

**GETTING STARTED****Going out, or staying in?****THIS UNIT INCLUDES:****VOCABULARY**

Health problems and health tips

**PRONUNCIATION**

Sounds: /f/ and /v/

**GRAMMAR**Imperatives with *more* and *less*

Compound sentences

**COMMUNICATION**

Talking about health problems

Giving advice on healthy lifestyles

**1 Listen and read.****Nick:** Hi, Phong.**Phong:** Oh, hi. You woke me up, Nick.**Nick:** But it's ten o'clock already. Let's go out.**Phong:** No, count me out. I think I'll stay at home and play Zooniverse on my computer.**Nick:** What? It's such a beautiful day. Come on! You already got enough sleep. Let's do something outdoors – it's healthier.**Phong:** What like, Nick?**Nick:** How about going swimming? Or cycling? They are both really healthy.**Phong:** No, I don't feel like it.**Nick:** You sound down Phong, are you OK?**Phong:** I do feel kind of sad. I eat junk food all the time, so I'm putting on weight too.**Nick:** All the more reason to go out.**Phong:** No, Nick. Plus, I think I have flu – I feel weak and tired. And, I might get sunburnt outside.**Nick:** I won't take no for an answer. I'm coming to your house now!

## Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /f/ and /v/ correctly
- use lexical items related to health issues
- use imperatives with *more* and *less*
- form compound sentences and use them correctly
- talk about health issues and give advice on healthy living
- listen to get specific information about health problems and advice
- write a reply giving advice to someone with a health problem

## GETTING STARTED

### Going out, or staying in?

#### Introduction

T writes the word 'HEALTH' on the board and asks Ss to call out words related to health. If the class is advanced, T can make two lists on the board, *healthy* and *unhealthy*. Ss can brainstorm words related to each list.

1 Ask Ss to open their books to the picture. T can ask Ss prediction questions about the picture and generally focus Ss' attention on the topic of the lesson. Questions may include:

- *What can you see in the picture?*
- *What time is it?*
- *What do you think the people in the picture are talking about?*
- *Who do you think is healthier?*

Ss answer the questions as a class. T then plays the dialogue and has Ss follow along. Ss may track the dialogue with their fingers as they listen to the recording.

**a** Can you find a word or expression that means:

1. the name of a computer game
2. I don't want to
3. feeling sad
4. becoming fatter
5. I don't accept it

**b** Read the conversation again. Who wants to do the following things?

	Nick	Phong
1. stay at home		
2. play computer games		
3. go outside		
4. go swimming		
5. avoid getting sunburnt		

**2 a** Match the health problems in the box with the pictures. Then listen and repeat.

- |                    |             |
|--------------------|-------------|
| a. spots           | b. sunburn  |
| c. (put on) weight | d. flu      |
| e. (an) allergy    | f. sickness |



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**b** Which problems do you think are most common with your classmates? Rank the problems from the most common (1) to the least common (6). Then share with a partner.

**3** These people have the wrong advice. Can you match the correct advice (1-5) with the people (a-e)?

1. Wear a hat.



2. Wash your hands regularly.



3. Be careful with what you eat and drink.



4. Exercise regularly.



5. Wash your face regularly.



**4 Game**

Take a card with a health problem or a piece of advice. Walk around and try to find the person with the card that matches yours.

**Example:**

**A:** I have spots.

**B:** Oh, I'm sorry. My advice is 'Wear a hat.' /Yes! My advice is 'Wash your face regularly.'

- a** Ask Ss to complete the task individually or in pairs. T can check answers and ask Ss to use each item in a sentence.

**Key:**

1. Zooniverse                      2. I don't feel like it.                      3. sound down  
4. putting on weight                      5. won't take no for an answer

- b** T asks Ss to read the conversation again and complete the table. T may write the table on the board while Ss are working individually, then correct the exercise as a class by asking Ss to come to the board and tick the correct column.

**Key:** 1. Phong                      2. Phong                      3. Nick                      4. Nick                      5. Phong

- 2a** T asks Ss to look at the pictures. As a class Ss can call out which word they think matches each picture. T asks Ss to write the words below each picture. T plays the recording and Ss repeat. T corrects the exercise with the whole class.

**Key:** 1. e                      2. f                      3. d                      4. c                      5. b                      6. a



**Audio script:**

- a. spots                      b. sunburn                      c. (put on) weight  
d. flu                      e. (an) allergy                      f. sickness

- b** Have Ss rank the health problems from the most common (1) to the least common (6) and share with a partner. T encourages Ss to give reasons for their ranking.

- 3** T asks one student to read through the list of advice aloud.

If there is time, before proceeding on with the exercise, T may want to encourage Ss to mimic advice. Eg: *Wear a hat.* (Ss motion putting on a hat).

Ask Ss to complete the matching individually and T corrects as a class.

**Key:** 1. c                      2. d                      3. e                      4. b                      5. a

- 4** Before class T can make cards with problems and advice. T divides the class into two groups and gives one group 'problem' cards, and one group 'advice' cards. T instructs Ss to walk around the room and read their cards to each other and stand next to the person who has the matching advice or problem card. T can call on some pairs to read their cards aloud. T can repeat the activity as many times as time permits.

T may also extend the activity by asking Ss to create a dialogue around the problem/ advice cards.

## A CLOSER LOOK 1

### Vocabulary

have a	have	feel
cough	flu	sick
headache	stomachache	tired
sore throat	toothache	weak
temperature	earache	

1 Look at the pictures. Write the problem below the picture of each patient.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

2 Now, read the doctor's notes about his patients and fill in the missing words.

**Patient 1:** She looks very red. She was outdoors all day yesterday. I think she has \_\_\_\_\_.

**Patient 2:** He keeps sneezing and coughing. I think he has \_\_\_\_\_.

**Patient 3:** He looks so \_\_\_\_\_. He can't keep his eyes open! He's very hot too – he has a \_\_\_\_\_.

**Patient 4:** He ate some seafood yesterday. Now he feels \_\_\_\_\_. He says he has a \_\_\_\_\_ too.

**Patient 5:** He is holding his neck. I think he has a \_\_\_\_\_.

3 Role-play the meeting with the doctor. Use the cues in 1, 2 or your own health problems.



4 Choose a health problem. Work in groups. Tell your group about the last time you had that problem.

**Example:**

**A:** I had flu two weeks ago.

**B:** Me too! I felt so weak.

**C:** Oh. I had a sore throat yesterday.

**D:** I had toothache. I think I ate too many sweets.

Can you extend your conversation?

### Pronunciation

/f/ and /v/

5 Listen and circle the words you hear.

	/f/	/v/
1.	fat	vat
2.	ferry	very
3.	fast	vast
4.	fault	vault
5.	safe	save
6.	leaf	leave

6 Listen and circle the word(s) with the /f/ or /v/ sounds. Then say the sentences.

- Fast food isn't healthy.
- I have felt sick all day.
- Obesity is a problem – people are getting fatter.
- Having a healthy lifestyle is important.
- Too many sweets give you toothache.

## A CLOSER LOOK 1

### Vocabulary

T writes *have a/an, have, and feel* on the board. T asks Ss to read the words from the first column. T writes the words in a word web around *have a/ an*. T repeats this for the next two columns.

**Note:** Make sure to correct pronunciation error. T may want to drill problem words like 'stomachache.'

Ask Ss to look at the health problems from **Getting Started** and put them in the correct column.

**Have a/an:** an allergy, a spot, (a) sunburn, a sickness

**Have:** spots, (the) flu

**Feel:** sick

- 1 T should teach the noun 'patient' to make sure that Ss are familiar with it. T asks Ss to do the exercise individually. T corrects the exercise as a class.

**Key:** 1. flu 2. sunburn 3. allergy 4. tired/ weak

- 2 T asks Ss to complete the exercise individually. T corrects the exercise as a class.

**Key:** 1. (a) sunburn 2. (the) flu 3. tired, temperature 4. sick, stomachache 5. sore throat

- 3 T asks one student to come to the front of the class. T models the role-play in the book with the student. Try to make it as fun and dramatic as possible. Then, T divides Ss into pairs. T encourages Ss to think about how each person (Doctor and patient) feels and will act. Ss choose a problem and make a role-play. They may choose more than one. T gives Ss about 5 minutes to practise their role-plays. T then asks some pairs to perform their role-plays for the class. After each role-play, T asks the class comprehension questions about what they just saw. Eg: *What was Mai's problem? What advice did Dr. Thao have?*

- 4 T asks four Ss to model the example conversation. Then, T divides the class into groups and asks Ss to talk about a health problem. T may ask Ss to extend the conversation by trying to figure out what the most common health problem is in the group and then report back to the class.

### Pronunciation

/f/ and /v/

- 5 T may want to start by drilling the sounds /f/ and /v/ and asking Ss to think of any words they know with these sounds in them. T can write Ss' ideas on the board. Then, T says the words in 5 and asks Ss to repeat. Finally, T plays the recording and has Ss circle the words they hear. T may play the recording as many times as necessary.

**Key:** 1. fat 2. ferry 3. vast 4. vault 5. save 6. leave



**Audio script:**

1. fat 2. ferry 3. vast 4. vault 5. save 6. leave

- 6 T asks Ss to listen to the sentences once and repeat. T then asks Ss to circle the words with /f/ or /v/ sounds. T has Ss listen to the recording again and gives the correct answers to the entire class.

**Key:** 1. Fast, food 2. have, felt 3. fatter 4. having, lifestyle 5. give

## A CLOSER LOOK 2

### Grammar

Imperatives with *more* and *less*

We can use the imperative for direct commands, orders or suggestions.

- do **more** exercise
- eat **more** fruit/vegetables
- sleep **more**
- wash your hands **more**
- eat **less** junk food
- sunbathe **less**
- watch **less** TV
- spend **less** time playing computer games

- 1 Look at the pictures. Which health tips from the box above would you give to each of these people?



- 2 Top health tips for teens

Look at the health tips in the yellow box. Which six do you think are the most important to you and your classmates? Explain why.

- 3 Look at the article on the *Teen Health* website. Fill in the blanks to complete their top six health tips.

We asked doctors and health experts around the world for their top health tips. Do you want to know how you can stay healthy? Then read on!

Home Services Resources Contact

## Teen Health



Welcome to Teen Health.

1 \_\_\_\_\_

Staying in shape is our most important tip. You can play football, or even go for long walks. It's OK, but make sure it's three times a week or more!

2 \_\_\_\_\_

Getting plenty of rest is really important! It helps you to avoid depression and it helps you to concentrate at school. You'll also be fresher in the mornings!

3 \_\_\_\_\_

You are what you eat! So make sure it's healthy food like fruits and vegetables, not junk food. It can help you to avoid obesity too.

4 \_\_\_\_\_

It's so easy to get flu. We should all try to keep clean more. Then flu will find it harder to spread!

5 \_\_\_\_\_

There are some great things to watch. But too much isn't good for you or your eyes.

6 \_\_\_\_\_

Many of us love computer games, but we should spend less time playing them. Limit your time to just one hour, two or three days a week, or less.

## A CLOSER LOOK 2

### Grammar

#### Imperatives with *more* and *less*.

T can give Ss simple classroom commands. Eg: *stand up, sit down, raise your hand, open your book, close your book*. Ss do the command as T says it.

T writes the word IMPERATIVE on the board and explains to Ss that the imperative can be used for direct commands, orders or suggestions.

T asks Ss to read the yellow box. T may want to check Ss' comprehension by asking some comprehension questions. Eg: *When I feel tired, should I sleep more or less? What should I do if I am doing poorly in school? What should I do if I want to lose weight? Put on weight?*

- 1 T asks Ss to look at the four pictures and calls on Ss to tell the class what they see. T divides Ss into pairs and asks pairs to give advice to each person in the picture. In more advanced classes, Ss can also give reasons for the advice. T gives Ss two-three minutes to come up with ideas for advice and then T calls on some groups to share with the class.
- 2 T asks Ss to look at the yellow box again. T asks Ss to think about which six health tips are the most important to teens. Then, T asks Ss to discuss their ideas in pairs or groups of three.  
T asks a few groups to share their ideas. T takes a quick class for the six most important health tips. T writes them on the board.
- 3 T asks Ss to read through the *Teen Health* website individually and complete the headings. T asks Ss if the ideas from the class and the ideas from the website are the same. T may want to encourage class discussion here about why some pieces of advice are more important than others.

**Key:**

1. Do more exercise!	2. Sleep more!
3. Eat less junk food.	4. Wash your hands more.
5. Watch less TV.	6. Spend less time playing computer games.



## Compound sentences

When we want to join two ideas, we can link two simple sentences to form a compound sentence.

We can do this using a coordinating conjunction like *and* (for addition), *or* (for choice), *but* (for contrast), or *so* (for a result).

### Example:

Independent clause	Coordinating conjunction	Independent clause
The Japanese eat a lot of rice,	<b>and</b>	they eat a lot of fish too.
You should eat less fast food,	<b>or</b>	you can put on weight.
The Americans eat a lot,	<b>but</b>	they do not do enough exercise.
Children do more exercise than adults,	<b>so</b>	they are more active.

### Remember!

There is usually a comma (,) after the first independent clause.



#### 4 Make compound sentences by joining the two simple sentences. Use the conjunction given. Remember to add a comma.

- I want to eat some food. I have a sore throat. (*but*)  
\_\_\_\_\_
- The Japanese eat healthily. They live for a long time. (*so*)  
\_\_\_\_\_
- I feel tired. I feel weak. (*and*)  
\_\_\_\_\_
- You can go and see the doctor. You can go to bed now and rest. (*or*)  
\_\_\_\_\_

#### 5 Match the beginnings of the sentences with the picture that completes them.



She should try to relax more



She does exercise too

- Nick washes his hands a lot, so ...
- David eats lots of junk food, and ...
- The doctor told Elena she should sleep more, or ...
- My sister plays computer games, but ...



He doesn't do exercise



He doesn't have flu

#### 6 Now, complete the second part of the compound sentences.

- Nick washes his hands a lot, so ...  
\_\_\_\_\_
- David eats lots of junk food, and ...  
\_\_\_\_\_
- The doctor told Elena she should sleep more, or ...  
\_\_\_\_\_
- My sister plays computer games, but ...  
\_\_\_\_\_



### Compound sentences

T asks Ss to read the first paragraph of the yellow box and asks: *What do we call a sentence made by linking two simple sentences?*

**Answer:** *A compound sentence.*

T asks Ss to read the second paragraph of the yellow box and asks again: *What does a coordinating conjunction do?*

**Answer:** *It joins two simple sentences.*

T divides the class up into three large groups. The first group is 'Independent Clause 1'; the second group is 'Conjunction', and the third group is 'Independent Clause 2.' The whole class reads the table aloud. Each group chorally chants their part of the sentence when T calls out the name of their group.

#### Example:

**T says:** Independent Clause 1

**Group 1 says:** The Japanese eat a lot of rice.

**T says:** Conjunction

**Group 2 says:** AND

**T says:** Independent Clause 2

**Group 3 says:** they eat a lot of fish too.

The class repeats this process for the rest of the sentences in the table.

Once they have finished T asks the class: *'Where does the comma go in a compound sentence?'*

**Answer:** *It goes after the first independent clause.*

**4** T asks Ss to complete the exercise individually. T corrects the exercise as a class.

- Key:**
1. I want to eat some food, but I have a sore throat.
  2. The Japanese eat healthily, so they live for a long time.
  3. I feel tired, and I feel weak.
  4. You can go and see the doctor, or you can go to bed now and rest.

**5** T asks Ss to complete the exercise individually. T corrects the exercise as a class.

**Key:** 1. d    2. c    3. a    4. b

**6** T asks Ss to complete the exercise individually. Call on some Ss to read the complete sentences.

## COMMUNICATION

### Extra vocabulary

myth	sleeping in
sushi	vegetarians
vitamins	

**1** Work in pairs. Discuss and write F (fact) or M (myth) for each statement.

#### HEALTH FACTS OR MYTHS?

1. People who smile more are happier, and they live longer.
2. Sleeping in at the weekend helps you recover from a busy week.
3. Eat more fresh fish, like sushi, and you will be healthier.
4. Sitting too close to the TV hurts your eyes.
5. Pick up food you drop quickly, and it's safe to eat.
6. Vegetarians don't get enough vitamins in their food.

**2** Listen to the radio show about health facts or myths and check your answers in **1**.

**3** Discuss the following in groups.

1. Which sentence are you most surprised by? Why?
2. Do you know any health facts or myths in Viet Nam?

**4** Work in groups. Think of some ideas about health that are true. Then think of some that are false.

#### Example:

1. You can avoid some disease by keeping yourself clean. (This is true.)
2. You will turn orange when you eat a lot of oranges. (This is false.)

**5** Test another group to see how many of your health myths they can spot.



## COMMUNICATION

T can pre-teach the vocabulary in the **Extra Vocabulary** box or can ask Ss to look up the words in their dictionaries.

T writes the words Healthy and Unhealthy on the board. The class brainstorms about things that are healthy or unhealthy.

- 1 T divides the class into pairs and asks them to complete the exercise. T chooses a few groups to share their answers with the class. Encourage them to explain their choices.

**Key:** 1. F 2. M 3. F 4. F 5. M 6. M

- 2 First, T asks Ss to close their books, listen, and take notes. T plays the recording. Ss then open their books and correct their answers using their notes (or from memory). T then plays the recording again for Ss to check a second time.



### Audio script:

A: So, can we smile more to live longer?

B: Yes, that's absolutely true.

A: Does sleeping in help you recover?

B: No, false. Waking up at the same time is better.

A: Should we eat more fresh fish, like sushi?

B: No. Sushi is great. But we shouldn't eat too much.

A: And sitting too close to the TV?

B: No, it's not how close you sit. It's how long you watch TV for.

A: How about picking up food we drop. Is it OK?

B: No, that's a myth! You shouldn't eat it, ever!

A: OK, last one. Do vegetarians get less vitamins?

B: No, that's false. You don't need meat to get your vitamins.

- 3 Depending on time, T can do this activity in pairs, as suggested in the SB, or by having a quick class poll and follow-up discussion.
- 4 T divides Ss into groups and has them complete the exercise. T sets a time limit.
- 5 When the time limit for exercise 4 is finished, T puts groups together to quiz one another. In order to keep things organised, each group chooses one spokesperson for the group. The spokesperson can consult his/her group, but the spokesperson is the only one who can answer.

# SKILLS 1

## Reading

1 Quickly read the text. Match the correct headings with the paragraphs.

1. Just the right amount

2. What is a calorie?

3. An expert's view

**a**  
We need calories or energy to do the things we do every day: walking, riding a bike, and even sleeping! We get calories from the food we eat. If we eat too many, we can get fat. If we don't eat enough, we feel tired and weak.

**b**  
People should have between 1,600 and 2,500 calories a day to stay in shape. Sports like riding a bike and running use a lot of calories. Sleeping and watching TV use less. Do you think you are eating more or less calories than you need?

**c**  
Dr. Dan Law is a diet expert. He knows exactly how much people need to eat, so many people listen to his advice. His calorie tips? Eat less junk food, and count your calories if you're becoming fat.

2 Find the following words/phrases in the text. Discuss the meaning of each word/phrase with a partner. Then check the meaning.

diet  
expert  
tip  
junk food  
stay in shape

3 Now answer the following questions.

1. What is a calorie?
2. What happens when we have too many calories?
3. What is a healthy number of calories per day?
4. Which activity uses a lot of calories?
5. Why do people listen to Dr. Law's advice?

## Speaking

4 Look at the table and discuss the following questions.

1. Why do you think some activities use more calories than others?
2. Which activity uses more calories: gardening or walking?
3. How many calories do you use doing aerobics for 2 hours?
4. What do you think happens when we have too few calories, but use too many calories?

Activity	Calories used per hour
sleeping	60
watching TV	75
walking	230
gardening	275
aerobics	330
swimming	460
cycling	590
running	880

5 Choose two or three activities you like to do. Complete the table about those activities.

Activity	Number of hours (per day)	Total number of calories

6 Present your table to the class. Try to include the following information:

- what activities you do;
- how long you do them every day;
- how many calories you use doing these activities.



## SKILLS 1

### Reading

T writes the word CALORIE on the board. T may translate this into Vietnamese if necessary. T brainstorms with the class any words that they associate with CALORIE.

- 1 Before Ss start reading, T asks the class if anyone can guess what the reading will be about. After eliciting a few guesses, T asks Ss to complete the exercise. For weaker classes, T may want to put Ss in pairs. T can correct the exercise with the whole class.

**Key:** 1. b 2. a 3. c

- 2 Put Ss in pairs and have them complete exercise 2. Ss may use their dictionaries, but should be encouraged to write the meaning of the word as simply as possible and in their own words. T elicits the meanings of the words from different groups.

**Key:** **diet (n)** – the food that you eat on a daily basis  
**expert** – someone who has studied a lot about a subject or topic and understands it well  
**tip** – an advice on how to do something quickly and successfully, usually from one's own experience  
**junk food** – usually convenience food like Mc Donald, KFC ...  
**stay in shape** – be fit and healthy

- 3 T asks Ss to complete the activity individually. T then corrects the answers with the class.

**Key:** 1. A calorie is energy that helps us do our everyday activities.  
2. If we eat too many calories, we can get fat.  
3. To stay healthy you need between 1,600 and 2,500 calories.  
4. Sports like riding a bike and running use a lot of calories.  
5. People listen to his advice because he is a diet/ nutrition expert.

### Speaking

- 4 T draws Ss' attention to the table and explains that the activities are listed next to the number of calories used in one hour. T may ask comprehension questions such as 'If I do aerobics for three hours, how many calories will I use?'

T puts Ss in pairs, or groups of three and asks them to discuss the questions. Call some groups to present their answers.

- 5 Ss complete the table individually.
- 6 Ss share their tables with their groups and, if time allows, with the class.

## SKILLS 2

### Listening

1 Look at the picture below. Discuss the following questions with a partner.

1. What sports do people do in the Olympics?
2. The Olympic sport below is sometimes called 'the Ironman event'. Why?



2 Listen to the Interview with an Ironman. Tick (✓) the problems he had as a child.

headache	stomachache	
toothache	allergy	sick

3 Listen to the Interview again. What advice does he give about preparing for the event?

Do more exercise.  
Eat more fruit/vegetables.  
Sleep more.  
Eat less junk food.  
Watch less TV.

4 Are the following sentences true (T) or false (F)?

1. He wanted to do sports because of his friends.
2. Taking up sports was easy.
3. He takes part in this event only in Viet Nam.
4. In this event, you swim, run, and climb.
5. This event uses more than 6000 calories.

5 Discuss in groups.

1. Why is the triathlon a difficult event?
2. Can you think of other Olympic sports that are harder/easier?
3. Would you like to try the triathlon one day? Why/Why not?

### Writing

6 Look at Dr. Law's advice page. Can you match the problems with the answers?

1. Dear Dr. Law,  
I play computer games and watch TV a lot. My eyes feel really dry. What should I do?  
Thanks in advance,  
Quang

a. Dear \_\_\_\_\_  
*I think you should set your alarm for 8 a.m., or 9 a.m. It's good to maintain your usual sleep pattern. Try to exercise, or do something healthy once you are awake.*  
Stay healthy,  
Dr. Law

2. Dear Dr. Law,  
I love burgers and chips, but I'm putting on weight. What can I do?  
Regards,  
Barry

b. Dear \_\_\_\_\_  
*You can start to count your calories. Then think about how much exercise you do. Eat less junk food, and exercise more. You should be fine.*  
Stay healthy,  
Dr. Law

3. Dear Dr. Law,  
By the weekend I'm so tired. Do you think I should sleep in, or wake up at the usual time on Saturday and Sunday?  
Thank you!  
Tim

c. Dear \_\_\_\_\_  
*You should try to rest your eyes. Also, try the 20-20-20 rule: every 20 minutes look away about 20 feet for 20 seconds. Easy to remember, right?*  
Stay healthy,  
Dr. Law

Underline the word/phrase that Dr. Law uses to give advice.

7 Work in pairs. Choose one of the problems. Student A writes the problem, and student B writes the reply.

*Anna:* plays outside all day/has sunburn/has a temperature

*Ngoc:* feels weak/feels tired/sleeps in

*Khong:* eats too much/has stomachache/feels sick

## SKILLS 2

### Listening

T can draw the Olympic rings on the board and ask Ss what these represent. T can also brainstorm with Ss as a class different words that come to mind when Ss think of the Olympics.

- 1 Ask Ss to discuss the questions. T can extend the exercise by asking other questions. Eg: *What kind of person can do the Ironman? What kind of skills does a person need to do the Ironman?*
- 2 Ss listen to the recording and tick the health problems they hear.

**Key:** sick, allergy



#### Audio script:

A: Were you sporty as a child?

B: No, I always felt sick and weak. I had allergies too, so I always had a runny nose, and itchy skin.

A: When did that change?

B: My friends started doing sports. I wanted to, too. My sports instructor said 'Do more exercise, or continue to feel sick. It's up to you!'

A: Was it easy?

B: No! It was hard. I did more exercise, so my body ached. But slowly I felt better.

A: What do you do now?

B: I do triathlons around the world. It's a tough competition. You have to swim, run, and ride a bike. I use around 6,500 calories in one event!

A: How do you prepare?

B: Three great things to do before the race are: eat more healthy food, sleep more, and do more exercise. Then you'll be ready.

- 3 Ss listen to the recording again and choose the right response.

**Key:** Do more exercise, sleep more, eat more fruits/ vegetables

- 4 Have Ss complete the task individually. T checks as a class.

**Key:** 1. T 2. F 3. F 4. F 5. T

- 5 T can divide the class into groups and give them a time limit for discussion and feedback as a class. Make sure Ss understand the word 'triathlon' in the listening.

### Writing

- 6 Ss work in dependently to finish exercise 6. T checks as a class.

**Key:** 1. c 2. b 3. a

To give advice, you can use:

- *You should...*
- *You can...*
- *It will be good if you...*
- *Do something more/ less...*

- 7 T divides Ss into A and B then puts them into pairs. Each student in the pair writes a health problem and other Ss write responses. When Ss have written their responses T may ask some pairs to share their problems and responses with the class.



## LOOKING BACK

### Vocabulary

1 What health problems do you think each of these people has?

- a 'Oh, I forgot to wear a sun hat today.'
- b 'I never remember to wash my face.'
- c 'I eat too much junk food, and I'm too weak to exercise.'
- d 'I think I ate something that wasn't good.'
- e 'I feel itchy and my nose is running.'

2 Look at the pictures below. Write the health problem below each person.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

### Grammar

3 Complete the health tips below with 'more' or 'less'.

- Eat \_\_\_\_\_ junk food. It makes you fat!
- Wash your hands \_\_\_\_\_. You will have less chance of catching flu.
- Sleep \_\_\_\_\_, but try to wake up at the usual time. Even at weekends!
- Go outside \_\_\_\_\_. If you do need to go outside, wear a sun hat.
- Watch \_\_\_\_\_ television. Looking at the screen for too long hurts your eyes.
- Do \_\_\_\_\_ exercise, and you will feel fitter and healthier.

4 Draw a line to link the sentences and a coordinator to form meaningful sentences.

I want to eat some junk food,	so	I can cycle to school.
I don't want to be tired tomorrow,	but	I should go to bed early.
I have a temperature,	or	I am putting on weight.
I can exercise every morning,	and	I feel tired.

### Communication

5 Choose one of the following health problems. Role-play a discussion. Student A is the patient. Student B is the doctor.

have sunburn      putting on weight  
have toothache      have an allergy  
have a cough and a runny nose

Example:

- A: Hi doctor. I feel weak and sick.  
B: Did you have enough calories? You should eat more, and I think you should get more exercise too.  
A: OK. Thank you doctor.

6 Discuss the following sentences about health with a partner. Do you think they are facts or myths?

Example:

When you have a headache, you should rub an egg on your head.

A: I don't think this is true. It's a myth.

B: Yes, I agree. /No, I disagree. I heard it's true.

- Going outside with wet hair gives you a cold or flu.
- Eating more fresh fish makes you smarter.
- Eating more carrots helps you see at night.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about health problems			
• give health advice with imperatives with <i>more</i> and <i>less</i>			
• form compound sentences			

## LOOKING BACK

Encourage Ss to complete the exercises without referring to the unit. Ss should note down their results so they can complete the **Finish Now I can!** table.

### Vocabulary

- 1 Ss can complete this task individually or in pairs. Ss should be encouraged to write down their answers. T can correct the exercise on the board to check spelling.

**Key:** a. sunburn    b. spots    c. put on weight    d. stomachache    e. flu

- 2 If time permits, T can ask Ss what they see in each picture. After a brief discussion, Ss can complete the exercise individually. T corrects as a class.

**Key:** 1. spots    2. putting on weight    3. sunburn    4. stomachache/ sick    5. flu

### Grammar

- 3 Ss can complete the exercise individually. T corrects as a class.

**Key:** 1. less    2. more    3. more  
4. less    5. less    6. more

- 4 Ss can do the exercise individually or with a partner.

**Key:**

1. I want to eat some junk food, but I am putting on weight.
2. I don't want to be tired tomorrow, so I should go to bed early.
3. I have a temperature, and I feel tired.
4. I can exercise every morning, or I can cycle to school.

- 5 T can divide Ss into pairs. T can ask one pair to come up and role-play the example in the book. T then asks Ss to create their own role-plays from the sample problems in the book. Choose a pair or two to do their role-plays in front of the class.

- 6 Ss can remain in the same pairs as in exercise 5 and discuss the sentences in 6. T can set a time limit and after a few minutes Ss can report back to the class. The class can decide what's true and what's a myth.

Ss can complete the **Now I can!** table. Based on the results T can review any sections that the class had difficulty with.

## PROJECT

In groups, write questions for a survey about people's health problems in your school or community.



## HEALTH SURVEY

A blue clipboard with a silver clip at the top. The form is yellow and titled "SURVEY" in blue. It has a table with two columns: "QUESTIONS" and "NOTE". The "QUESTIONS" column has 15 rows, and the "NOTE" column has 15 rows. The table is empty.

QUESTIONS	NOTE

1. Write the questions.
2. Collect the answers from the survey.
3. Find out what health problems are most popular.
4. Present your findings to the class.

## **PROJECT**

### **Health Survey**

This project can either be done in class or as homework. T writes the word SURVEY on the board and makes sure that all Ss know what a survey is.

- 1** T divides the class into groups and each group comes up with questions to find out more about health problems of the people around them. Ss can ask other groups in class or ask people outside of the class (other students/teachers in school, family members, friends).
- 2** If done in class, the groups should discuss the main health problems they discovered and what they would like to do to fix them. T may assign extension activities (i.e. making a poster, a song, etc.) for homework or extra points.

If done at home, some Ss can make a brief report about the health problems they discovered and tell their groups/ the class about what they found.