

UNIT 11

Well-being

This Unit revisits the topic of health (Unit 3), but focuses on different aspect. Where Unit 3 introduced the topic of a healthy lifestyle, Unit 11 places this in the context of the recent “well-being” trend that has become so popular. This includes nutritional, physical and spiritual aspects of managing one’s life. It is good for students to consider health again in this way, since the typical school curriculum under emphasizes this aspect of life in favor of study. However, a healthy lifestyle has many short-term and long-term benefits and actually makes it easier to study and concentrate for extended periods. A knowledge of the benefits of good nutrition (organic food, brain food, detox food), exercise and stress-reducing techniques can make study more effective.

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The Well-being Survey (pairs)

- Students imagine they are conducting a survey into people’s lifestyles.
- Students exchange books and one students interviews the other, writing the answers in the other student’s book.
- The interviewer should change the statements (e.g. “I know what I want to do in my life.”) into questions (e.g. “Do you know what you want to do in your life?”).
- When they survey is completed, the interviewer should look at the Answer section, at the back of the book, and give feedback to the other student, based on his/her score.

This is not only setting the learning schema. It is also a consciousness-raising activity, getting students to think about various aspects of their lifestyles. They might feel that they have no option but to continue with their present study-based schedules, but awareness of good nutrition and other factors can lead to even small changes being made.

In addition, there is a linguistic goal of making questions from statements. The teacher can monitor the students’ success in doing this and act accordingly. If students prove weak in doing this, then supplementary activities can be made to redress this weakness.

For example: <http://www.englishgrammar.org/change-statement-questions/>

<http://eslgrammarpractice.blogspot.kr/2009/07/cat-was-playing-in-garden.html>

<http://www.teachingandlearningresources.co.uk/sentences2.shtml>

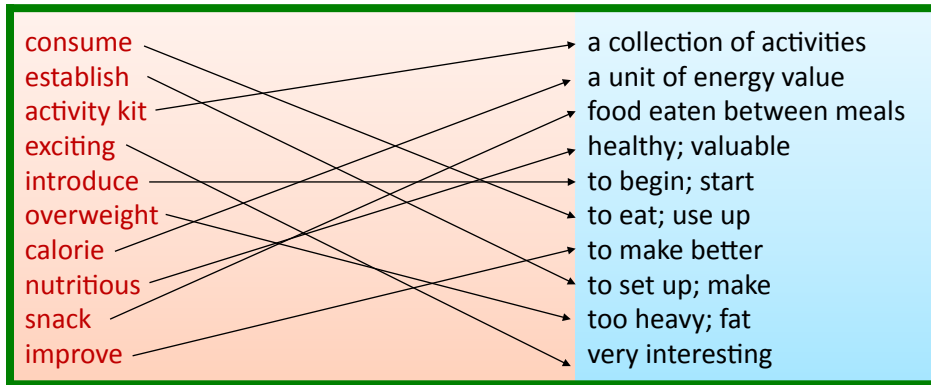
<http://eslstudycenter.com/english-grammar-tips/how-to-change-a-statement-into-a-question>

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Well-being School Lunches (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 39) and ask students to read the three paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don’t know.

- While they read, students should [match the words and phrases](#) at the bottom of the page.



Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Suggested answers:

1. School a good place to start good eating habits because school children consume more than a third of their daily food at school.
2. National Nutrition Week happens every year.
3. High-fat snacks do not provide the energy needed for studying.
4. The 'Let's Get Fruity' program introduced a 'fruit and water time' during classroom lessons.
5. Eating fruit can improve children's health and well-being.
6. If every Australian ate one extra fruit a day, 180 million Australian Dollars would be saved in national health care costs. This would help the economy of Australia.

Think for Yourself

Students think about nutrition issues. They might want to look further into these issues for themselves, especially the food pyramid. It will be good to understand this pyramid and consider how their eating habits match with it. This would be a good topic for a (speaking) project or an assignment.

Suggested answers:

- Yes, I have healthy eating patterns.
- No, I don't have healthy eating patterns.
- Yes, I have you heard of the 'food pyramid'.
- No, I haven't you heard of the 'food pyramid'.
- The 5 food types are: grains, vegetables, fruit, milk and meat.
- I think the New Zealand kiwifruit industry is supporting the Australian schools fruit program because it wants Australian children to eat kiwifruit. I also think it wants to help Australian

children be healthy.

Background Information

This information here is about a healthy lifestyle. It focuses on ways of looking after one's mind and body. Again, this could lead to an interesting speaking activity, role-play, or debate.

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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: 'Suggesting' and 'Saying 'no' politely'.
- It can be helpful to ask students to use one conversation strategy phrase every time they speak.

1. - Yes, I already do the tips on the previous page.
 - No, I don't already do the tips on the previous page.
 - Yes, I agree with them all.
 - No, I don't agree with them all.
 - Yes, I can think of some other tips. For example, don't snack between meals. Also, sleep regularly and exercise regularly. Finally, don't study for more than one hour at a time. Get up and walk around. Do some stretching.
 - No, I can't think of any other tips at the moment.
2. Well-being so popular these days because people know that health is most important.
3. Well-being food is food that helps us to be healthy.
 - It is different from other food because it help the body and the brain. It doesn't make us overweight. It is also different because it doesn't have lots of fat or sugar or salt.
4. Organic food is grown naturally. Pesticides have not been used on it. It has not been genetically modified (GM).
 - Brain foods are good for helping the brain to function.
 - Detox food helps to get rid of toxins from the body.
5. I respect vegetarians. I think they don't want to hurt any animals.
 - Vegans eat no animal products at all. Fruitarians eat only fruit. We must respect the right of people to choose what they want to eat and what they don't want to eat.
6. - Yes, I think physical exercise affects mental health. As the saying goes, "Healthy body, healthy mind." I think that if we don't exercise, we can become depressed. I also think that exercise gets more oxygen to the brain, so it works better.
 - No, I don't think physical exercise affects mental health. In my opinion this is a silly idea. The brain and the body are completely different.

7. - I think pilates and yoga are very good. Not only do they make the body fit, but they also calm the mind. They are both very good for getting rid of stress.
- I think yoga and pilates are OK, but not as helpful as people say. I think aerobics is much better for making us fit.
8. - Yes, my life is stressful. I have too many problems and deadlines. I have too much work to do. I think we can reduce stress in our lives by slowing down. We should not try to do so much.
Furthermore, we should take regular breaks and holidays. What's more, we should not take our work home.
- No, my life is not stressful. I don't let things get to me. I just live a normal life. Furthermore, I do yoga, which helps me relax.
9. - I think about meditation is very helpful. It helps us to calm down. It reduces stress.
- I think meditation is a waste of time. It doesn't help at all.
10. - I think dieting is very good. It helps us to get our body into shape. However, we should be very careful when we go on a diet. We should get advice from a doctor.
- I think dieting is not only a waste of time. I think it is dangerous. People often go on a diet even though they don't know about how to do it properly. They should be careful with their body.

Students might well have unformed or stereotypical ideas about nutrition. Some might think any food is OK as long as they like it. Others might think fast food is quick and convenient. Others might be interested in nutrition but feel that they have not time to take it seriously. Others might like the quick fix from soft drinks and sugar-based foods. It will be good to open up the topic of nutrition as a way to improve health and fitness in the short term and the long term. The questions on this page are all positive and do not mention fast food or junk food. The aim is to encourage students to talk about positive alternatives to such food.

Students might not know about brain food or detox food, though they might be aware of organic food. They will also know about dieting (question 10). These are all important topics, but they need to be handled with care. For example, dieting without sufficient knowledge of nutrition can be harmful and even ineffective. Hopefully this will come up in the discussion.

Vegetarians, vegans and fruitarians are mentioned. This is in order to encourage students to think about diet choices. However, such choices also need knowledge of nutrition and should not be entered into lightly.

Page 93

Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 40 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'well-being'.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Suggested answers:

1. Grandma Brown ask the two girls to move because she is vacuuming the room.
2. The magazine is aimed at teenagers.
3. Jenny expects the diet to be good because Hollywood stars do it.
4. The two girls want to go on a diet so that they can be cool and wear the latest fashion.
5. Grandma Brown suggests that they can help with the housework.
6. Jenny and Ji-hye don't like her suggestion.

Page 94

Let's Make a Role-play! (pairs)

- Students in pairs choose one of 2 situations for their role-play.
- The situations on this page are similar. However, students can change the situation if they wish.
- Students read the hints and the useful phrases on this page.

These hints and phrases will give students a structure for their role-play. This will be useful for students who need such scaffolding. However, if they are more proficient, they might like to be more creative and inventive. This page offers a foundation for those who need it.

There is some new vocabulary here: dietician, dizzy, migraine, protein and carbohydrates. Students might already know these, but if not, they are worth adding to the individual vocabulary store.

"Dietician" and "Dietitian" are both OK. In UK dictionaries "dietician" comes first. In US dictionaries, "dietitian" comes first.

Students are in pairs in this role-play. However, they can add more characters if they wish and make this a group role-play. For example, they could add a nurse, or more than one patient. They could even combine the situations, so that a patient goes to the doctor and gets sent to a dietician.

Students are typically very creative with their role-plays. There point here is that someone is having problems with his/her lifestyle, due to stress, overwork, lack of sleep, poor eating habits, etc. He/she has gone to the doctor expecting to be given some pills. However, the doctor prescribes a change of diet and lifestyle.

Students might be confused with the meaning of "diet". It is often understood as "not eating". In this context (lifestyle) however, it refers to one's eating habits. When the dietician says "I will make a diet plan for you:", it means that he/she will make an healthy eating plan. It does not necessary mean eating less - just eating different things.

Sample role-play 1

Doctor: Hello Ms. Smith. How can I help you?

Patient: Hello doctor. I can't sleep at night.

Doctor: I see, how long has it been like this?

Patient: For a month or so. And I feel tired all the time.

Doctor: Hmm. D you have a lot of stress?

Patient: Yes. I have stress at home and at work.

Doctor: I think you need to rest.

Patient: But I don't have any free time.

Doctor: I think you are working too hard.

Patient: But I have no choice. Please give me some medicine.

Doctor: No. I can't do that. You need rest and exercise.

Patient: But I don't have any energy for exercise.

Doctor: If you don't get rest and exercise you are going to end up in hospital.

Patient: OK, doctor, I'll see what I can do.

Doctor: Come back and see me next week.

Sample role-play 2

Dietician: Hello Ms. Green. How can I help you?

Patient: Hello doctor. I keep putting on weight.

Dietician: When did you first notice this.

Patient: About a month ago. My clothes don't fit me anymore.

Dietician: I see. What do you eat in the morning.

Patient: Not much. Just a normal breakfast.

Dietician: And at lunch time?

Patient: I go to the local cafeteria.

Dietician: How about for dinner?

Patient: I usually eat out with my friends.

Dietician: Do you drink alcohol?

Patient: Yes, in the evenings and at business lunches.

Dietician: Do you exercise regularly?

Patient: No, I don't have time.

Dietician: I think you need to change your diet.

Patient: Really?

Dietician: And you need to sleep more and exercise regularly.

Patient: I see.

Dietician: I will make a diet plan for you.

Patient: Thank you .

Dietician: Come back tomorrow and I will give it to you.

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Role-play Script (pairs)

- Students make a script for their role-play.
- They perform the role-play.
- Then they perform it to another pair.

Students have had lots of sample dialogues and role-plays by now and in this Unit they are encouraged to start making their own scripts, using the phrases on page 94.

This is the first time that a whole page has been given over to this. However, this is a good chance to try writing a script. It is not as long as it looks. The teacher can monitor students to see if they need help. They might want to do some brainstorming first.

This is a good chance to introduce grammar to those who need it. Typically, students will ask how to put something in writing: “How can we say?” At this point, the teacher is giving the appropriate information to the appropriate students at the appropriate time.

The vertical line on the left of the page is to help students in terms of organization. They should realize that each character starts on a new (horizontal) line, and that the name of the character is written to the left of the vertical line. If their speech takes more than one line, then it continues to the right of the vertical line.

Students might like to make a video of their performances, since they have put some effort into the script. These videos can be uploaded onto the Internet, using a protected site, so that only the students can see the videos.

Page 96

Brain Teasers,

- Students look at some simple logic problems and discuss the solutions.

This would be good in pairs or small groups. Students can use language such as “What do you think?”

These are simple puzzles, but solving them in a second language (English) can be difficult.

The first puzzle is obvious if you turn the page upside down, but because the numbers look valid this way up (16, 06, 68, 88, ..., 98) it is easy to think that there is a complicated operation going on here.

Time to Reflect!

- Students do a self-reflection on their lifestyle.

Students can write single words, phrases, or whole sentences to describe themselves according to the categories on the left.

This is an awareness-raising activity, so there are no correct answers. Having read about health (Unit 3) and Well-being (Unit 11), students should have some interesting things to write. These could be just adjectives, or they might want to write about what they need to do.