

GETTING STARTED**An apple a day**

1 Listen and read.

Nam: Hey Scott, have you ever heard the saying, 'An apple a day keeps the doctor away'?

Scott: Of course, why?

Nam: Did you know that it's really true?

Scott: What do you mean? If I eat one apple a day I will never get sick?

Nam: Not exactly, but it can help you lose weight, build healthy bones, and also prevent diseases like cancer.

Scott: Wow! That's incredible. I drink apple juice every day.

Nam: That's good, it will help keep you from getting Alzheimer's disease when you get old.

Scott: Is that the disease that affects your memory?

Nam: Yes. Since drinking apple juice helps boost your brain's memory function, it helps you remember things for a long, long time.

Scott: But Nam!

Nam: Yeah?

Scott: There are a few things I really want to forget.

Nam: Like losing the football match yesterday?

Scott: Exactly!

2 Work in pairs. Read the conversation again and answer the following questions.

1. What does 'An apple a day keeps the doctor away' mean?
2. Name three health benefits of eating apples or drinking apple juice.
3. Which part of the body does Alzheimer's disease affect?
4. How does Scott feel about drinking apple juice?

**This unit includes:****LANGUAGE****Vocabulary**

Words and phrases related to

- Illnesses and health
- Systems of the body

Pronunciation

/pr/, /pl/, /gl/, /gr/

Grammar

- The future simple with *will* vs. *be going to*
- The passive

SKILLS

- Reading for main ideas and specific information about acupuncture
- Talking about ways to get rid of bad habits
- Listening to a talk about how to choose a healthy diet for specific information
- Writing about what to eat and not to eat

COMMUNICATION AND CULTURE

Health beliefs and practices in Indonesia and in Viet Nam

3 Listen and repeat the words. Then answer the questions below.

- a. Which words did you hear in the conversation? Circle them.

prevent nervous disease bones
balance weight skeleton brain
boost system lungs healthy

- b. Put the words into categories as in the table.

Noun	Adjective	Verb

4 WISE WORDS:

'Laughter is the best medicine.'

Read the common saying above. Do you agree? Can you think of a time when laughter was the best medicine for you?

OBJECTIVES

By the end of this unit, Ss can

- use words and phrases to talk about the human body, lifestyles and healthcare
- pronounce the consonant clusters of /pr/; /pl/; /gl/; /gr/ properly
- use *will* and *be going to* to talk about intentions, plans, predictions and willingness
- use the passive voice for description and report
- read about an alternative treatment in medical care for main idea and specific information
- talk about how to get rid of bad habits
- listen for specific information on how to choose a healthy diet
- write to ask for and to provide advice on what to eat for special events

GETTING STARTED

An apple a day

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about how eating can affect one's health, and the use of *will*.

- 1 This activity aims to arouse Ss' interest in the topic of the unit. Tell Ss not to worry about new words or grammar points. The new items will be dealt with later on.
 - Play the recording. Ask Ss to listen and read the conversation at the same time.
- 2 This activity focuses on comprehension. Ss work in pairs to practise asking and answering the questions. Ask Ss to report their answers and check if they have any difficulty in understanding the conversation. Answers may vary. Correct only answers going too far off the point.

Key

1. Answers may vary, but typically some are: Better health; good body condition; stronger resistance to illnesses, etc.
2. Lose weight, build healthy bones, and prevent diseases like cancer.
3. Memory or (the) brain.
4. (Answers may vary.) He feels uncertain about the benefits of apple juice.

- 3 This activity familiarises Ss with the vocabulary related to the topic of the unit. Tell Ss to listen and repeat the words.

- a. Have Ss listen and circle the words they hear.

Audio script and Key

prevent	disease	bones	weight
brain	boost	healthy	

- b. Have Ss classify the words into the corresponding categories.

Key

Noun		Adjective	Verb
disease	bones	nervous	prevent
balance	weight	healthy	balance
skeleton	brain		boost
system	lungs		

- 4 Ask Ss to work individually, in pairs or in groups to report a time when laughter was the best medicine for them. Assist by giving a list of prompts including occasions like feeling stressful, tired, sick or embarrassed, etc.

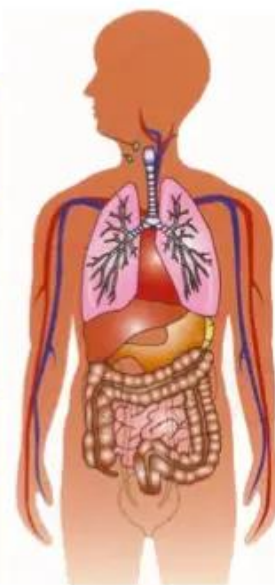
LANGUAGE

Vocabulary

1 Your body

a. Look at the phrases below and match each with its definition.

Circulatory System	a. This system is the controller of the body. Led by the brain and nerves, it allows us to move, talk and feel emotions.
Digestive System	b. This system of the body lets us breathe in oxygen with our lungs and breathe out carbon dioxide.
Respiratory System	c. This system of the body is made up of the heart and blood vessels. The heart pumps blood through the blood vessels to bring oxygen to all parts of the body.
Skeletal System	d. This system of the body lets us break down the food we eat and turn it into energy.
Nervous System	e. This system of the body is made up of our bones. It supports our body and protects our organs.



b. With a partner, practise saying the names of the systems.

2 Which system do the followings belong to? Use a dictionary to look up any words you don't know.

blood heart breath brain skull lung bone
stomach intestine spine air nerves thinking pump

Pronunciation



1 Listen and repeat.

1. presentation, print, press, proud, preview
2. play, please, place, plum, plough
3. group, gradual, ground, grey, grand
4. glad, glance, glue, glow, glass

2 Read these sentences aloud.

1. The press came to the presentation with a view to collecting information.
2. The play normally takes place in the school playground.
3. The group gradually increased as more people joined in.
4. I am glad that you have glanced through the glass to see the glow.

Grammar

Will and be going to

1 Read the following about *will* and *be going to*.

- 'will' can be used to express
1. promises
 2. offers and requests for help
 3. refusal of things
 4. and predictions about the future

- 'be going to' is used for
5. plans, intentions
 6. and making some predictions

Note:

Sometimes *will* and *be going to* are interchangeable when expressing predictions.

LANGUAGE

Vocabulary

1 Pre-teach some of the words using the *Glossary*. Prepare some pictures of the body systems or organs for illustration if possible.

a. Ask Ss to work to match the items in the left column with the ones in the right column.

Key

Circulatory System - c

Digestive System - d

Respiratory System - b

Skeletal System - e

Nervous System - a

b. Have Ss work in pairs to practise saying the names of the systems. Remind Ss to pay attention to the stressed syllable(s) in each word.

2 Tell Ss to work on classifying the words into the corresponding systems. Assist Ss to use a dictionary to find the right meanings.

Key

Circulatory System: heart; blood; pump

Digestive System: stomach; intestine

Respiratory System: breath; air; lung

Skeletal System: spine; bone; skull

Nervous System: brain; nerves; thinking

Pronunciation

1 Have Ss listen and repeat the words. Help Ss make a clear distinction of the clusters in the pair /pr/ and /gl/ and the pair /gr/ and /gl/. Allow Ss to repeat a few times, if necessary.

2 Ask Ss to read the sentences aloud. Model first if necessary then draw Ss' attention to the consonant clusters in focus. Ask Ss to practise the sentences a few times.

Grammar

Will and be going to

1 Ask Ss to read about the usage of *will* and *be going to* and if possible, make some examples of their own. Give explanations and provide help, if necessary.

2 Identify the use of 'will' and 'be going to' in the sentences below. Write the type of use presented in 1 (1-6) next to each sentence.

1. She will give me a book when I finish cleaning the floor.
2. The screw is stuck. It won't loosen.
3. I am going to travel around the world.
4. Viet Nam is going to become a new industrialised country in the 21st century.
5. *Nam (seeing an elderly lady with heavy bags):* Don't worry, I will carry it for you.

3 Read the following sentences. Put a tick (✓) if it is appropriate, put a cross (×) if it isn't. Give explanations for your choice.

1. I need to fix the broken window. Are you going to help me?
2. The forecast says it will be raining tomorrow.
3. Can you hear that noise? Someone is going to enter the room.
4. It's been decided that we're going to the seaside tomorrow.
5. We've booked the tickets so we will fly to Bangkok next month.
6. I think men will live on the moon some time in the near future.
7. I am going to translate the email, so my boss can read it.
8. Don't worry, I'll be careful.

4 Complete the following sentences with the right form of 'will' or 'be going to'. Sometimes both are correct.

1. Look at the clouds. I think it _____ rain.
2. I cannot open this bottle. The cap _____ move.
3. What _____ the weather _____ be like in the next century?
4. As planned, we _____ drive from our city to the sea.
5. It's not easy to say what the objectives _____ become next year.
6. _____ you _____ travel anywhere this Tet holiday?
7. Despite the heat, we _____ reach our destination in time.
8. I _____ hang out with you as I've decided to stay in and study for the test next week.

Watch out!
The passive

- We use the passive when we do not know who does the action(s).
- We use the passive when the focus is on the action, not the doer(s).



5 Read the surprising facts about your body and complete the following sentences using the passive.

SURPRISING FACTS ABOUT YOUR BODY	
Nerve signals to and from the brain can travel as fast as 170 miles or 273 kilometres per hour.	A heart pumps about 2,000 gallons, or 7570 litres, of blood through our bodies every day.
The brain consumes the same amount of power as a 10-watt light bulb.	We use 17 muscles to smile and 43 to frown.
A simple, moderately severe sunburn damages the blood vessels extensively.	Scientists estimate about 32 million bacteria live on one square inch (2,5cm ²) of our skin.
About 7,000,000,000,000,000,000,000,000,000 (7 octillion) atoms make up your body.	Only humans produce emotional tears.

0. Example: Nerve signals are _____.

Nerve signals are sent to and from the brain as fast as 170 miles or 273 kilometres per hour.

1. The same amount of power as a 10-watt light bulb _____.
2. The blood vessels _____.
3. Your body _____.
4. 2,000 gallons (around 7570 litres) of blood _____.
5. 17 muscles _____ and 43 _____.
6. 32 million bacteria _____.
7. Emotional tears _____.

- 2 Have Ss identify the use of *will* and *be going to* in the sentences and write from 1 to 6 next to each one. Help Ss, if necessary.

Key

1. 1 2. 3 3. 5 4. 6 5. 2

- 3 Tell Ss to further apply their newly acquired knowledge of *will* and *be going to* in context.

- Ask Ss to read the sentences. Have Ss put a tick (✓) if it is appropriate, put a cross (×) if it isn't.
- Ask Ss to give some explanations for their choice.

Key

1. × 2. ✓ 3. ✓ 4. ✓ 5. ✓ 6. ✓ 7. ✓ 8. ✓

- 4 This activity encourages Ss to use the newly learnt items. Have Ss complete the sentences with the right form of *will* and *be going to*. Remind Ss that sometimes both can be used.

Key

1. will / is going to 2. won't 3. will / is ... going to 4. are going to
5. will 6. Are ... going to 7. will 8. am not going to

- 5 Ask Ss to read about the usage of the passive voice. Provide some explanations if necessary to help Ss understand the rules.

- Have Ss read the surprising facts about human body first, then practise using the passive voice.

Key

1. Is consumed by the brain
2. are damaged (extensively)
3. is made up of around 7,000,000,000,000,000,000,000,000 (7 octillion) atoms
4. is pumped through our body every day (by the heart)
5. are used to smile, (are used/used) to frown
6. are estimated to live on one square inch of our skin
7. are produced by humans only

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce some consonant clusters. I can use **will** and **be going to** to talk about intentions, plans, and predictions, etc.*

SKILLS

Reading

Acupuncture

- 1 Look at the picture, do you know anything about acupuncture?
- 2 Read the passage below. In pairs, or groups, choose the three most interesting things you learnt about acupuncture from the passage and report to the class.



Acupuncture is one of the oldest medical treatments in the world. It originated in China more than 2,500 years ago. The practice of acupuncture is rooted in the idea of promoting harmony between humans and the world around them and a balance between yin and yang. Although there are unanswered questions, acupuncture appears to work. Scientific studies offer evidence that it can ease pain and treat from simple to complicated ailments.

The technique of acupuncture involves placing hair-thin needles in various pressure points (called acupoints) throughout the body. Stimulating these points is believed to promote the body's natural healing capabilities and enhance its functions. Originally, there were 365 acupoints, but this has increased to more than 2000 nowadays.

Acupuncture is considered to be very safe when enough precautions are taken. The most common side effects with acupuncture are soreness, slight bleeding, or discomfort. Some people may feel tired after a session. Care is also needed so that inner body parts are not touched by the needles.

Despite its general safety, acupuncture isn't for everyone. People who have bleeding problems or are taking blood related medicine should not have the treatment. It's also not recommended for people who have electronic medical devices inside their bodies.

Today, a lot of people use acupuncture as a reliable alternative to modern medicine. According to a U.S. 2002 survey (the most reliable survey to date), an estimated 8.2 million American adults had tried acupuncture. This number has been reported to be increasing steadily.

- 3 Read the text quickly and find words which are closest in meaning to the following.

1. diseases (n)	
2. stop (v)	
3. pressure points (n)	
4. care (n)	
5. choice (n)	
6. cure (n)	
7. proof (n)	
8. enhance (v)	

- 4 Read the text again and answer the following questions.

1. What is the basic idea of acupuncture?

2. Why is acupuncture believed to be effective?

3. How many acupoints are there nowadays?

4. What are the most common side effects with acupuncture?

5. Who should not take acupuncture?

6. Why do more and more people turn to acupuncture?

- 5 Do you know any other alternative therapies like yoga, acupressure, head massage or aromatherapy? Work in pairs or groups to share information and then report to the class.

SKILLS

Reading

Acupuncture

Lead-in : Inform the class of the lesson objectives: skimming for an overview and scanning for specific information.

- 1** Ask Ss to look at the picture and read the title of the text - *Acupuncture* - and talk about what they already know about acupuncture.
 - Select some Ss who know about the practice to tell the class some facts and beliefs.
 - If no Ss know about the practice, give a brief description. Don't go too much into details as this may spoil Ss' interest in the topic.
- 2** The purpose of this activity is to further involve Ss in the topic of the reading.
 - Have Ss work in pairs or groups to discuss what they want to know more about acupuncture then decide on at least three things they want to have more information about.
 - Ask Ss to report their lists and compare theirs with others'.
- 3** The purpose of this activity is to give Ss an overview of the reading and provide them with key vocabulary.
 - Ask Ss to read the text quickly and pick out words or phrases that are new to them (e.g. *originating, evidence, enhance, alternative, etc.*). Help Ss to look for the meanings of these words in the dictionary.

Key

- | | |
|----------------|---------------|
| 1. ailments | 2. ease |
| 3. acupoints | 4. precaution |
| 5. alternative | 6. treatment |
| 7. evidence | 8. promote |

- 4** The purpose of this activity is the Ss' thorough comprehension of the reading text.
 - Allow Ss to read the text again in depth to find necessary information to give answers to the questions.

Suggested answers

1. (It's) promoting harmony between humans and the world around them and a balance between yin and yang.
 2. It is believed to promote the body's natural healing capabilities and enhance its functions.
 3. There are more than 2000 nowadays.
 4. They are soreness, slight bleeding, or discomfort.
 5. Those who have electrical or electronic medical devices inside them.
 6. Acupuncture is considered as a reliable alternative to modern medicine.
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- 5** The purpose of this activity is to allow Ss to dig deeper into their background knowledge using the reading as a model and a source of information and then develop writing or speaking as post-reading activities.
 - Elicit Ss' knowledge in the field of non-medical treatments. These can be traditional or modern.
 - Ss work in pairs or groups to exchange information. After sharing information, choose Ss at random to present the report.
 - Ask Ss to write a short text using the information they collect from their discussion and information exchange if time allows.
 - Ask Ss to do homework on other therapies they may find interesting and use their findings for the **CULTURE** section later on.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about a practice in medicine / an alternative to modern medicine. I can talk about some non-medical treatments and their impact on humans.*

Speaking

- 1** Which of the following habits are good and which are bad for you?

staying up late

leaving things until the last minute

being thankful

keeping a routine

watching TV all day

doing regular exercise

never giving up

saving money

littering

reading regularly

arriving just in time

eating what you like



- 2** Work in pairs or groups and discuss why some of the habits above are good for you and why some are bad for you.

Use the followings as model:

'I think staying up late is not good since it makes me feel tired the next morning.'

'I think never giving up is good because it gives you determination and courage.'

- 3** Look at the following text and read the advice. Do you think you could follow it? Why or why not?

The good thing about bad habits is you can kick them!

Here are five tricks to get rid of bad habits and replace them with healthy ones.

1. Make a list.
Write down all your bad habits. Next, write another list of good habits that you could swap for those naughty habits.
2. Shake up your routine.
Habits are often routine-based, so changing your daily routine slightly can sometimes be enough to rid yourself of bad habits.
3. Pretend the habit belongs to someone else!
We're great at giving advice but not so at taking it.
4. Surround yourself with people who've kicked similar habits.
Hang out with people who have already given up their bad habits. They will inspire good habits in you.
5. Think about how you'll feel when you kick the habits.
Imagine the benefits you will have when you get rid of the habits.
Good luck!

Watch out!

'To kick a habit' is an idiom.

Do you know what it means?



- 4** Work in pairs or groups to choose one bad habit. Make a list of Dos and Don'ts in order to kick that habit. Share the list with others and report to the class.

Example:

How to kick 'Staying up late'.

Dos	Don'ts
Plan things carefully;	Watch horror films or frightening TV programmes;
Finish work early;	Drink coffee or strong tea;
Eat just enough at dinner;	Take naps during the day;
Wake up early;	Get up late;
Do exercise;	...
...	



Speaking

Lead-In: Inform the class of the lesson objectives: talking about how to get rid of bad habits.

- 1 The purpose of this activity is for Ss to identify good habits and bad habits from some given ones.
 - Ask Ss what they think of their habits. Have Ss name the habits they think they have.
 - Have Ss look at the list of habits and decide which ones are good and which ones are bad.
 - Have Ss explain their choice and give rectification, if needed.

Suggested answers

Good habits:

being thankful

keeping a routine

doing regular exercise

never giving up

saving money

reading regularly

Bad habits:

leaving things until the last minute

watching TV all day

littering

- 2 The purpose of this activity is to allow Ss to have more insight into habits and how to kick a bad one. Help Ss develop their confidence in speaking by giving personal opinions on relevant topics.

- Have Ss work in pairs or groups and discuss why some of the habits are good and why some are bad by giving evidence and proof to support their ideas.
- Have Ss suggest ways to stop the bad habits from their own experience.

Examples: *to stop littering*

Observe rules and regulations

Refrain from throwing rubbish where you like

Look for a waste bin when you want to throw away something, etc.

- 3 The purpose of this activity is to assist Ss' speaking by using relevant information.

- Have Ss read the text quickly and choose the things they think they can or can't follow. Then, encourage Ss to explain their decision to the class.
- Have Ss read the phrase in the *Watch out!* box and try to find out the meaning of the idiom.

- 4 The purpose of this activity is for Ss to develop their ability in free speaking by applying advice to kicking a bad habit.

- Have Ss work in pairs or groups to choose one bad habit. Then, Ss make a list of Dos and Don'ts in order to kick that habit.
- Have Ss share their lists with each other and report to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about habits, good and bad. I can talk about some ways to kick a bad habit.*

Listening

The food pyramid

1 What do you usually have for lunch or dinner? Do you care about the nutritional value of the things you eat?

2 Look at the picture below. What do you think the listening is about?



3 Listen to the recording and decide if the following statements are true (T) or false (F).

	T	F
1. The Healthy Eating Pyramid is a complex guide to choosing your diet.		
2. Daily exercise and weight control are key to staying healthy according to the Pyramid.		
3. You are advised to eat more things on the top of the Pyramid.		
4. It's suggested that half of your plate consists of vegetables and fruit.		
5. Fish, poultry, beans, or nuts make up the other half of the dinner plate.		



4 Listen again, divide the plate into sections and label which food should be in each section.

5 Write some sentences to describe the plate you have just made in 4.

Writing

'The Food Column' is a consultation section in the local newspaper in which people write in to ask for advice on what to eat and what not to eat.

1 Build a list of foods from your own experience that may give you

- allergies
- bad breath
- stress
- sleeplessness
- sleepiness

then share and compare your list with your friends!

2 Now, read the facts below. Do you have some of these foods on your list? Which ones?

Allergies

The foods most commonly causing allergies are milk, wheat, eggs, soya, fish, peanuts, shellfish (including mussels, crab and shrimp).

Bad Breath

The foods which may spoil your breath for days after a meal are onion, garlic, cabbage, curry, alcohol.

Stress

Foods and drinks which strongly stimulate the body can cause stress. These foods are coffee, tea, cola, chocolate, alcohol, refined sugar, white flour, salt, and processed foods such as junk foods and fast foods.

Sleeplessness

There are foods that can help you fall asleep or keep you awake. Foods that stop your sleep are: caffeine containing drinks, alcohol, sugar, fatty or spicy food, food additives (seasonings, artificial colours, flavourings).

Listening

The food pyramid

Lead-In: Inform the class of the lesson objectives: listening for information on how to choose a healthy diet.

- 1 The purpose of the activity is to engage Ss in the lesson by eliciting their personal eating habits.
 - Have Ss talk about how much they care about the nutritional value of the things they eat.
- 2 The purpose of the activity is to give Ss a closer look into what they are going to listen to.
 - Ask some Ss to talk about what they think the listening may be about.
 - Have Ss respond briefly to give their opinions on the listening they are going to do.
 - Have Ss listen to the recording to see if what they hear matches what they expected.
 - Allow Ss to listen one more time if necessary to build up Ss' confidence in their listening capability.
- 3 The purpose of the activity is to check Ss' comprehension.
 - Have Ss listen to the recording once or twice before answering the questions.
 - Call on Ss to check their answers.

Key

1. F 2. T 3. F 4. T 5. F

- 4 The purpose of the activity is to develop Ss' skill in listening for specific information.
 - Have Ss listen again and divide the plate into sections with the right labels of the foods they hear.
 - Check if Ss' responses are correct.

Key



- 5 The purpose of the activity is to wrap up the listening lesson with an expansion to writing using the knowledge and information Ss have just learnt.
 - Ask Ss to write sentences to describe the plate they have just drawn in 4.

Audio script

The Healthy Eating Pyramid is a simple, reliable guide to choosing a healthy diet. Its foundation is daily exercise and weight control, since these two related elements strongly influence your chances of staying healthy. The Healthy Eating Pyramid builds from there, showing that you should eat more foods from the bottom part of the pyramid (vegetables, whole grains) and fewer from the top (red meat, refined grains, potatoes, sugary drinks, and salt).

When it's dining time, fill half your plate with vegetables, the more varied the better, and fruits. Save a quarter of your plate for whole grains. Fish, poultry, beans, or nuts, can make up the rest. Healthy oils like olive and canola are advised in cooking, on salad, and at the table. Complete your meal with a cup of water, or if you like, tea or coffee with little or no sugar. Staying active is half of the secret to weight control, the other half is a healthy diet that meets your calorie needs – so be sure you choose a plate that is not too large.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt about how to eat/dine in a way that is good for health, etc. I have practised listening for gist and for details and using the information to make a healthy plate.*

Sleepiness

To feel sleepy, eat high-carbohydrate, low protein foods, such as cheese, milk, soya milk, tofu, nuts, honey, almonds, bananas, whole grains, beans, rice, avocados, sesame seeds, sunflower seeds, or papayas.

- 3** Some people have written in for advice on their diets as they are going to do important things. Work in pairs or groups and write at least one similar inquiry.

Dear Expert,
I am sitting an important exam next week and I don't know what to eat and what not to eat in order to feel at my best during the test. I would be very grateful if you all could give me some advice on this. Many thanks.

Scott

Dear Expert,
I have a job interview in the next few days and I have been quite conscious of my breath. Could you give me some ideas about what to eat and what to avoid eating?
Thank you.

Anna

Dear Expert,
I just met this pretty girl and I like her very much. I have invited her out for dinner and I do not know what to avoid ordering for such an occasion. I would be thankful if you could give me some insight.

Mike

Dear Expert,
I have had trouble with my sleep for the past few months. I have also heard that what I eat may have some effect on my body. I was wondering if you could advise me what to eat and not to eat in order to improve my situation.

Jane

- 4** You are the food specialist and you are working on the newsletter's next edition. Read the reply to Scott's enquiry. Then write your own by responding to one of the other texts from **3** or from your friends!

Dear Scott,

Taking an important exam is like running a marathon so it is advisable to take good care of things you eat.

On the day before the exam, have high-carbonate foods like pasta as the slow breaking down of the carbonates will provide necessary energy for the next day's event.

Eat a breakfast of mainly proteins (beef, eggs, poultry...) on the day of the exam as the proteins are another quick source of energy.

Drink a lot of water and fruit juice. Avoid caffeine drinks as they may help you feel good at first but there is a side effect that leaves you feel tired and stressful later, dangerously while you are still taking the exam.

Hope you will do your best.

Regards,

Writing

Lead-in: Inform the class of the lesson objectives: writing a short letter, with details or examples as supporting ideas, to give advice on what to eat before important occasions.

1 The purpose of the activity is to have Ss brainstorm and produce a list of the foods that may give them: *allergies, bad breath, stress, sleeplessness, sleepiness.*

- Ask Ss to work individually to build a list as instructed.
- Ask Ss to share and compare their list with others'.
- Check if there are similarities and differences, then ask Ss to explain the most prominent similarities and differences.

2 The purpose of the activity is to provide Ss with input for their practice and production later on.

- Give brief explanations or provide meanings of the difficult words to help Ss when necessary to save time for other activities.
- Ask Ss to quickly read the facts about the foods provided. Allow Ss to use a dictionary or ask T for help, if necessary.

3 The purpose of the activity is to build Ss' ability in writing a request letter following the given model.

- Ask Ss to read the letters from readers and analyse the problems and the writing styles.
- Ask Ss to work in pairs or groups to select a problem and write a similar request-for-help letter.
- Ask Ss to show the letters they have just written to the class and ask for comments from the class.
- Provide support and comments when necessary and decide if Ss have met the objective of the activity. Select one or two of the best writings to show to the class.

4 The purpose of the activity is to build up Ss' ability in free letter writing by replying to 'request-for-help' letters.

- Ask Ss to study the reply to Scott's letter. Help Ss if necessary to facilitate their acquisition in terms of writing styles, structures, language, and tactics.
- Ask Ss to choose one request from those provided or from those they produced in the previous activity to write a reply using the model.
- Provide help and support, if necessary.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to write to ask for advice about proper dining / eating. I can write to give advice on things to eat for special occasions.*

COMMUNICATION/AND CULTURE

Communication

Discussion

- 1 Look at the pictures.
Which parts / systems of the body does each activity possibly benefit?



- 2 In pairs or groups, discuss the activities in the pictures and say why they are healthy.
- 3 Work in pairs or groups, choose a system of the body and make a list of all the possible activities that are good for it.

COMMUNICATION AND CULTURE

Lead-In: Inform the class of the lesson objectives: further skill development.

Communication

- 1** Ss have more chances to practise speaking. Explain to Ss that they need to look at the pictures and link them with the previous parts of the unit. To give Ss more freedom, allow them to choose other pictures of the same theme not provided in the section to exploit other speaking possibilities.
 - Ask Ss to talk about how the activity(ies) benefit(s) the parts / systems of the body.
- 2** The purpose of the activity is to build Ss' speaking ability by using group discussion.
 - In pairs or groups, have Ss discuss the activities in **1** and say why they are healthy.
 - If possible, allow the whole class to participate in a debate-like discussion.
- 3** The purpose of the activity is to further develop Ss' speaking or writing ability.
 - Ask Ss to work in pairs or groups, to choose a system of the body and make a list of all the activities that are good for it.
 - Ask Ss to report to the class giving reasons for their choices. Then ask Ss to write a short text describing their choices.

Culture

1 Read about some traditional health beliefs and practices in Viet Nam and Indonesia.

VIET NAM	INDONESIA
<ul style="list-style-type: none"> • Ailments are caused by an imbalance of yin and yang • Herbal medicines and indigenous folk practices used to treat the sick • Goals to restore the yin / yang balance • Previously thought ineffective but recent evidence shows positive health outcomes 	<ul style="list-style-type: none"> • Illnesses are caused either naturally or personally • Traditional treatments, herbs and therapies used to treat the sick • Goals to restore normal, proper and comfortable condition • Efficient, safe, cost-effective, affordable and accessible, especially for the poor

2 With a partner, discuss the similarities and differences in health beliefs and practices between the two countries.

3 Do you know any traditional therapy (treatment without medicine)? If yes, please share the basic idea of that therapy.



LOOKING BACK

Pronunciation

1 Listen and repeat the following sentences.

1. The prince plays a prime role in producing the special food.
2. Alice glances through the window and prays for magic.
3. The Grimm brothers' fairy tales have their grounding in the fairy world.
4. The growth of the grass in the ground is carefully monitored.

3. Food is broken down and converted into energy in the _____ system.
4. The bones in the _____ system help support our body and protect the organs.
5. The system that takes in oxygen and releases carbon dioxide is called _____.
6. The place that food is first stored in the body is the _____.
7. The system which works as the control panel of the body is the _____ system.

Vocabulary

Complete the following sentences with a word or phrase about the body.

1. The part that leads the controlling of the body is the _____.
2. Blood is pumped through the _____ to bring oxygen to all parts of the body.



Culture

- 1** The purpose of the activity is to provide some information about how traditional healthcare practices (and beliefs) vary in different countries.
 - Ask Ss to read about health practices and beliefs in the two countries and note the similarities and differences.
 - Give explanations, if necessary.
- 2** The purpose is to develop Ss' speaking by comparing facts from **1**.
 - Ask Ss to work with a partner to discuss the similarities and differences in traditional health beliefs and practices in the two countries.
 - Support Ss by providing structures or vocabulary, when needed.
- 3** The purpose is to allow Ss to further develop their speaking ability.
 - Ask Ss to use the information from their reading homework for this activity.
 - Ask Ss to talk about their chosen traditional therapy. Details may include what the underlying idea / belief is, how the practice is performed, what the benefits are, who it is suitable for, etc.

LOOKING BACK

Pronunciation

- 1** Have Ss listen and repeat the sentences to consolidate their recognition and production of the learnt consonant clusters.

Audio script

1. The prince plays a prime role in producing the special food.
2. Alice glances through the window and prays for magic.
3. The Grimm brothers' fairy tales have their grounding in the fairy world.
4. The growth of the grass in the ground is carefully monitored.

Vocabulary

Have Ss complete the sentences using words they learnt previously in the unit.

Key

- | | | | |
|-------------|-------------------------|--------------|------------|
| 1. brain | 2. lung / heart | 3. digestive | |
| 4. skeletal | 5. respiratory (system) | 6. stomach | 7. nervous |

Grammar

Underline the word in italics that best completes the sentence.

1. I *will become* / *am going to become* an engineer one day if I can.
2. Foods *are broken down and converted* / *break and convert* into energy in the digestive system.
3. Jane *is going* / *will go* to the dentist's tomorrow as planned.
4. The acupoints *are stimulated* / *stimulate* to enhance the healing capability of the body itself.
5. Besides acupuncture, acupressure *is used* / *uses* to help treat ailments without any medicine.
6. Although I have taken some aspirin, the headache *doesn't go* / *won't go* away.
7. All the body organs *are supported by* / *support* the bones in the skeletal system.
8. Look at the dark clouds. I'm sure it *will rain* / *is going to rain* soon.

PROJECT

1 Your doctor would like some information about your usual food habits to help plan the best possible health care for you and your friends. Conduct the survey, using the questions below and compile the findings into a report.

1. Who shops for food at your home? _____
2. Who prepares your meals? _____
3. What do you drink during the day? _____
4. What kind of meat do you usually eat? ___ steaks, ___ pork, ___ beef, ___ chicken, ___ fish, ___ others, please specify: _____
5. Do you have a lot of vegetables with your meals? ___ Yes ___ No
6. Do you add salt to your food when you eat? ___ Yes ___ No
7. How many times a day do you eat? _____.



2 Present your findings to the class.

NOW YOU CAN

- ▶ Use words and phrases about body systems and healthy living
- ▶ Use *will* and *be going to* to talk about intentions, plans, predictions and willingness
- ▶ Speak about how to get rid of bad habits
- ▶ Write about what to eat and not to eat for special occasions

Grammar

Ss underline the part in italics that is appropriate in the following sentences.

Key

1. I *will become / am going to become* an engineer one day if I can.
2. Foods *are broken down and converted / break and convert* into energy in the digestive system.
3. Jane *is going / will go* to the dentist's tomorrow as planned.
4. The acupoints *are stimulated / stimulate* to enhance the healing capability of the body itself.
5. Besides acupuncture, acupressure *is used / uses* to help treat ailments without any medicine.
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8. Look at the dark clouds. I'm sure it *will rain / is going to rain* soon.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce the consonant clusters properly. I can use **will** and **be going to** and the passive voice to talk about our body, our habits and about some alternatives to modern medicine.*

PROJECT

Lead-in: Inform the class of the lesson objectives: speaking practice through doing a survey.

- 1 In this activity, Ss are to go round the class and conduct a survey.
 - Explain to Ss that they should ask their classmates the given questions to complete the survey.
 - Have Ss use the information to write a report.
- 2 Ask Ss to report their findings to the class, adding to their findings some information from the notes they took earlier.