

GETTING STARTED

How to stay
healthy

The four
principles
of staying
healthy



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to healthy lifestyle and longevity

Pronunciation

Intonation: Invitations, suggestions, polite requests, uncertainty and surprise

Grammar

- Reported speech with conditionals
- Reported speech with to-infinitives and gerunds

SKILLS

- Reading for specific information about factors responsible for the increase in life expectancy
- Giving advice on body care
- Listening for specific information about physical activity precautions
- Writing a story about how young people have changed their lifestyle to overcome a problem

COMMUNICATION AND CULTURE

- Benefits of meditation
- A longevity hot spot in Japan



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to healthy lifestyle and longevity
- recognise and use fall-rise intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty and surprise
- use reported speech in different structures (*to*-infinitives, gerunds, and conditionals)
- read for specific information in a text about factors responsible for the increase in life expectancy
- give advice on body care
- listen for specific information in a talk about physical activity precautions
- write a story about how young people have changed their lifestyle to overcome a problem

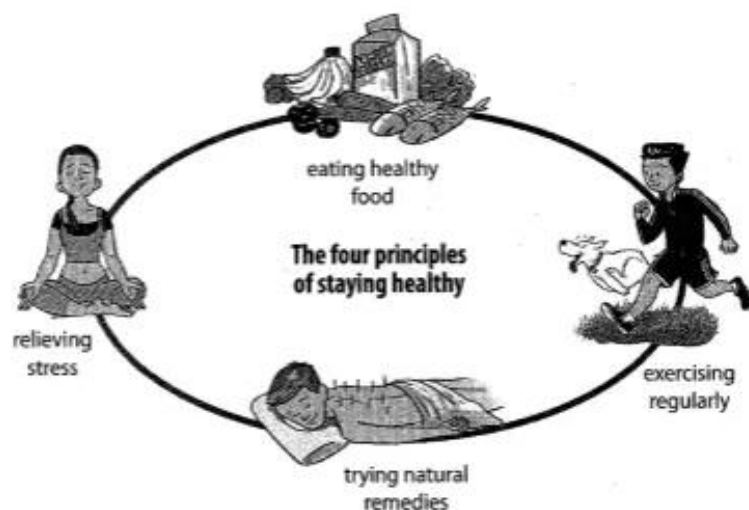
GETTING STARTED

How to stay healthy

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to lifestyle and longevity, and the two grammar points: conditional sentences and *to*-infinitives / gerunds in reported speech.

- T** Tell Ss that they are going to listen to a conversation between Kim and Max.
- Ask Ss to look at the visual diagram illustrating the four principles of staying healthy. Explain that each image represents a principle.
 - Play the recording. Have Ss listen and read the conversation silently, and then write the name of the correct principle under each picture.
 - Check Ss' answers as a class.

Key



1 Kim is asking Max about a TV health show she missed. Listen and read.

Kim: I missed the health show last night. What was it about?

Max: It was about the four principles of staying healthy. They were introduced by the guest speaker, Dr Quan, a Vietnamese traditional medicine doctor.

Kim: Sounds interesting. What are these principles?

Max: Well, the first one is relieving stress. Stress may weaken your immune system. Dr Quan said if you practised meditation every day, you could keep your mind stress-free.

Kim: Do you agree with him?

Max: He might be right ... I'm not sure.

Kim: OK. What's the next one?

Max: We should consume healthy food such as brown rice, fresh fruit and vegetables. We should also eat more fish and less red meat.

Kim: I agree with him. Yesterday I read an article on the Internet, which claimed you could increase your life expectancy if you ate brown rice, fruit and vegetables. But why less red meat? I don't understand ...

Max: He said red meat is high in fat, which increases the risk of developing heart disease.

Kim: I see. What's the third principle?

Max: Dr Quan advised viewers to exercise regularly.

Kim: You mean ... do a workout every morning?

Max: Working out every day is great, but there are other ways to exercise and stay healthy. He suggested playing sports when you're young, or practising yoga and t'ai chi when you reach middle age.

Kim: OK, his first three principles make sense to me. How about the last one?

Max: When you're feeling unwell, try natural remedies first. Take prescription medicine only when other methods fail.

Kim: Oh, really? Natural remedies? What are they?

Max: Um, things like a massage, acupuncture or even a hot shower.

Kim: A hot shower! Are you joking?

Max: Well, you can watch the show tomorrow if you want. It'll be repeated at 8 in the morning.

Kim: OK, I will.

2 Read the conversation again. Find the verbs that go with the following nouns. Write them in the space provided. If necessary, use a dictionary to check the meaning.

1.	_____	stress
2.	_____	your immune system
3.	_____	meditation
4.	_____	your life expectancy
5.	_____	a workout
6.	_____	yoga and t'ai chi
7.	_____	prescription medicine

3 Complete the following notes on Dr Quan's four principles to stay healthy. Write no more than three words in each blank.

- The first principle is _____.
- According to the first principle, we can live a stress-free life if _____.
- The second principle is _____.
- People who eat lots of red meat are at risk of _____.
- The third principle suggests _____.
- Following the third principle, young people should play _____, while middle-aged people should practise _____.
- In keeping with the fourth principle, people who feel unwell should try _____ and _____ only when other methods fail.

4 Work in pairs. Ask and answer the following questions.

- Which of Dr Quan's four principles can you apply to stay healthy?
- Do you agree with all the principles? Why / Why not?

5 Find all the examples of reported speech in the conversation. Write them in the space below.

- 2** This activity focuses on collocations related to health and lifestyles.
- Ask Ss to read the conversation again and find the verbs that go with the nouns or noun phrases.
 - Have Ss use a dictionary to check the meaning of these words and phrases.

Key

- | | | |
|-------------|-------------|---------|
| 1. relieve | 2. weaken | |
| 3. practise | 4. increase | |
| 5. do | 6. practise | 7. take |

- 3** This activity focuses on comprehension of the conversation.
- Have Ss read the incomplete notes and find the words in the conversation to fill the gaps. Remind them to use the correct word forms.

Key

1. relieving stress
2. we practise meditation
3. eating healthy food
4. developing heart disease
5. exercising regularly
6. sports; yoga and t'ai chi
7. natural remedies; take prescription medicine

- 4** Ask Ss to work in pairs.
- Have Ss recall Dr Quan's four principles and discuss the questions.
 - Invite some pairs to report their discussions to the rest of the class.
- 5** Have Ss work individually. Ask them to reread the conversation and pick out all the examples of reported speech.
- Have Ss underline the reporting verbs and the verb forms that follow the reporting verbs.
 - Draw Ss' attention to the last two examples (sentences 4 and 5). Briefly explain that an infinitive or *-ing* form can be used after a reporting verb in reported speech.

Key

1. Dr Quan said if you practised meditation every day, you could keep your mind stress-free.
2. Yesterday I read an article on the Internet, which claimed you could increase your life expectancy if you ate brown rice, fruit and vegetables.
3. He said red meat is high in fat, which increases the risk of developing heart disease.
4. Dr Quan advised viewers to exercise regularly.
5. He suggested playing sports when you're young, or practising yoga and t'ai chi ...

LANGUAGE

Vocabulary

- 1** Go through the words and phrases in the box and check Ss' understanding.
- Ask Ss to pay attention to the contextual clues in the incomplete sentences. For example, the words surrounding the gap can help Ss to work out the part of speech and the form of the words to be used in the gap.
 - Have Ss complete the sentences individually. In weaker classes, ask Ss to work in pairs. Check answers as a class.

Key

- | | |
|---------------------|------------------|
| 1. cholesterol | 2. nutrition |
| 3. natural remedies | 4. immune system |
| 5. ageing process | 6. meditation |
| 7. Life expectancy | 8. boost |

- 2** Introduce some familiar words formed with *free* and *anti-*, e.g. *duty-free (shop)* and *antivirus (software)*.
- Encourage Ss to work out the meaning of these words and the meaning of *free* and *anti-*.

Notes

- *duty-free shop*: a shop at an airport where you can buy goods without paying tax on them (e.g. perfume, handbags, clothes, etc.)
- *antivirus software*: software designed to find and destroy computer viruses

Vocabulary

1 Complete the sentences with the right form of the following words and phrases.

immune system	natural remedy
boost (v)	meditation (n)
life expectancy	ageing process
cholesterol (n)	nutrition (n)

- We need some _____ to help our skin, brain and other organs grow, but too much of it can cause health problems.
- Each prepackaged food item should have a _____ label that tells you what is inside the food you are eating and lists its parts.
- People usually try _____ for mild health problems such as colds and headaches.
- Your body may not be able to fight infections naturally if your _____ is weakened.
- Sleep, rest and relaxation can slow down the _____.
- One of the most effective ways to keep your mind stress-free and healthy is _____.
- _____ of people around the world has increased dramatically over the past years.
- You should exercise regularly and eat less salt and fat to _____ your health.

2 Use a dictionary to check the meaning of the following adjectives formed with -free or anti-. Then write a short explanation of the phrases in the space provided. The first one is an example.

1. fat-free milk	<i>milk that does not contain fat</i>
2. stress-free lifestyle	_____
3. cholesterol-free foods	_____
4. anti-ageing foods	_____
5. anti-acne diet	_____
6. anti-cholesterol medicine	_____

Pronunciation

Intonation: invitations, suggestions, polite requests, uncertainty and surprise

1 Listen and repeat. Pay attention to the fall-rise intonation (↘).

- Another drink?
- You're thirty years old? You look a lot younger.
- I'm not sure.
- Could you explain that again, please?
- Now, let me think ...

2 Listen and mark ✓ (fall-rise intonation). Then practise with a partner.

- A: Will you do me a favour?
B: Sure. What can I do for you?
- A: I think acupuncture can reduce your pain.
B: Really?
- A: Would you like another cup of tea?
B: No, thanks. I've had enough.
- A: What do you think about natural remedies?
B: Um ... They might be effective ...
- A: Fast food is not good for your health. Try not to eat too much of it.
B: OK, I'll try.
- A: Mr Brown, did you hear the news? What do you think about the project to build a new airport in our neighbourhood?
B: Well, let me collect my thoughts ...



DO YOU KNOW...?

- We use fall-rise intonation when we are uncertain or can't really answer a question, but try to be as helpful as possible. The fall-rise can also suggest that there is more to be said.

Example:

- I'm not **sure**. ↘
- I can give you some **advice**. ↘

- We can use rising (↗) or fall-rise (↘) intonation with questions, for example, to request information, make suggestions, or invite someone to do something or have something. The fall-rise intonation sounds friendlier and more polite.

Example:

- Is this your phone? ↗
- Would you like more tea? ↗

- Explain to Ss that *free* is used to form compound adjectives, which are usually hyphenated. On the other hand, *anti-* is used as a prefix to form adjectives or nouns, which can be spelled with or without a hyphen, e.g. *anti-aircraft* (adj), *anti-alcoholism* (n), *anticlockwise* (adj), *antidepressant* (n, adj).

Key

free: without, not containing; *anti-*: against, preventing, opposite

- lifestyle that does not cause stress
- foods that do not contain cholesterol
- foods that are believed to prevent the appearance from getting older
- diet that prevents the formation of acne
- medicine that lowers cholesterol levels or prevents high cholesterol

Pronunciation

Intonation: Invitations, suggestions, polite requests, uncertainty and surprise

Activities 1 and 2 focus on fall-rise intonation.

- Ask Ss to listen and repeat the statements with fall-rise intonation.
- Ask Ss to read the *Do you know...?* box in pairs and discuss the general rules for fall-rise intonation. Check Ss' understanding of the points and have them read the examples with appropriate intonation.
- Have Ss identify the function of each utterance.

Suggested answers

- invitation / suggestion
- surprise
- uncertainty
- polite request
- hesitation



Audio script

- Another drink? ✓
- You're thirty years old? ✓ You look a lot younger.
- I'm not sure. ✓
- Could you explain that again, please? ✓
- Now, let me think ... ✓

- Ask Ss to read the exchanges and decide which statements or questions may be spoken with fall-rise intonation. Have Ss mark them with the symbol (✓).
- Play the recording for Ss to check their answers.
- Let Ss practise the exchanges in pairs.



Audio script

- A: Will you do me a favour? ✓
B: Sure. What can I do for you? ✓
- A: I think acupuncture can reduce your pain. ✓
B: Really? ✓
- A: Would you like another cup of tea? ✓
B: No, thanks. I've had enough.
- A: What do you think about natural remedies?
B: Um ... They might be effective ... ✓
- A: Fast food is not good for your health. Try not to eat too much of it.
B: OK, I'll try. ✓
- A: Mr Brown, did you hear the news? What do you think about the project to build a new airport in our neighbourhood?
B: Well, let me collect my thoughts ... ✓

Note

The pitch change (i.e. where the voice goes down and then up) may occur on one word or more words.

Examples:

- She is nice.* ✓ (The pitch change can occur on one word 'nice'.)
- Would you like another cup of tea?* ✓ (The voice can go down on 'another' and then start going up on 'tea'.)

Grammar

Conditionals in reported speech

- Ask Ss to look at the *Do you know...?* box and study the general rules for verb form changes in reported speech after a reporting verb in the past tense.
- Remind them of changes to pronouns (*I* – *he* / *she*), determiners (*this* / *these* – *that* / *those*), and expressions of place (*here* – *there*). Point out that the expressions of time are unchanged if the information is still true.
Example: *'If my flight to Hue is cancelled tomorrow, I'll travel by train.'*
⇒ *My father said that if his flight to Hue is cancelled tomorrow, he'll travel by train.* (Unchanged – reported ten minutes later)
⇒ *My father said that if his flight to Hue was cancelled the following day, he'd travel by train.* (Changed to type 2 – reported two days later)
- Have Ss read the statements and discuss in pairs, and then decide if it is necessary to change the verb tenses in reported speech after past reporting verbs.

Grammar

Conditionals in reported speech

- 1** Read the statements in direct speech. Decide if it is necessary to change the verb tenses in reported speech after reporting verbs in the past tense. Write **C (changed)** or **U (unchanged)** in the space provided.

1. If I drink coffee before bedtime, I can't sleep.	—
2. You will boost your immune system if you have a healthy lifestyle.	—
3. It would be nice if you could spend more time with the children.	—
4. If Ann called me back, I'd arrange an appointment for her.	—
5. If you travel to a foreign country, you need a valid passport.	—
6. If you catch a cold, you should try natural remedies before taking any medicine.	—
7. If I were rich, I'd donate money to charity.	—
8. Mary will recover quickly if she follows the doctor's advice.	—

- 2** Report each statement in 1. Make all possible changes.

- I told him _____.
- Dr Quan said _____.
- John's wife told him _____.
- Peter explained to us _____.
- The travel agent explained to us _____.
- My grandmother keeps telling us _____.
- John told me _____.
- Mary's father said _____.



DO YOU KNOW...?

- When we use reporting verbs in the present, verb tenses in conditional sentences remain unchanged in reported speech.
- When we use reporting verbs in the past, we follow these general rules:

Direct speech	Reported speech
type 0	unchanged (simple fact or general truth)
type 1	<ul style="list-style-type: none"> unchanged (if reported simultaneously or still true) becomes type 2 (if the reported statement is out-of-date)
type 2	usually unchanged (if the reported statement is still true)

Examples:

'Flowers die if they don't get any water.' (type 0)
 ⇒ He said flowers **die** if they **don't get** any water.

'If you miss the bus, you'll be late for school.' (type 1)
 ⇒ My mother said if I **miss** the bus, I **ll be** late for school. (reported simultaneously; the bus hasn't arrived yet.)

⇒ My mother said if I **missed** the bus, I **d be** late for school. (The reported statement is out-of-date; he was probably late for school.)

'If I lost my job, I could be in trouble.' (type 2)
 ⇒ Jane's father said if she **lost** her job, she **could be** in trouble. (The reported statement is still true; Jane could be in trouble.)

Reported speech with *to*-infinitives and gerunds

- 3** Write the sentences in reported speech, using the reporting verbs in brackets.

- Jack's father:** 'You shouldn't eat fast food every day.' (advised)
- Ann:** 'Can you do the dishes for me, Kim?' (asked)
- The doctor:** 'You must do a 30-minute workout every day.' (told)
- Mai:** 'Would you like to go out for a coffee, Peter?' (invited)
- Phong:** 'I broke your glasses. I'm sorry.' (apologised)
- Hoa:** 'Don't forget to buy some groceries on the way home, Lan.' (reminded)
- Carol:** 'Let's enrol on a yoga course.' (suggested)
- John and Max:** 'Yes. We forgot to submit the assignments yesterday.' (admitted)

Key 1. C/U 2. C/U 3. U 4. U
5. U 6. U 7. U 8. C/U

- 2** Ask Ss to report the statements in **1**, using the reporting verbs in the prompts.
- Have them compare their answers in pairs. Check as a class.

Key

- I told him (that) if I drank coffee before bedtime, I couldn't sleep. (C)
I told him (that) if I drink coffee before bedtime, I can't sleep. (U)
- Dr Quan said (that) we'd boost our immune system if we had a healthy lifestyle. (C)
Dr Quan said (that) we'll boost our immune system if we have a healthy lifestyle. (U)
- John's wife told him (that) it would be nice if he could spend more time with the children. (U)
- Peter explained to us (that) if Ann called him back, he'd arrange an appointment for her. (U)
- The travel agent explained to us (that) if we travel to a foreign country, we need a valid passport. (U)
- My grandmother keeps telling us (that) if we catch a cold, we should try natural remedies before taking any medicine. (U)
- John told me (that) if he were rich, he'd donate money to charity. (U)
- Mary's father said (that) Mary / she would recover quickly if she followed the doctor's advice. (C)
Mary's father said (that) Mary / she will recover quickly if she follows the doctor's advice. (U)

Reported speech with *to*-infinitives and gerunds

- 3** Explain that *to*-infinitives or gerunds can be used to report actions (e.g. promises, orders, advice, etc.). Have Ss read the *Do you know...?* box and focus on the verb forms in reported speech after the three groups of reporting verbs.

Notes

- A clause with *that* can be used after some reporting verbs (*admit, advise, agree, insist, promise, remind, suggest, warn*).

Example:

Jane promised that she wouldn't be late again.

- Suggest + -ing* form is used to report what the subject should be doing himself or what someone else should be doing.

- Have Ss write the sentences in reported speech, using the reporting verbs in brackets. Ask them to compare answers in pairs. Then check as a class.

Key

- Jack's father advised him not to eat fast food every day.
- Ann asked Kim to do the dishes for her.
- The doctor told me to do a 30-minute workout every day.
- Mai invited Peter to go out for a coffee.
- Phong apologised for breaking my glasses.
- Hoa reminded Lan to buy some groceries on the way home.
- Carol suggested enrolling on a yoga course.
- John and Max admitted forgetting to submit the assignments the day before.

- 4** Ask Ss to change the sentences in reported speech into direct speech.

- In weaker classes, ask Ss to work in pairs or groups. If necessary, provide some helpful verbs, modals or expressions such as *remember, should, would, let's*, etc. for Ss to use.
- Check answers as a class. Invite Ss to read each sentence and point out the changes they have made.

Key

- 'Kim, don't forget to turn off the lights before leaving the house.' (or: 'Kim, remember to turn off...')
- 'You shouldn't exercise too hard because it's not good for your heart.'
- 'Let's have a picnic next weekend.' (or: 'Why don't we have a picnic next weekend?')
- 'Don't play near the construction site.'
- 'Would you like to spend your summer holidays on my grandparents' farm?'
- 'I'm sorry. I've made lots of mistakes in the report.' (or: 'I'm sorry for making lots of mistakes in the report.')
- 'Yes. I took my father's car without permission.'

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to use fall-rise intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty and surprise. I can report speech using different structures (to-infinitives, gerunds, and conditionals).*

4 Change the sentences in reported speech into direct speech.

- Ha's father promised to pay for her holiday in Singapore if she passed her English test.

Example:

- 'I'll pay for your holiday in Singapore if you pass your English test, Ha.'
- Kim's mother reminded her to turn off the lights before leaving the house.
 - The doctor advised Mr Wilson not to exercise too hard because it was not good for his heart.
 - Van's friends suggested having a picnic the following weekend.
 - The security guard warned the children not to play near the construction site.
 - Mai invited me to spend my summer holidays on her grandparents' farm.
 - Her assistant apologised for making lots of mistakes in the report.
 - Denise admitted taking her father's car without permission.



DO YOU KNOW...?

- When we report actions such as agreements, promises, orders, offers, requests, advice, apologies, or suggestions, we usually use a *to*-infinitive or *-ing* clause.

Forms:

Reporting verbs	Reported speech
ask, advise, invite, order, remind, tell, warn	object + <i>to</i> -infinitive
agree, offer, promise, refuse, threaten	+ <i>to</i> -infinitive
admit, apologise for, insist on, suggest	+ <i>-ing</i> form

Examples:

'You should drive slowly.'

⇒ He advised me to drive slowly.

'I won't be late again.'

⇒ Jane promised not to be late again.

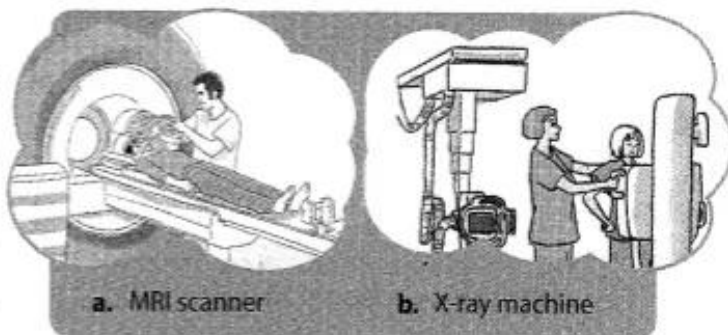
'Shall we go to a movie?'

⇒ He suggested going to the cinema.

SKILLS

READING

Life expectancy factors



a. MRI scanner

b. X-ray machine

1 The machines described in the pictures above help doctors to diagnose and treat diseases. Discuss with a partner.

- Have you ever seen them?
- What are they used for?

2 Read an article about the main factors for the increased life expectancy. Four sentences have been removed from the article. Choose a sentence (a-d) to complete each gap (1-4).

- The last century's advances such as the discovery of antibiotics and vaccines, and the development of medical imaging have contributed to longer life.
- Studies show that for each hour of regular exercise, people can gain two hours of additional life expectancy.
- This increase can be attributed to three main factors: healthier lifestyles, better nutrition, and advances in medical science and technology.
- Eating more fruits and vegetables, but less fatty foods can reduce the risk of serious diseases.

Over the past hundred years, the average life expectancy has risen dramatically from 30 years in 1900 to 67.2 years in 2010, with Japan reaching the highest figure at 82.6 years. 1. ____

Mass media have helped to raise people's awareness of lifestyle choices. While smoking, alcohol intake and fast food consumption can increase the risk of obesity and heart disease, doing regular physical activity and spending more time outdoors can

SKILLS

Reading

Life expectancy factors

Lead-in: Inform the class of the lesson objectives: developing the ability to follow the logical structure of a text and reading for specific information.

- 1 Ask Ss to look at the pictures of machines that help doctors to diagnose or treat diseases.
- Have Ss work in pairs and answer the questions.
- Invite some pairs to report their discussions to the class. Further explain the use of the machines.

Suggested answer

a. & b. MRI (Magnetic Resonance Imaging) scanners and X-ray machines take medical images of patients' internal body parts. MRI images provide a 3D representation of organs, which X-rays usually cannot.

- 2 Tell Ss that they are going to read a text about life expectancy factors, which has four sentences removed from it.
- Ask Ss to read through the sentences (a-d) and underline key words or words used for reference (determiners, pronouns, etc.). This can help them to choose the correct sentence for each gap in the text.

Examples:

- a. The last century's advances
 - b. Regular exercise, additional life expectancy
 - c. This increase, three main factors
 - d. Eating more fruits and vegetables
- Have Ss read each paragraph of the text and look for information before and after each gap that has some connection to the key or reference words they have underlined in the sentences (a-d).
 - Ask Ss to compare answers in pairs, reading the entire text to ensure that each sentence fits well and the information is coherent.
 - Check answers as a class.

Key

1. **c** (This increase – 67.2 years ... 82.6 years; three main factors – *introduces the main ideas of the whole text that are developed in the following paragraphs*)
2. **b** (regular exercise – *physical activity*)
3. **d** (Eating more fruits and vegetables – *the food we eat, simple dietary changes*)
4. **a** (The last century's advances – *advanced technology, medical developments*)

- 3 This activity focuses on vocabulary recognition and building.

- Have Ss read through the definitions and the text carefully, looking for the correct words or phrases that match with the definitions.
- Check answers as a class.

- Key**
- | | |
|-----------------------|------------|
| 1. be attributed (to) | 2. obesity |
| 3. antibiotics | 4. vaccine |
| 5. dietary | |

- 4 Ask Ss to read the full text, including the gapped sentences, again and answer the questions individually.
- Have Ss compare their answers in pairs. Check as a class.

Key

1. The three factors are healthier lifestyles, better nutrition and advances in medical science and technology.
2. Smoking, alcohol intake and fast food consumption can increase the risk of heart disease.
3. Doing regular physical activity and spending more time outdoors can improve the ability of the human body to function well.
4. Because they want to relieve stress.
5. Because the food we eat can affect longevity and dietary changes can boost our immune system.
6. They are the discovery of antibiotics and vaccines, and the development of medical imaging.

boost the body's strength and ability to function well. 2. ____ Longevity is also linked with low levels of stress and anxiety. A popular way to relieve stress in today's busy lifestyles is practising meditation and yoga.

In addition to better living standards, people enjoy more nutritious diets and cleaner drinking water. Research shows that the food we eat can affect longevity, and even simple dietary changes can boost our immune system. 3. ____

The third factor responsible for the dramatic increase in life expectancy is the advanced technology and medical developments. 4. ____ In the 21st century, scientists continue to look for new ways to treat serious diseases and slow down the ageing process. Many of these treatments and new developments have the potential to further prolong and improve the quality of life.

3 Find the words or expressions in the text which have the following meanings.

1. believed to be caused (by)	_____
2. the state of being extremely overweight in an unhealthy way	_____
3. drugs used to kill bacteria and treat infections	_____
4. a substance that is driven into the blood to protect the body against certain diseases	_____
5. relating to the food eaten by an individual	_____

4 Read the text again and answer the questions.

- What are the factors responsible for the increase in life expectancy?
- What lifestyle choices can increase the risk of heart disease?
- What can improve the ability of the human body to function well?
- Why do people practise yoga and meditation?
- Why is diet linked with longevity?
- What are the medical developments and advanced technology mentioned in the article?

5 Which of the factors mentioned in the article do you think is the most important? Discuss with a partner.

SPEAKING

Take care of your body

1 Below is a set of note cards for a talk about skincare. Use the words and phrases in the box to complete them.

- drink a lot of water ⇒ prevent water loss
- wear sunscreen with a sun protection factor (SPF) of at least 15
- wear protective clothing ⇒ avoid sunburn
- don't squeeze pimples ⇒ can lead to swelling, redness and infection
- wash your face twice a day with warm water and mild soap ⇒ remove dirt
- eat a wide variety of fruit and vegetables ⇒ provide vitamins and nutrients

A. Introduction

1

- Good morning.
- Today I'm going to talk about how to take care of your skin.
- Here are some tips for keeping your skin healthy and preventing common skin problems.

B. Skincare tips

2

B1. Protecting your skin from the sun:

- _____
- _____

B2. Providing nutrients for healthy skin:

3

- _____
- _____

B3. Preventing common skin problems:

4

- _____
- _____

C. Conclusion

5

- Healthy skin is essential to human survival. Therefore, you need to take good care of your skin by protecting it from the sun, eating well, and preventing common skin problems.
- Hope you find my tips useful. Thanks for listening.

- 5** Have Ss discuss with a partner. Ask them to summarise the three factors that affect people's life expectancy before they start their discussion:
- Healthy lifestyles (physical exercise, low levels of stress and anxiety)
 - Better nutrition (nutritious diets and dietary changes)
 - Advances in medical science and technology
- Ask them to decide which factor they think is the most important for prolonging life expectancy. Encourage them to provide their arguments or reasons.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about factors that affect people's life expectancy. I can work out the logical structure of a text by analysing words used for reference. I can read for specific information and key words.*

Speaking

Take care of your body

Lead-in: Inform the class of the lesson objectives: improving presentation skills by giving a talk on body care.

- 1** Ask Ss to look at the set of note cards for a talk on skincare.
- Explain to Ss that note cards can be a very helpful tool for preparing, rehearsing and delivering speeches or talks. The note cards should contain the most important information as bullet points, which can be used as prompts in case the speaker gets nervous or forgets what to say.
 - Give some guidelines on how to prepare note cards:
 - Prepare small-sized cards (approximately 6 x 10 cm).
 - Have one idea or one main heading per card.
 - Use bullet points or numbers to list supporting ideas under the main heading; the exception is the first and last cards (i.e. for introduction and conclusion) on which you can write complete sentences to help you to have a good, smooth start and ending.
 - Write on one side of the card.

- Number the cards so that you know the order they come in.
- Have Ss work in pairs and read through the six supporting ideas in the box and the sample note cards. Ask them to discuss which ideas should be used for each of the tips on the cards (numbered 2, 3, and 4).
- Have pairs make their own note cards and present their answers to the class.

Key

- B1: – wear protective clothing ⇒ avoid sunburn
 – wear sunscreen with a sun protection factor (SPF) of at least 15
- B2: – eat a wide variety of fruit and vegetables ⇒ provide vitamins and nutrients
 – drink a lot of water ⇒ prevent water loss
- B3: – wash your face twice a day with warm water and mild soap ⇒ remove dirt
 – don't squeeze pimples ⇒ can lead to swelling, redness and infection

- 2** Ask Ss to read through the guidelines on how to give a talk successfully.
- Give further explanations on when to use some common linking words / expressions and hesitation devices.
 - to introduce ideas in sequence (*First / Second / Next / Last*)
 - to add further ideas (*Moreover / Furthermore / In addition / What's more*)
 - to clarify an idea (*What I mean is ... / In other words / I mean / To put it another way*)
 - to stall for time (*Let me think / Now let me collect my thoughts*)
 - Have Ss practise the talk on skincare in pairs. Remind them to use the note cards and the guidelines.
 - Invite one or two students to give the talk in front of the class.
- 3** Activities **3** and **4** provide further practice in giving a talk on another health-related topic.
- Have Ss work individually. Ask them to read the suggested ideas for taking care of their vision and prepare a set of note cards for their talk.
- 4** Ask Ss to work in groups of four or five and take turns presenting their talk to the group members.
- Invite some Ss to give their talk in front of the class.

2 Work in pairs. Use the note cards to talk about skincare, paying attention to the following:

- Glance at the notes; don't read from them.
- Use linking words and expressions or hesitation devices to sound more natural and smooth.

Examples:

*I think / In my opinion / Firstly / Next / Moreover
Well / Let me see / In fact / How can I put it?*

- To make your tips sound more reliable, use reported speech to quote their sources.

Examples:

Skin experts recommend wearing sunscreen with a sun protection factor of at least 15.

Studies show that eating a wide variety of fruit and vegetables can provide vitamins and nutrients for healthy skin.

- Maintain eye contact with your partner.
- Use appropriate gestures and facial expressions to support your ideas.

3 Prepare another set of note cards for a talk about how to take care of your vision. Use the information below and your own ideas.

Taking care of your vision

- wear sunglasses to protect your eyes
- don't stare at a computer screen for too long; look across the room every 30 minutes
- read in well-lit rooms
- keep a distance of at least 1.5 metres from the TV set
- follow doctor's orders if you wear contact lenses
- see an eye specialist if you can't see well or your eyes are injured

4 Work in groups of four or five. Take turns to present your talk to your group members.

LISTENING

Exercise precautions

1 Discuss with a partner.

- Do you exercise every day?
- If yes, what is your favourite activity? If not, why don't you exercise?

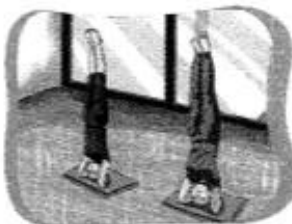
2 Look at the pictures. Listen to John Keith, a fitness instructor, talking about four types of physical activity. Number the pictures as you listen.



a. _____



b. _____



c. _____



d. _____

3 Listen again. Which safety rules are mentioned for each type of physical activity? Tick the correct boxes.

	aerobic exercise	swimming	yoga	fitness walking
1. You should consider the weather conditions.				
2. Drink plenty of water.				
3. A warm-up before the activity is necessary.				
4. You should check if the water is too cold.				
5. Stretching and relaxing your muscles will help prevent joint damage.				
6. You need comfortable shoes.				
7. Looking at your feet will slow you down and cause back pain.				

4 Work in four groups. Each group chooses a different activity from 3. Discuss the following:

- Health benefits
- Safety tips mentioned in the talk: Do you agree or disagree with them?
- Add any additional precautions people may need to take.

Examples:

- Don't do it after eating a full meal.
- You need the instructions from a qualified coach.
- Never do it alone.
- Don't do it if you are feeling unwell.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to prepare note cards for a talk. I can give a talk naturally and smoothly in front of an audience. I can give advice on body care.*

Listening

Exercise precautions

Lead-in: Inform the class of the lesson objectives: listening for specific information in a talk on precautions when doing four types of physical activity.

- 1 Ask Ss some guiding questions: *Name some types of physical exercise that most people in your neighbourhood often do. Where do they practise these activities?*
 - Have Ss work in pairs and discuss the two questions.
 - Ask some Ss to summarise their discussion and report it back to the class.
- 2 Tell Ss that they are going to listen to a fitness instructor's talk on four types of physical activity.
 - Ask Ss to look at the four pictures and label each one with the correct word.

Key a. fitness walking b. aerobic exercise
c. yoga d. swimming

- Play the recording without pausing. Ask Ss to listen and number the activities in the order they are mentioned. Check answers as a class.

Key a. 4 b. 1 c. 3 d. 2



Audio script

My name's John Keith and I've been a fitness instructor for more than ten years. Today I'd like to talk about the precautions we all need to take when doing different types of physical activity.

Aerobic exercise seems very simple and easy to do. However, studies have shown that if you do your workout outdoors in the hot and sunny weather, your body can overheat and lose a lot of fluid. This can lead to heat stroke. You should drink a glass of water before a workout and then pause regularly to drink more. You should also exercise early in the morning when it's not too hot.

Next is swimming. It's very important to be safe in the water. Swimming pools may look safe, but you should always test the

pool water before jumping in. Cold water can make your blood pressure and heart rate go up. Make sure you have warmed up your body by stretching or jumping. Don't swim in bad weather, especially in rivers, lakes or the sea. If you are swimming and lightning strikes, you risk serious injury or death.

Now, how about yoga? This exercise may look easy and suitable for people of all ages. However, if it's not done properly, it can do more harm than good. You need to do some warm-up exercise such as stretching before you start your yoga practice. This will relax your muscles and prevent any damage to your joints.

The last type of physical activity is fitness walking. First, you need good shoes to keep you comfortable and pain-free. Next, when you walk, don't look at your feet. This will slow you down and cause back pain. Finally, remember to bring water with you and drink at least 150 ml for every 15 minutes of walking.

That's all from me for today. Hope you find these safety precautions useful. Thanks for listening.

- 3 Ask Ss to read through the list of safety rules. Explain any new words, if necessary.
 - Have Ss listen again for more specific details and decide which safety rules are mentioned for each type of physical activity. Pause the recording at certain places, if necessary, to help Ss to hear the information they need.
 - Have Ss compare their answers with a partner. Check as a class.

Key

Aerobic exercise: 1, 2 Swimming: 1, 3, 4
Yoga: 3, 5 Fitness walking: 2, 6, 7

- 4 The aim of this activity is to provide an opportunity for Ss to express their opinions and expand on the topic of the listening text.
 - Put Ss into four groups. Make sure each group chooses a different activity. For big classes, put Ss into eight groups, and assign one activity to two groups.
 - If time is limited, have Ss choose only one or two points for discussion, e.g. **a** or **b** and **c**.
 - Ask groups to summarise and briefly report their discussions to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about precautions when doing different kinds of physical activity. I can listen for specific information in a talk about exercise precautions.*

WRITING

Lifestyle changes

- 1** Read a story posted on Medline, a website about fitness. Complete the story, using the correct form of the words in the box:

overweight	support	faint
dieting	appetite	weight

My fight against obesity

by Dan Smith

I am 24 years old. I used to have a huge (1) _____ as a child, ate a lot of fast food and became (2) _____. When I graduated from college, my weight had gone up to 100 kg. I started to apply for jobs and went to interviews, but I was never offered a single one. I could feel the interviewers' disappointment. Because of my size, they thought I was lazy and stupid. After hundreds of rejections, I decided that I need to do something about my weight.

I found a website advertising an effective way to lose (3) _____ in one month. I ate nothing and only drank water with a little salt and sugar. After ten days, I (4) _____ and was taken to hospital. The doctors told me that I would die if I did not stop (5) _____. They advised me to see Dr Liam, a dietician.

Dr Liam developed a healthy meal and exercise plan for me. For over a year, I had to follow a special diet and joined a fitness class for overweight people. It was difficult at first, but my family (6) _____ me during my fight against obesity.

I have now reached my ideal weight and feel great. What is more, I have just received my first job offer.

- 2** Read the story again and answer the questions.

1. Why did Dan gain weight?
2. When did he decide to lose weight?
3. What kind of diet did he try at first? Was he successful?
4. How did he manage to reach a healthy weight?
5. Do you think overweight people are lazy and should not be employed until they lose weight?

- 3** Use the information below to write a similar story.

Writer	Kim Lee, 17 years old
Problem	started getting acne at the age of 15
How it affected Kim	feeling depressed and insecure about appearance
First treatment and results	following friends' advice – washing face several times a day, trying different anti-acne products, squeezing pimples often ⇒ 60% of face covered with acne
Next treatment and results	following doctor's prescription and advice: – washing face twice a day only (washing face too often may cause skin irritation) – taking prescription medicine – having a healthy diet – not staying up late ⇒ acne clears up after 6 months ⇒ feeling happy and confident

Writing

Lifestyle changes

Lead-in: Inform the class of the lesson objectives: writing a story about how people have changed their lifestyle to overcome a problem.

- 1 Ask Ss to read a story posted on a fitness website and complete the gaps with the correct form of the words in the box.
- Check answers by asking individual Ss to read different paragraphs out loud.

Key

- | | | |
|-------------|---------------|--------------|
| 1. appetite | 2. overweight | 3. weight |
| 4. fainted | 5. dieting | 6. supported |

- 2 The focus of this activity is on the different parts of the story and the series of events / changes that led to the solution of Dan's problems.
- Ask Ss to read the story individually, then discuss and answer the questions in pairs.

Key

1. Because as a child he used to eat a lot of fast food.
2. After he received hundreds of rejections and couldn't get a job.
3. Eating nothing was his first kind of diet. He was unsuccessful and was taken to hospital.
4. For over a year, he had to follow a special diet and joined a fitness class for overweight people.
5. **Suggested answer:** Overweight people are not lazy and can work efficiently like other people, so they should not be treated unfairly. However, their health can be affected, so they should follow doctors' advice to lose weight.

- Have Ss summarise the main parts of Dan's story:
 - a. Story title
 - b. Writer's name
 - c. Writer's health problem
 - d. How it affected him
 - e. First treatment and results
 - f. Next treatment and results

- 3 Ask Ss to work in pairs and discuss the information for another story.

- Have Ss write their drafts individually, and then exchange them with a partner for peer feedback. Encourage Ss to make revisions, if necessary.
- Put Ss into groups and ask them to read their stories to their group members.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can write a story to tell about how someone has changed their lifestyle to overcome a problem.*

Communication

- 1** Listen to Phong's talk about meditation.
Complete the notes below.

1. Phong has practised meditation for _____ years.
2. Recommendations for meditation:
 - a. Location: at a _____ place
 - b. Time: _____ or _____
 - c. Duration: _____ / a day
 - d. Techniques: Listen to _____ and breathe _____.
3. Benefits of meditation:
 - a. _____
Reason: You would feel completely at ease if _____.
 - b. _____
Reason: Your body stops producing stress hormones and other chemicals that _____.



- 2** Discuss the questions with a partner.

1. Do you know any other ways to relieve stress and feel relaxed?
2. Which do you think works best? Why?



COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skills development.

Communication

- 1 This activity provides further listening practice.
- Tell Ss that they are going to listen to Phong's talk about meditation.
- Focus Ss on the notes of his talk and guess what kind of information, e.g. place or time; and word forms, e.g. verbs, nouns, etc. to write in each gap.
- Play the recording once or twice for Ss to complete the notes.
- Ask Ss to compare the answers in pairs. Check as a class.

Key

1. five (5)
2. a. *Location:* at a quiet place
b. *Time:* at night or early morning
c. *Duration:* 15 minutes / a day
d. *Techniques:* Listen to the silence around you and breathe slowly and deeply.
3. Benefits of meditation:
 - a. Relieving stress
Reason: ... you let your mind relax.
 - b. Staying healthy and living longer
Reason: ... may weaken your immune system.

- 2 This activity provides further speaking practice on the topic.
- Help Ss to brainstorm some popular ways to relieve stress and feel relaxed. Ask them some guiding questions: *What activities may people do at home when they want to relax? If people have some days off, where do they usually go to relax?*
- Have Ss work in pairs and discuss the questions.

Suggested answers

Some ways to relieve stress and feel relaxed:

- Watching an entertaining movie or TV programme
- Reading a book
- Being in the company of friends
- Lying on the beach
- Spending the weekend in the countryside



Audio script

In this technological era, we can enjoy a better lifestyle, but we often work under pressure and feel stressed. Luckily, I've found a way to take my mind away from daily worries by one simple way: meditation.

I've practised meditation for five years, and I can say its benefits are obvious. Most importantly, meditation helps to relieve stress. While you meditate, you stop thinking about your work or everyday worries. Yoga experts advise that you should find a quiet place and meditate at night or early morning – when you are not disturbed by anything. Then you can just listen to the silence around you and breathe slowly and deeply. If you let your mind relax that way, you would feel completely at ease. Secondly, when you meditate, your heart rate slows down and your body stops producing stress hormones and other chemicals that may weaken your immune system. This helps you to stay healthy and live longer.

Practising meditation does not require too much of your money or time. Just spend 15 minutes a day meditating and you will have your own peace of mind.

Culture

Read the text about people in Nagano Prefecture, Japan, and do the activities that follow.

A Longevity Hot Spot

Nagano is a mountainous, landlocked prefecture in the centre of Japan, with a population of more than two million. In 2014, the life expectancy there was 87.2 years for women and 80.9 for men, which is one of the highest in the world.

The region once experienced high death rates from causes such as stroke and heart attacks. This was attributed to the residents' favourite food: salted, pickled vegetables and miso, a kind of fermented soy bean paste. Being inland, Nagano does not have readily available seafood, and salt was used to process and preserve food for use in the long snowy winters.

The turning point was in 1981, when the non-profit Nagano Dietetic Association decided to take action. The first step was a campaign to reduce salt intake and promote a healthier diet and lifestyle. Volunteers were trained to conduct nutrition seminars at supermarkets, shopping malls, and community centres. At first, it was difficult to convince people to change, but gradually it became easier. The efforts paid off with surprising speed. By 1990, life expectancy had risen by three years in a decade, and the death rates due to heart disease had decreased.

The local government has also taken other measures in cooperation with the association: organising routine health check-ups, creating hundreds of walking trails for residents to exercise, and building hot springs for local people to recover from ill health.

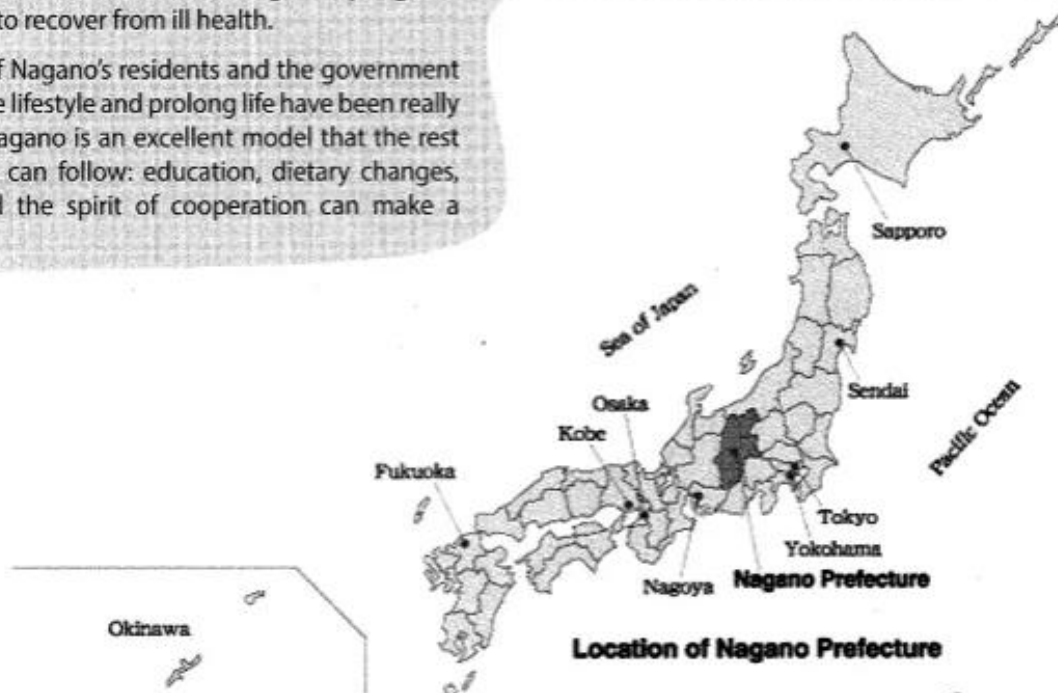
The efforts of Nagano's residents and the government to change the lifestyle and prolong life have been really successful. Nagano is an excellent model that the rest of the world can follow: education, dietary changes, exercise, and the spirit of cooperation can make a difference.

1 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

	T	F	NG
1. Nagano Prefecture is surrounded by sea.			
2. The favourite food of Nagano residents is fish.			
3. Before 1981, the main cause of Nagano's high death rates was their high intake of salt.			
4. The campaign to improve residents' longevity was first launched by the local government.			
5. After ten years, the efforts to lower Nagano's death rates from heart disease succeeded.			
6. Hot springs can help to treat heart disease.			
7. Nowadays, people from all over the world travel to Nagano to study its health-care model.			

2 Discuss with a partner.

- What is the key to Nagano's success in its efforts to improve people's health and longevity?
- If Viet Nam wants to follow Nagano's model, what is the first step to take?



Culture

- Focus Ss on the instructions and the title of the text.
- Allow Ss two minutes to discuss in pairs and guess what they are going to read about.

Suggested answer

Ss are going to read about how people in Nagano Prefecture, which is considered a longevity hot spot, managed to increase their life expectancy.

- 1 Ask Ss to read the text carefully and decide whether the statements are true, false, or not given.
- Encourage Ss to compare their answers in pairs. Check as a class.

Key

- | | | | |
|------|-------|-------|-------|
| 1. F | 2. NG | 3. T | |
| 4. F | 5. T | 6. NG | 7. NG |

- 2 Have Ss discuss the questions in pairs.
- After their discussion, ask some pairs to summarise their discussion and report their opinions to the class.

Key

1. Education, dietary changes, exercise, and the spirit of cooperation.
2. **Suggested answer:** There should be close cooperation between local governments, health associations and residents. The first step should be for a local health association to start a campaign for promoting a healthy lifestyle and nutrition, winning the support of the local residents and local government.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have improved my listening, speaking and reading skills. I can talk about different ways to relieve stress and feel relaxed. I have learnt about how people in a region in Japan have improved their quality of life and increased life expectancy.*

LOOKING BACK

Pronunciation

- 1 Listen and mark ✓ (fall-rise intonation) in the following conversation.

Doctor: Please sit down. How can I help you?

Patient: I can't sleep well at night.

Doctor: What time do you have dinner?

Patient: Let me think ... about 9 or 10. I usually finish work at 8.

Doctor: Eating late at night could be the cause. Your body doesn't have a chance to digest all the food. It's hard to sleep on a full stomach.

Patient: What should I do?

Doctor: I suggest having a snack at about 5 p.m. and a light dinner such as a bowl of cereal after 8. Would that work for you?

Patient: OK, I'll give it a try ... Thanks a lot.

- 2 Listen again. Then practise the conversation with a partner. Try to use the appropriate fall-rise intonation.

Vocabulary

- 1 Complete the sentences with the correct form of the words or phrases in the box.

immune system	nutritious (adj)	boost (v)
prescription (n)	dietary (adj)	life expectancy
remedy (n)	be attributed to	

- You can _____ your health by leading a stress-free life, eating low-cholesterol food and exercising every day.
- In general, Japanese people have higher _____ than people in other countries because their diet is rich in fish.
- Lack of exercise and fatty food consumption can weaken our _____.
- Honey and lemon juice are often used as natural _____ for coughs.
- School canteens should provide only highly _____ meals to young children.
- Obese patients should strictly follow health experts' _____ advice.
- Science has shown that many types of chronic diseases _____ people's bad eating habits.
- My doctor gave me a _____ for antibiotics.

Grammar

- 1 Report each statement. Make all necessary changes.

- The teacher: 'Tuan and Phong, don't talk in class.'
The teacher told _____.
- The doctor: 'Mr White, if you eat lots of fatty foods, you will increase your chances of developing heart disease.'
The doctor said to Mr White _____.
- Nam's yoga instructor: 'Close your eyes, breathe slowly and deeply, and don't think about your problems.'
Nam's yoga instructor asked _____.
- The patient: 'I didn't follow my doctor's advice.'
The patient admitted _____.
- Ha's friend: 'Let's play some games to relax. We've studied for three hours.'
Ha's friend suggested _____ because _____.
- Van's manager: 'You'd get a promotion if you could finish the project before the deadline.'
Van's manager said _____.
Van's manager promised _____.
- Jack's mother: 'You should drink some ginger tea if you want to feel better.'
Jack's mother said _____.
Jack's mother advised _____.

- 2 Read the conversation. Imagine that Nga talks to a friend the next day, telling him / her what her father had said. Write down her father's advice in the space provided, using reported speech.

Nga: My exam's coming, Dad, and I feel quite stressed. What should I do?

Nga's father: (1) If you want to be stress-free, you need to balance study and leisure.

Nga: How can I do that?

Nga's father: (2) Draw up a revision timetable with time for other activities.

Nga: That's a good idea. There's also another thing; sometimes I don't feel like eating.

Nga's father: (3) If you work too hard, you won't feel hungry. (4) So don't study continuously for long hours. You should take a five-minute break every hour. (5) Then do some workout or take a walk in the park before mealtime.

Nga: Thanks for your advice, Dad.

Nga's father: (6) If you need more help, just ask me.

- My father said that _____.
- He _____.
- _____.
- _____.
- Then _____.
- Finally, _____.

LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

- 1 Help Ss to review the use of fall-rise intonation on statements and questions for invitations, suggestions, polite requests, uncertainty and surprise.
- Have Ss read the conversation and mark utterances they think can be pronounced with a fall-rise.
- Play the recording. Have Ss listen and check if the utterances they have marked are pronounced with a fall-rise.



Key and Audio script

Doctor: Please sit down. How can I help you?

Patient: I can't sleep well at night.

Doctor: What time do you have dinner?

Patient: Let me think ... ✓ about 9 or 10. ✓ I usually finish work at 8.

Doctor: Eating late at night could be the cause. ✓ Your body doesn't have a chance to digest all the food. It's hard to sleep on a full stomach.

Patient: What should I do?

Doctor: I suggest having a snack at about 5 p.m. and a light dinner such as a bowl of cereal after 8. Would that work for you?

Patient: OK, I'll give it a try ... ✓ Thanks a lot.

- 2 Ask Ss to listen again and practise the conversation with a partner.

Vocabulary

- The eight words and phrases in the box are the ones most frequently used in the unit. Have Ss write them in the gaps, making changes to the word forms if necessary.

Key

- | | |
|----------------------|--------------------|
| 1. boost | 2. life expectancy |
| 3. immune system | 4. remedies |
| 5. nutritious | 6. dietary |
| 7. are attributed to | 8. prescription |

- Extend the activity by asking Ss to make their own sentences with these words and phrases.

Grammar

The aim of activities 1 and 2 is to help Ss to review reported speech, using different structures: to-infinitives, gerunds and conditionals.

- 1 Have Ss do the activity individually. Walk round and offer help if necessary.
- Ask different Ss to write a sentence each on the board for peer comments.

Key

1. *The teacher told* Tuan and Phong not to talk in class.
2. *The doctor said to Mr White* that if he eats / ate lots of fatty food, he will / would increase his chances of developing heart disease.
3. *Nam's yoga instructor asked* him to close his eyes, breathe slowly and deeply, and not to think about his problems.
4. *The patient admitted* not following his doctor's advice.
5. *Ha's friend suggested* playing some games to relax *because* they had studied for three hours.
6. *Van's manager said* that he / she would get a promotion if he / she could finish the project before the deadline.
or: *Van's manager promised* him / her a promotion if he / she could finish the project before the deadline.
7. *Jack's mother said* that he should drink some ginger tea if he wants / wanted to feel better.
or: *Jack's mother advised* him to drink some ginger tea if he wants / wanted to feel better.

- 2 Have Ss read the instructions and the conversation. Focus their attention on the numbered sentences.
- Ask Ss to complete the sentences in reported speech individually. Remind them to use appropriate reporting verbs (e.g. *said, advised or told*).
- Check answers as a class by asking individual Ss to read their sentences or write them on the board.

PROJECT

Work in groups of four or five. Choose one of the projects.

Project A: Look for information about one of the longevity hot spots and prepare a presentation to deliver to the class.

- Suggested hot spots of longevity:
 - The islands of Okinawa, Japan
 - Sardinia, Italy
 - Nicoya Peninsula, Costa Rica
- Points to include in your presentation:
 - Location
 - Factors believed to help its local residents to live longer

Project B: Contact three or four people over 70 years old and collect information about them. Use the table below as a guide.

Questions	P1	P2	P3
1. How old is he / she?			
2. Where is he / she living?			
3. What are his / her favourite food and drinks? <ul style="list-style-type: none"> – fast food – fruit and vegetables – meat – milk – tea – soft drinks – others 			
4. Does he / she do any physical activity now? If yes, what is it?			

Compare the information about these people and find out any common features. Present your report to the whole class.



NOW YOU CAN

- Talk about healthy lifestyle and longevity
- Recognise and use fall-rise intonation on statements and questions expressing invitations, suggestions, polite requests, uncertainty or surprise
- Use reported speech in different structures (to-infinitives, gerunds, and conditionals)
- Write a story about how people recover from a health problem

Key

1. My father said that if I want to be stress-free, I need to balance study and leisure.
2. He told (advised) me to draw up a revision timetable with time for other activities.
3. He said that if I worked too hard, I wouldn't feel hungry.
4. He told (asked / advised) me not to study continuously for long hours, but to take a five-minute break every hour.
5. Then he advised (told / asked) me to do some workout or take a walk in the park before mealtime.
6. Finally, he said that if I need more help, I can just ask him.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can identify and use fall-rise intonation on statements and questions. I can use reported speech in different structures.*

PROJECT

Lead-in: Inform the class of the lesson objectives: further explore the topic in a collaborative way.

- Tell Ss that they can work in groups of four or five and choose a project to work on.
- Allow Ss one week to collect the information or do the surveys for their project, and organise their presentations.
- In the next class, allow 10 minutes for each group to give their presentation (Project A) or present their report (Project B) to the whole class.

Project A

- Have each group choose one longevity hot spot. Encourage them to use the Internet to search for information related to its inhabitants.
- Have them organise their information and ideas, and prepare a presentation on their chosen longevity hot spot.
- Encourage them to add a map to indicate the location of the place and any pictures of its inhabitants and their lifestyle to make their presentation more interesting.

Notes on factors that help local residents to live longer

– The Okinawans' secret lies in two things – their food and their attitude towards life. Their regular diet is based largely on rice, fish and vegetables. They also eat plenty of tofu and sweet potato. The elderly have surprisingly low depression levels. On the streets of Okinawa, people aged 90-100 are found riding motorcycles or mountain bikes, practising karate and kendo, walking several kilometres daily, and even working in vegetable gardens.

– Sardinia's secret to longevity is diet and lifestyle. Local residents' diet is rich in healthy nutrients from fresh vegetables, prepared simply with olive oil and served with lemon, garlic and other spices. In Sardinia, the elderly continue to be held in high regard and actively take part in family life as well as social activities.

– Nicoya's secret lies in the local residents' diet, lifestyle and climate. Corn and beans, which are healthy and high in fibre, are their main food. There is lots of sunshine, and people get more vitamin D and fewer respiratory diseases. Local people enjoy doing physical work all their lives and find joy in everyday chores.

Project B

- Ask Ss to prepare their survey forms.
- Have each student contact three or four people over 70 years old. They could be their neighbours or relatives. Ss should interview these people, and take notes of their answers. Tell them not to collect any personal data such as names, addresses or relationship, and to keep the identity of the survey participants anonymous.
- Ask Ss to compare the information they have collected about their survey participants, find out any common features and prepare their reports.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about different factors that help people to live longer. When working in groups, I have learnt to collaborate with others.*