

This Unit looks at the important topic of health. Again, this is one that is very relevant to students on a personal level. It is also a topic that tends to get put aside in the race to pass various exams and tests, particularly the university entrance test (CSAT). “Healthy Mind, Healthy Body” represents an effective philosophy of life, so that it is vital to introduce students to the importance of eating healthy foods and engaging in healthy activities. This Unit aims to open that discussion and promote awareness of what can be (and needs to be) done in order to live a healthy life.

## Page 25

### Brainstorming

#### Task 1 (individual students)

● T: Ask students to “read and do the the instructions”.

● Students write 1, 2, 3, 4 and 5 in the boxes for the 5 things they want to do this weekend.

While this is a learning schema activity, the suggested preferences for the weekend are arranged according to the types of verbs used (do ..., go ...ing, play). Thus there is some grammar content for teachers to monitor as the students do Task 1. If students have difficulty with using these verbs, the teacher can introduce a supplementary activity to revise them.

#### Task 2 (Everybody)

● Students share their ideas and write them in the boxes.

If students are comfortable with whole-class activities, it can be good to write “One person, one question” on the board. This means that when a student finds someone who wants to do one of the activities in Task 2, he/she writes that person’s name in the box. Then he/she moves on to another person. Therefore there can be 20 different names. If there are 10-15 students perhaps “One person, two questions” could be appropriate.

Students get a chance to say hello to everyone and confirm everyone’s names. They also find out about preferences, in preparation for talking about healthy activities, food, and lifestyles.

## Page 26

### Healthy Body, Healthy Mind (pairs or groups)

● Students read and talk about the title.

● T: Play the audio CD (TRACK 13) and ask students to read the passage silently while they listen.

● T: Ask students to read the passage again together and discuss any vocabulary or idioms they don’t know.

As in Units 1 and 2, it is good to ask students to use “Classroom Language” at this point.

I don’t understand. What does it mean?

I’m not sure. Let’s look it up.

How do you spell it? What did you say?

### What do you think?

This passage has four paragraphs (one of them is the riddle). If there are four groups of four students, the teacher might try asking each of those groups to focus on one paragraph. Then they can break into different groups (jigsaw activity). Each new group has to contain one student from each of the original groups. Then each student in each new group explains his/her paragraph to the other group members (See Unit 2 - Teacher's Guide).

**Matching activity:** This encourages students to check their knowledge of key words and to identify any words they need to learn. For some students it will be a review activity; for others it will be a learning activity. Students might like to do the matching activity and then read the passage again.

riddle	a group of objects
precious	an exact copy
possessions	goods, money, belongings
take for granted	of great value, dearly loved
collection	organs which give oxygen to the body.
lungs	puzzle, brain-teaser
digest	to accept without question, ignore
clone	to become worn out, unwell
run down	to take food into the body

**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site. The Activities are particularly interesting, since they contain personality quizzes about healthy living.

## Page 27

### Comprehension Check (pairs or groups)

- Students read and answer the questions to confirm their comprehension of the reading passage.
- They might like to do this by one student reading the question and the other finding the answer in the reading passage. This is a good opportunity for using checking language.
- The teacher can check the answers with everyone. Or students can talk about them in groups and present their answers to the class.

Answers:

1. Another word that means 'precious' is 'valuable'.
2. This means that everyone has health but they sometimes lose their health and become sick.
3. We often take health for granted because we only notice it when it has gone.
4. Oxygen gets into the body through the lungs.
5. Scientists have studied the human body in order to make clones, but they haven't succeeded yet.
6. People get less exercise these days because they spend their time in school, offices, cars, or in front of the television.
7. We can have a healthy lifestyle by eating wisely and exercising regularly.

### Think for Yourself

This activity encourages creativity and information finding.

Students solve a riddle (answer in the back of the book) and think of riddles that they know.

## Background Information

In this Unit, the information is about keeping fit. These are useful hints that students might not have heard before. Rather than just reading these tips, students could imagine that they are interviewing a famous sports person about how he/she keeps fit. They could then make a video of the interview.

## Page 28

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they “read and do the instructions”.
- Students discuss the questions, using the Conversation Strategies.

Suggested Answers:

1. - I think health is most important. Without it, everything else is useless.
  - I disagree. I think money is more important than health and love. If you have lots of money you can do anything.
  - I can't agree with either of you. I think love is most important. Love makes the world go round. Love is the most wonderful thing you can have in this life.
2. We can be healthy and happy by eating wisely and exercising regularly. These days everyone is sitting all day - at school, in the office, in the car, or in front of the computer or television. We need to be more active. We can even stand up while working at the computer. We also need to find out about healthy foods and stop eating junk food. Then we will be truly healthy and happy.
3. Here are some proverbs about health:
  - Early to bed and early to rise, makes a man healthy wealthy and wise ~ Benjamin Franklin
  - The greatest wealth is health. ~ Virgil
  - Those who think they have no time for exercise will sooner or later have to find time for illness. ~ Edward Stanley
  - Our bodies are our gardens – our wills are our gardeners. ~ William Shakespeare
- We should eat mostly vegetables, fruit, and whole grains, healthy fats, and healthy proteins. We should drink water instead of sugary soft drinks, and we should also cut down on sugar and salt. Check out the Food Pyramid online.
- We should not eat too much of anything and we should cut down on sugar, fat and salt. The list of food to avoid is long. We should not eat junk food or fast food and we should check the “Sell by” date on foods that we buy. We should avoid packaged cookies, cake frosting, microwave popcorn and frozen meals. We should avoid soft drinks, mayonnaise, fried foods, breakfast cereals, and salty snacks.
4. - Yes, vitamin pills help us to stay healthy. Experts say that vitamin pills can help our health, but they cannot take the place of a healthy diet.
  - In my opinion, vitamin pills are a waste of money. They don't improve health at all. People should eat properly and then they won't need any extra pills.
5. - Yes, I have heard of Health Freaks and Couch Potatoes.

- No, I haven't heard of Health Freaks and Couch Potatoes.
  - We need about 3 hours per week of aerobic activity, such as a brisk walk for 30 minutes a day, five days a week.
  - Walking, swimming, cycling and sports activities are all good. "Little and often" is a good idea.
6. - Yes I have been admitted to hospital. I was .... years old. I fell over and broke my leg. I had to have an operation. I had to stay in hospital for 3 weeks before I could go home. The hospital was very nice and all the nurses were friendly. My friends came to visit me.
- No, I haven't been admitted to hospital, but I have visited my friend in hospital. He had broken his leg. I went there every day to talk with him. The hospital was very clean and nice and the nurses were friendly.
7. - I prefer western medicine to oriental medicine. This is because western medicine uses scientific methods.
- I disagree. I prefer oriental medicine to western medicine. Oriental medicine focuses on prevention. It uses herbs and natural medicines. It is more natural.
8. - I think that "A healthy mind in a healthy body" is a very good motto. It is a way of life. I agree with this idea. I think we have to look after our mind and our body at the same time. This means regular exercise as well as regular studying.
- I'm not sure I agree. I think mind and body are separate. I don't think I need to exercise every day. My body can take care of itself. First of all I have to spend every waking minute studying.

Agreeing/disagreeing strategies appeared on pages 15 and 23. They are supplemented here by more disagreeing phrases. It is OK to stress these phrases in these first three Units, since they are important in discussion.

The other strategies (Making sure) are also important. When contributing to a discussion, we need to check that the others understand what we have said, or what we mean. These phrases will be useful throughout the book.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

## Page 29

### Dialogue (pairs)

- Students get into pairs.
- They read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 14 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'health'.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Question 6 shows a continuum between Fitness freak and Couch potato. Students should think about their lifestyle and find out where they are on this continuum.

### Dialogue Quiz

## Answers

1. Kevin goes to the gym every Saturday.
2. Jenny doesn't do something active because she is studying for her exams.
3. It seems that Jenny is a couch potato.
4. Exercise will give Jenny more energy for studying.
5. I think Mum agrees with Kevin.
6. Students mark their activity level on the line, somewhere between Fitness freak and Couch potato.

## Page 30

### Let's Make a Role-play! (groups)

- Students read the [Situation](#) and then the instructions.
- They choose roles and read the hints.
- They also look at the phrases on this page.
- Then students think about what they will say in the role-play and write their ideas on the next page.
- If it is not possible to have 4 students in every group, 2 or 3 students can choose their roles and make a role-play.

Since this is the third Unit using role-plays, students are encouraged to make their own role-plays rather than relying on opinion samples. Therefore this page has hints on how to proceed in the TV chat-show.

The phrases in the bottom half of the page are all useful for discussions. Students should use one of these (or one of the phrases on page 28) each time they speak. Eventually they will use these conversation gambits automatically.

Sample Role-play:

**Host:** Welcome viewers! Thank you for watching tonight's show. Tonight we have three special guests: Mr. Fitness Freak, Ms. Couch Potato, and A. Student. Please give them a big hand.

**Mr. F.F.:** Well, thank you for inviting me tonight. I'm very happy to be here.

**Ms. C.P.:** Me too. Thank you for asking me to come on your program.

**A.S.:** Yes, thank you for inviting me. I hope we'll have an interesting talk.

**Host:** As you know, tonight's topic is "How to live a healthy life." Our guests are going to talk about this. But first, let me introduce Mr. Fitness Freak. He has been exercising all his life. He walks 8 kilometers every day and goes to the health Club three times a week. Mr. Freak, what do you think is the secret to a healthy life?

**Mr. F.F.:** I'm glad you asked me that question. For me there is no doubt. Exercise is the key. We have to exercise every day. Anything is OK. Swimming, walking, running, soccer, whatever you like to do. But it must be regular.

**Host:** Next I'd like to put the question to Ms. Couch Potato. She lives a healthy life, but she never does any exercise. How do you manage it, Ms. Potato?

**Ms. C.P.:** Hello Mr. Host. For me, health is in the mind. If you have a healthy mind you will have a healthy body. I don't have time to exercise. I'm much too busy. I have to look after my family and do my job. Anyway, I think eating healthy foods is more important than exercise.

**Host:** Thank you, Ms. Potato. Finally, let's ask A. Student. He is currently in college and has to study all day in order to do his assignments and pass his exams. What do you think, A. Student?

**A.S.:** Hello Mr. Host. Well, I agree in part with both Mr. Freak and Ms. Potato. I think we need regular

exercise, but I don't really have the time. I'd love to walk every day or do to the health club every day, but my workload is too great.

**Host:** I see what you mean. What can A. Student and Ms. Potato do about their busy days, Mr. Freak?

**Mr. F.F.:** They have a point, but they have to exercise. This will help them do their work. Without exercise the body just runs down and gets sick. My motto for life is "A healthy mind in a healthy body."

**Host:** What do you think, Ms. Couch Potato?

**Ms. C.P.:** On the one hand, Mr. Freak is right, but on the other hand he doesn't have my schedule. I can't find any time in the day to exercise. And when I get home I am so tired I just have to watch TV and go to sleep.

**Host:** I know how you feel. How about you, A. Student?

**A.S.:** I'd just like to say that Ms. Potato put it in a nutshell. If we can't exercise, at least we can eat healthy foods.

**Host:** Well, it's time to finish. I hope you enjoyed tonight's discussion. To sum up, it seems that everyone wants to exercise, but in today's busy life many of us can't find the time. But we can eat healthy foods.

Next week we will be discussing special days and holidays. Thank you for watching and see you next week.

## Page 31

### My Ideas (individuals)

- Students write down their own ideas about the role-play in the boxes.
- They find 4 things to say about how to live a healthy life. The MC can also write 4 things that he/she will do.
- The role-play begins.
- Students use the phrases on this page plus the vocabulary on pages 28 and 29 when talking to each other.

Students are now making the role-play largely by themselves. Various phrases have been given in the first three Units, and the structure of the discussion has been given to the MC in this Unit. Students should now be able to brainstorm ideas, outline the role-play, and perform it to other groups.

Writing a script and performing the role-play can be an effective mini-test if the teacher wants to assess writing and oral performance.

### Opinion Samples

- The teacher plays the Audio CD-Rom, tracks 15 and 16,
- Students listen to the two opinion samples and note how phrases from pages 28 and 29 are used in them.

There are only two Opinion Samples for this Unit, and they serve as examples of how to use the phrases on pages 28 and 29. In their role-plays, students should try to make 3 or 4 points during the role-play and introduce their speeches with conversation strategies.

Extra Opinion samples:

**Opinion 3:** I have an active lifestyle. My motto is "Early to bed and early to rise makes a man healthy, wealthy and wise." So I go to bed early and I get up early in the morning. I don't stay up all night watching TV and I don't take my work home. Even in the office I don't sit down all day. I walk around

the office at times and have regular breaks. I do some stretches every hour and sometimes I stand up at my desk while I am working. It is important to stay active and keep the body moving.

**Opinion 4:** I think the secret to a healthy life is eating healthy foods. My motto is “An apple a day keeps the doctor away.” So I eat fruit and vegetables and white meat and I avoid too much sugar, fat and salt. A little of these is OK, but not too much. You would be surprised how much there is in processed foods. Because of this I stay away from junk food and fast food.

**Opinion 5:** In my opinion stress is the most unhealthy thing in modern life. Everybody has too much stress. Students have to study all day and pass exams. Adults have to work all day and meet deadlines. They even work at home on their computers. We are always getting texts messages or emails. We don't have a moment's peace. Stress is a fact of life now. We have to find ways of stress management. Exercise is a good way of doing this. It keeps the body healthy and lets the mind take a rest. Yoga, meditation and listening to relaxing music are also good ways of easing stress.

**Opinion 6:** As a doctor, I see many forms of illness. Our modern life is causing people to be unhealthy. It makes them sit down all day, either looking at a computer screen or watching TV. Everyone is busy. This makes their bodies run down and they get sick easily. In my opinion the best cure is regular exercise and healthy food. This does not have to be difficult. We can do some stretching every hour, away from the computer. And we can eat healthy snacks instead of chips and fries. There are lots of Internet sites showing us how to live healthy lives

## Page 32

### Time to Think! (individuals)

- Students complete the questionnaire and reflect on the results.

This 'Time to think' activity is a self-reflection questionnaire. Students complete it and think about the results. Are they living a healthy lifestyle? This is important, since good habits learned in youth can lead to a healthy life in later years.

This is an individual activity. However, it can be more interactive if students exchange books and interview each other, writing their partner's responses in his/her own book. In this case they can also practice making questions from the statements.

Statement 1. Before I go out in the sun I put on sunscreen, clothing and a hat.

Question 1: Do you put on sunscreen, clothing and a hat before you go out in the sun?

Q 2: Do you protect your skin even in winter and on cloudy days?

Q 3: Do you stay away from smoker's second-hand smoke?

Q 4: Do you exercise to keep your body fit?

Q 5: Are you active in your daily life?

Q 6: Do you include vegetables, nuts and fruit in your diet?

Q 7: Do you stay away from junk food, fast food, or sugary drinks?

Q 8: When you eat out, do you look for healthy dishes on the menu?

Q 9: Do you spend less than 2 hours watching TV, surfing the Internet, or playing computer games?

Q 10. Do you get 7 or 8 hours sleep at night?

Responses also remind students of adverbs of frequency.

The score (... points out of 40) is a personal matter. There is no need for the teacher to talk about this, since

this could be embarrassing. The function of the score is to help students think about their lifestyle and set goals for the future.

## Reflect and Review

Having completed the questionnaire, students think about what they need to do to become more healthy.

Sample answers:

- I need to exercise more regularly.
- It would be a good idea to include vegetables, butts and fruit in my diet.
- I should start getting 7 or 8 hours sleep at night.
- I should stop eating junk food, fast food, or sugary drinks.