sent down below deck, away from the weather, until they felt better.

Focus on meaning (page 27)**A Connections**

In pairs or groups, students complete the activity and then check their answers.

B Scrambled dialog

In pairs, students unscramble the dialog. Check the answer as a whole class. Then ask one pair to read the dialog.

Focus on form (page 28)**A Sentence completion**

Students work alone to complete the sentences and then check their answers in pairs.

B Correct or incorrect?

Students work alone to complete the activity and then check their answers in pairs.

Focus on use (page 29)**A Formality**

In pairs or groups, students complete the task and then check their answers.

B Over to you

In pairs or groups, students discuss their opinions. Then ask one of the students to lead a whole class discussion.

Now write (page 29)

Students work in pairs or small groups. Tell them to use idioms from the unit to give each of the people advice. Ask a few students to read their advice to the whole class.