

9 A Healthy Life

An aerial photograph of a large group of people practicing yoga in a grassy field. The people are scattered across the field, each on their own mat. They are in various yoga poses, such as the lotus position, the butterfly pose, and the downward dog. The mats are in various colors, including blue, pink, purple, green, and yellow. Some people are wearing athletic wear, while others are in more casual clothing. The field is lush green, and the overall scene is peaceful and active.

IN THIS UNIT, YOU...

- talk about how to stay healthy.
- read about the secrets of living a long and happy life.
- learn about different forms of preventive medicine.
- watch a TED Talk about how a teenager's invention helped his grandfather.
- write a proposal about making positive connections with the elderly.

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A Healthy Life

Unit Overview

This unit covers different aspects of health and happiness. Students will learn concepts and language relating to health and fitness and how they affect a person's life, as well as talk about health trends around the world.

In this unit, students will cover a range of topics around the unit theme including learning vocabulary and grammar related to describing and giving advice about a healthy lifestyle, reading about places where people live the longest, talking about preventative care, watching a TED Talk about how a teenager helped his sick grandfather, and writing and talking about proposals to improve people's lives. By exploring these topics, students will learn the language they need to describe their own attitudes and traits, as well as be comfortable talking about the differences and similarities they share with other teenagers.

Unit Objectives

Vocabulary

- Health and fitness
- **Vocabulary building** Adjective suffixes *-able* and *-ible*

Grammar

- **Grammar 1** Relative clauses with prepositions
- **Grammar 2** Articles

Reading

- *The Healthiest Places in the World?*

TED Talk

- Kenneth Shinozuka: *My Simple Invention, Designed to Keep My Grandfather Safe*

Pronunciation

- Intonation in responses

Speaking

- Discussing, summarizing, and responding to proposals

Writing

- A proposal

About the Photo

The photo shows yogis (people who do yoga) practicing together in a park. The popularity of yoga has almost doubled in some parts of the world since 2012, largely due to its beneficial effects on stress, flexibility, physical fitness, and overall health. It is also seen as a form of meditation, and can be done by everyone from children to the elderly. Even though it has been around for over 15,000 years, it looks set to gain many more followers in the next few years.

Warm Up

- Focus students' attention on the photo or project it using the CPT.
- Ask students if they recognize the activity being done in the photo. Is it popular where they live? Have any of them done it? Read, or paraphrase, the information from About the Photo above.
- Put students in groups to discuss what they like (or don't like) about the photo and activity.
- Call on groups to give their ideas.

Resources

- Classroom Presentation Tool
- Tracks 58–63 (Audio CD, Website, CPT)

9A How to Stay Well

VOCABULARY Health and fitness

- 1 Hold a class discussion to find out what students do to stay healthy and in good shape. Who has the most unusual way to stay healthy?
 - **Optional** Put students in pairs to talk about the activities mentioned in the class discussion and talk about what aspect of fitness/well-being each activity improves, if there are any downsides to the activities, and what the best overall activity for health and fitness is.
- 2 Tell students that they are going to learn some words and phrases to talk about staying healthy. Look at the directions and do the first item with the whole class, then ask them to do the rest of the activity in pairs, using a dictionary if necessary.
 - While they work, notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
 - Go through the answers by asking different students to read out the full sentences. Write the answers on the board and ask follow-up questions, such as *What would be the opposite of "rich in"? (It's low in...)*
- 3 Look at the directions and ask for ideas for the first example. They can be playful, but remind students that they need to give an explanation, too, e.g., *Wear bright colors. People who wear brighter clothing have been found to have lower rates of depression. / Eat a variety of brightly colored foods. Brighter colors indicate freshness while a variety of colors in your diet ensures a variety of nutrients.*
 - Put students in pairs to write more pieces of advice. Go around and check that students are doing the activity correctly and notice any interesting examples and help with any new language. Focus on these aspects in feedback.
 - When most students are finished, stop the activity and ask students to read out some of their advice.
 - **Optional** Take a class vote on the best advice.

Suggested answers

Don't eat junk food. It has too much salt, sugar, and fat. Eating too much can lead to obesity. If you do want junk food, eat it in moderation.

Perform some random acts of kindness. You'll become happier over time, and it will improve your well-being. Laugh and smile a lot. If you laugh, you'll feel better. It lowers your blood pressure, it relieves stress, and it gives you a general sense of well-being.

If you're out in the sun during the day, protect yourself from the sun's harmful rays by wearing sunscreen.

- 4 Go over the sentences and make sure that students understand the language used.
 - Put students into groups to talk about their answers. Model the activity by talking about your answer to one of the sentences, e.g., *A nutritious meal I had recently was grilled fish with vegetables.*
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - Give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. Ask for volunteers to share their ideas with the class. You can also share some interesting things you heard with the class.

9A How to Stay Well

VOCABULARY Health and fitness

- 1 Look at the photo and read the caption. What are five ways you stay fit and healthy?
- 2 Work in pairs. Complete the tips for staying healthy with these words and phrases. Which of your ideas from Activity 1 are mentioned?

alert	beneficial effect	carbohydrates	detrimental effect
enhance	in moderation	intake	nutrients
nutritious	obesity	protein	refined sugar
relieve stress	sedentary lifestyle	unprocessed	well-being

Have a balanced diet. You can get all the essential (1) nutrients the body needs if your diet contains foods rich in (2) protein (e.g., fish, beans, dairy products), (3) carbohydrates (e.g., bread, potatoes, pasta), non-saturated fats, and plenty of fruit and vegetables.

Eat (4) in moderation. Overeating will make you put on weight and can lead to (5) obesity.

Eat naturally. Cut down on processed foods and food containing (6) refined sugar and choose (7) unprocessed foods such as whole grain bread and brown rice, which are more (8) nutritious.

Reduce your salt (9) intake. Too much salt can have a (10) detrimental effect on your health and is associated with high blood pressure and heart disease.

Drink plenty of water. Staying hydrated can have a (11) beneficial effect on your energy level and also keeps your organs and skin healthy.

Stay active and get exercise. Studies suggest that a (12) sedentary lifestyle (e.g., spending long periods sitting in front of the computer or television) is related to a number of illnesses later in life. Staying active is also good for your heart.

Get enough sleep. A good night's sleep can (13) enhance your mood and help you stay (14) alert throughout the day.

Relax. Activities such as yoga or meditation or taking deep breaths can (15) relieve stress when you feel under pressure and help you refocus.

Practice the art of appreciation. Not only is "an attitude of gratitude" good for the people around you, but it can also increase your own emotional (16) well-being.

- 3 Work in pairs. Write six more tips like the ones in Activity 2. Use these words.

bright colors junk food kindness laugh smile sunscreen

- 4 Complete the sentences. Then work in pairs. Compare and give reasons for your answers.


- 1 I should reduce my intake of _____ and eat / drink more _____.
- 2 If I _____, it will be beneficial for my well-being.
- 3 A nutritious meal I had recently was _____.
- 4 _____ can have a detrimental effect on the health of young children.
- 5 People who have a sedentary lifestyle should _____.
- 6 Foods such as _____ are full of nutrients.


People around the world participate in activities to feel healthier and connect with others. These people are doing group yoga in a park in Vilnius, Lithuania.

LISTENING

- 5 Work in pairs. Discuss the questions, giving reasons for your opinions.

___ 2 ___ Is drinking coffee bad for you? it depends
___ 1 ___ Is it OK to skip breakfast? no
___ 5 ___ Should you exercise every day? yes
___ 4 ___ Is chocolate really a superfood? no
___ 3 ___ Can exercise improve your mood? yes

- 6 Listen to a radio show in which an expert responds to the questions in Activity 5. Number the questions in the order you hear them. Is the answer to each one *yes*, *no*, or *it depends*?  58

- 7 Work in pairs. Match the topics with the statements. More than one answer may be possible. Then listen again and check your ideas.  58

- a skipping breakfast 4, 6
b drinking coffee 1, 5
c getting exercise 3, 7, 8
d eating chocolate 2

- 1 It might prevent an illness that affects the elderly.
- 2 It can be done in moderation.
- 3 It can make you feel less stressed.
- 4 You may end up with a less healthy alternative.
- 5 It has both beneficial and detrimental effects.
- 6 It could lead to problems at school.
- 7 It has a range of benefits for the body.
- 8 Variety is recommended.

8 MY PERSPECTIVE

Work in pairs. Say how much you agree with the statements and why.

- 1 It's hard to know what is healthy because experts' advice keeps changing.
- 2 It's too hard to make healthy lifestyle choices because of peer pressure.

GRAMMAR Relative clauses with prepositions

- 9 Match the sentences with the extracts from the radio show in the Grammar box. There are some differences between 1–3 and a–c. Why do you think they are different?

- 1 It can also contain sugar and fat, which can both make you put on weight. **c**
- 2 Exercise can relax you, wake you up, and give you confidence, which are all really important. **b**
- 3 Find an activity you're interested in. **a**

Relative clauses with prepositions

- a *Ideally, young people should find an activity in which they are interested...*
b *... physical activity can relieve stress... make you feel more alert and confident, all of which are obviously important.*
c *... it also contains sugar and fat, both of which contribute to weight gain...*

- 10 Work in pairs. Look at the sentences in Activity 9 and in the Grammar box. Answer the questions.

- 1 Which sentences contain defining relative clauses? Which contain non-defining clauses?
- 2 In which two positions can we put a preposition in a relative clause? Why?
- 3 Some of the relative clauses contain a word expressing quantity. What are these words, and what positions do they appear in?

Check your answers on page 144. Do Activities 1 and 2.



LISTENING

- **Warm up** Focus students' attention on the photo or project it using the CPT. Possible questions to ask include: *What is parkour?* (It's an activity where the aim is to get from one point to another in the fastest and most efficient way possible, and without using any equipment to help. Running, jumping, and climbing are common ways of moving in parkour.) *Do you know anyone who does parkour? Have you ever watched people doing it? What attributes do you need to be good at parkour? How do you think people learn to do it? Is it something you would do? Why?*
- 5 Tell the class that they are going to hear a radio show about healthy living where an expert answers the questions in Activity 5. Put students in pairs and ask the students to decide what they think the answers are for each question. You might need to explain *skip breakfast*: if you skip something, you don't do it, but instead continue on with the rest of the day.
- When the first couple of pairs are finished, stop the activity and ask for some ideas. At this point don't give any feedback on the content as the goal is to simply generate ideas before students listen, rather than get the correct answers. However, you might correct students' use of language or help them if they don't know a word in English.
- 6 Look at the directions and make sure students are ready to do both activities—put the questions in order and answer *yes, no, or it depends*.
- Play the audio, then give students time to compare their answers in pairs. Go around and notice how well students did without saying anything. If you see that most students have not understood, play the audio again.
 - Check the answers with the class and write them on the board. If necessary, play the audio again, stopping after the answer to each of the questions.
- 7 Give the students a couple of minutes to read through the statements, then put them into pairs to do what they can from memory. Go around the class and get a feel for how much they can recall to get an idea if you will need to play the audio more than once.
- Play the audio again for students to check their answers, or to complete the activity. Encourage them to write down what was said as evidence for their answers.
 - Check answers with the class. If students disagree about answers, play the audio again to confirm who is right. Draw attention to any problem sounds or words and explain them.
- 8 Put students in pairs to discuss the questions.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
 - **Optional** Students who finish early could think of at least one other statement about health and fitness for the class to discuss. When everyone has finished Activity 8, ask them to read out their statements for the class to discuss.

GRAMMAR Relative clauses with prepositions

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 144.
- 9 Look at the directions and give students time to do the activity.
- Check the answers with the class and write them on the board. Ask students what they notice is different about the sentences. (Answer: different word order and some different vocabulary which is more formal/informal)

Answers

The sentences from the radio show use relative clauses that are formal. Sentences 1–3 mean the same, but are less formal.

- 10 Put students in pairs to answer the questions.
- You can either go through the answers now or wait for them to read the Grammar Reference on page 144. Then either ask these grammar checking questions to the whole class or call on individuals to check their answers.

Answers

1

3, a = defining

1, 2, b, c = non-defining

2 before the relative pronoun (more formal) or at the end of the clause (less formal)

3

2, b = *all*, 1, c = *both*; they can go before the relative pronoun and add *of* (more formal) or before the verb (main verb) / after *be* (less formal).

At this point, have students complete Activities 1–2 on page 145 in the Grammar Reference section. You may also assign these activities as homework.

- 11** Look at the directions and the example with the whole class. Do item 2 together, then ask students to do the rest of the activity individually.
- When most students are finished, tell them to compare their answers in pairs.
 - Check the answers by calling on different students. Write the answers on the board as you go through.

Answers

- 2** ... which you get some enjoyment from.
(Also possible: which you enjoy.)
- 3** ... which / that you are good at / talented at.
- 4** ... who you can relax and be yourself with / around?

- 12** Ask students to read the report through before they start trying to complete it. Answer any questions about language that they have.
- Tell them to complete the activity individually, then allow time for them to compare their answers with a partner.
 - Check answers around the class. As you go through, you can refer to the Grammar Reference on page 144 or ask questions based on Activity 10 to reinforce rules if necessary.
- 13** Put students in pairs to discuss the questions, or hold a whole-class discussion.
- If you do the activity in pairs, go around and notice any interesting comments. At the end of the activity, share anything of interest you heard or ask two or three students the questions if you know they have something to say.

Expansion

Have students explain to the class why they thought advice was surprising or made them want to change their habits. Hold a class vote to see what the most surprising and useful advice was.

11 Read the advice to teenagers. Then rewrite it in a less formal way to email to a friend.

- 1 It is vital to eat breakfast every day. Try to have some cereal, fruit, yogurt, or eggs, all of which contain essential nutrients for your health.
Make sure you eat breakfast every day. Have some...
cereal, fruit, yogurt, or eggs, which are all nutritious.
- 2 It is essential to do some physical activity each day from which you obtain some enjoyment.
You need to get some exercise everyday, ...
- 3 It is advisable to focus more on school subjects and activities at which you are talented.
You should focus more on subjects and activities...
- 4 It is a sensible idea to develop a wide circle of friends with whom you can relax and be yourself.
Why don't you make some good friends...

12 Complete the article with these relative expressions.

all of whom	both of which	half of whom
in which	many of which	some of which
the most common of which		where

According to World Health Organization (WHO) estimates, physical inactivity accounts for 3.2 million deaths globally, (1) many of which could be prevented by more active lifestyles. Other studies have shown that inactivity is a major factor in many illnesses, (2) the most common of which are cancer, diabetes, stroke, and heart disease. Globally, around 31 percent of adults were not active enough in 2008. Furthermore, studies have established a link between activity and dementia. A study at the University of Illinois looked at a number of older adults, (3) half of whom engaged in moderate aerobic exercise. Brain scans showed that brain volume increased in this half of the group, unlike in the control half.

The countries (4) where people are the least active are higher income countries; inactivity is linked to insufficient exercise in free time and a sedentary lifestyle, (5) both of which are more widespread in the developed world. The WHO makes specific recommendations for children aged between five and seventeen, (6) all of whom should do at least 60 minutes of moderate to intense physical activity daily. The organization suggests a number of ways (7) in which children can get exercise, including games, sports, and household chores, (8) some of which can be easily included in a more active daily routine.

13 MY PERSPECTIVE

Work in pairs. What do you think about the advice given in this lesson? What surprised you the most? Will it make you change your habits at all? Why?

A group of friends practice parkour in Gaza City while bystanders watch.



9B Live Long and Prosper

VOCABULARY BUILDING

Adjective suffixes *-able* and *-ible*

Many adjectives in English contain the suffixes *-able* or *-ible*, which mean “can be done” (e.g., *sustainable*, *affordable*, *accessible*). Adjectives ending with *-able* usually have a corresponding verb (e.g., *enjoy*—*enjoyable*, *afford*—*affordable*), but adjectives ending in *-ible* often do not (e.g., *horrible*, *visible*).

1 Choose the correct options to complete the definitions.

- 1 Edible mushrooms can be *cooked* / *eaten*.
- 2 Legible handwriting can be *appreciated* / *read*.
- 3 A feasible project can be *completed* / *explained*.
- 4 An audible comment can be *laughed at* / *heard*.
- 5 An accessible building can be easily *constructed* / *reached*.
- 6 A plausible excuse can be *believed* / *forgiven*.

2 Match the adjectives (1–10) with the nouns (a–j). Use a dictionary if you need to. More than one alternative may be possible.

- | | |
|------------------------------|---------------|
| 1 achievable <u>a</u> | a goal |
| 2 curable <u>e</u> | b battery |
| 3 disposable <u>b/c/j</u> | c bottle |
| 4 inflatable <u>i</u> | d coat |
| 5 memorable <u>h</u> | e disease |
| 6 preventable <u>e/g</u> | f energy |
| 7 rechargeable <u>b</u> | g error |
| 8 recyclable <u>b/c</u> | h trip |
| 9 renewable <u>f</u> | i life jacket |
| 10 machine-washable <u>d</u> | j razor |

READING

3 Work in pairs. Look at the photo. How old do you think these people are? Can you think of any “secrets” to living a long life?

4 Read the article and check your ideas. Which statement best summarizes the article? 2

- 1 A healthy diet can increase your life expectancy.
- 2 Longevity (a long life) is associated with both lifestyle and diet.
- 3 People living on islands tend to have a healthier lifestyle.

5 Work in pairs. Are the statements *true*, *false*, or *not stated*?

- 1 People live longer than average in Ikaria and Okinawa. **T**
- 2 Most people in Ikaria and Okinawa live to be 100. **NS**

3 People in Ikaria and Okinawa do not suffer from chronic illnesses. **F**

4 The lifestyle of Ikarians has been influenced by the island’s location. **T**

5 Many Ikarians have a vegetarian diet. **NS**

6 In Ikaria, all generations work together to fund and organize local festivals. **NS**

7 Okinawans have the highest life expectancy in the world. **NS**

8 There is a higher ratio of fast food restaurants in Okinawa than in the rest of Japan. **T**

9 Younger Okinawans have a lower life expectancy than their elders. **T**

6 Work in pairs. Find evidence in the article to support these conclusions.

- 1 Be active in your daily life.
- 2 Have a sense of purpose.
- 3 Take time to relax.
- 4 Belong to a community.
- 5 Value family life.
- 6 Eat a plant-based diet.
- 7 Don’t overeat.

7 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 Do you want to live to be a centenarian? Why?
- 2 In what ways is the lifestyle of people in Ikaria and Okinawa similar or different from that of your community?
- 3 Which aspects of life in Ikaria and Okinawa do you think are the most important for good health? Why?

CRITICAL THINKING Checking facts

Some websites and publications contain information that is inaccurate, out of date, or false. Check information carefully from more than one source before accepting it as true. Use this checklist.

- Who is the writer? What experience or qualifications do they have?
- What can you find out about the purpose of the website or publication?
- Does the writer present only one side of the issue or multiple perspectives?
- Does the writer state where they got their information? Can you check it?
- When was the article written? Has the information been updated?

8 Find three claims in the article that you would like to investigate. Then investigate them on two or three websites using the checklist to determine the reliability and credibility of the source.

9B Live Long and Prosper

- **Warm up** Ask the class the following questions and find out who has the oldest relative in the class.
Is longevity common in your family? Do you have any idea why? Who are the oldest people in your family? What's their daily routine? What are they like? How well do you get along with them?

VOCABULARY BUILDING Adjective suffixes -able and -ible

- 1 Tell students to close their books. Write the following words on the board: *sustainable, affordable, visible*. Ask what kind of words they are and what they mean. Underline the stem and ask for other words with the same stem. Ask students to suggest nouns that might be described by each adjective. (*sustainable development/growth, affordable housing/cars, visible damage/improvement*)
- Ask students to open their books. Look at the directions and do the first item with the whole class. Then ask students to do the rest of the activity individually.
- Check answers with the class and write them on the board. You can ask follow-up questions such as *What's the opposite of an **edible** mushroom? (inedible/poisonous) What's the opposite of **legible**? (illegible) Do you know anyone with illegible handwriting?*
- 2 Look at the directions and do the first item with the whole class. Then ask students to do the rest of the activity individually. While they work, notice words and phrases they look up, ask you about, or underline.
- When most are finished, get students to compare their answers in pairs. Go through the answers and write them on the board.
- As you write on the board, get students to repeat the collocations and say where the stress is. (It falls on the main stress in each of the words in the collocation.) You can also ask follow-up questions such as *Can you give an example of a curable disease? What do you do with disposable bottles? Where do they end up?*
- **Optional** Have students write a full page (in their notebooks if possible) of words from Activities 1 and 2 with ideas from the Exam Skills box in the next column. Alternatively, ask them to invent five *-able* adjectives. See who can get the most amusing or useful one.

Exam Skills Keep a vocabulary notebook

As a way to review what was done in class, students should keep a vocabulary notebook. Remind them that when they add words to the notebook, it is a good idea to also include common collocations, example sentences showing grammar, a definition or synonym in English, and other words in the word family. Few, if any, exams test single words in isolation, so it's important for students to think about context when they review and consider how words are used. Students could also create an alphabetical list of words from different units, or pages based on different prepositions or affixes (*-ible/-able/-ness/re-/mis-*, etc.), or pages based on verb patterns (*-ing* or infinitive), or pages based on topics.

READING

- 3 Discuss the questions with the whole class. Get students' ideas on what kinds of things can contribute to longevity and list them on the board. There are no correct answers at this stage as this activity is simply to generate ideas before students read. However, you might correct students' use of language or help them if they don't know a word in English.

Suggested answers

lots of exercise/no exercise; a healthy diet with lots of fresh fruits and vegetables; eating no or little meat; a positive attitude; enough rest and sleep; being happy; keeping busy; being with their family; access to doctors and hospitals

- 4 Tell students to read the article and see which of the ideas from Activity 3 were mentioned, and decide on the best summary sentence.
 - Give a time limit of about four minutes, then tell students to stop reading.
 - Take a vote on the best summary and ask two or three students to justify their choice. Then ask students about the list of factors you wrote on the board in Activity 3 and check off the ones that were mentioned in the article.

For notes on Activities 5–8, see page 109a.

- 5 Ask students to read through the sentences before they start the activity and answer any questions they have about vocabulary. You might need to help with *chronic* (a chronic illness is one that lasts a long time, or recurs frequently).
- Put students in pairs to do the activity, and remind them to find and highlight or underline part of the text to justify their answers.
 - Go through the answers with the class, asking for justifications for each one.

Answers

- 1 true (*where life expectancy is considerably higher than the norm, and where there is a high proportion of centenarians*)
- 2 not stated (*it says a high proportion reach 100 but not most people*)
- 3 false (*a lower incidence of preventable chronic illnesses, such as heart disease, cancer, and diabetes, that commonly kill people in the developed world—It doesn't say they don't have them—just they have a lower incidence*)
- 4 true (*Its relative geographical and cultural isolation, and low numbers of tourists, mean that, so far at least, Icaria has remained largely unaffected by a Westernized way of life.*)
- 5 not stated (*it says Islanders live on a variant of the Mediterranean diet... low in meat.*)
- 6 not stated (*it says everyone takes part, they combine their money to buy food and drink, but it doesn't state who organizes the festivals*)
- 7 not stated (*it says longest life expectancy in Japan but doesn't say whether this is in the world*)
- 8 true (*it now has more per person than anywhere else in the country.*)
- 9 true (*Today almost 30 percent of Okinawan men die before reaching 65, and nearly half of men in their forties are obese. In the 1995 census, Okinawa had the highest longevity of all 47 prefectures of Japan.*)

- 6 Look at the directions and do the first item with the whole class. Students may have to look for evidence for each conclusion in different parts of the article. Wait for someone to volunteer an answer or call on someone.
- Put students in pairs to do the rest of the activity, and remind them to find and highlight or underline part of the text to justify their answers.
 - Go through the answers with the class, asking for evidence for each one.
- 7 Put students in pairs to discuss the questions.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- **Optional** Ask students to discuss how the lessons of the research can be applied to the whole of society or the world. What things might prevent its application?

CRITICAL THINKING Checking facts

- 8 Ask students to close their books and write six questions they might want to ask about a website or publication to know if it is a good source of information. Then tell students to open their books and ask them to read the Critical Thinking box.
- Ask students why these questions are important. What would they expect the answer to be if the source is a) reliable or b) possibly unreliable? Ask for any other questions that students wrote, and put those on the board.
 - Ask students first to identify three claims in the article, especially any that they were surprised by. For example: Our genes determine around a quarter of our life expectancy. Heart disease, cancer, and diabetes commonly kill people in the developed world. Japan is the world's longest lived country. Okinawa now has more fast food outlets per person than anywhere else in Japan.
 - Ask students around the class for suggestions for search terms for one of the claims, then allow them to do more research online on their own, either in class or for homework.
 - **Optional** Instead of looking at facts in the text, you could ask students to suggest some common beliefs (e.g., that you can get a cold from going out with wet hair) and ideas/views that are being circulated in the news. Ask students to investigate whether they are true or not.



Vasili and Eleftheria enjoy a long life in Ikaria.

THE HEALTHIEST PLACES IN THE WORLD?

59 We know that our genes determine only about a quarter of our life expectancy. So how do we account for the rest? People have tried to find the secrets to a long and healthy life for thousands of years. In recent years, however, demographers* around the world may have finally found some promising clues. What they discovered were regions around the world where life expectancy is considerably higher than the norm and where there is a high proportion of centenarians*. These places also tend to have a lower rate of preventable chronic illnesses that commonly kill people in the developed world, such as heart disease, cancer, and diabetes.

Ikaria is a small Greek island whose inhabitants live eight years longer than the world average and have considerably lower dementia rates. Its relative geographical and cultural isolation and low numbers of tourists mean that, so far at least, Ikaria has remained largely unaffected by a Western way of life. Islanders live on a variant of the Mediterranean diet—rich in olive oil and vegetables and low in meat and dairy products (apart from goat’s milk). Researchers at the University of Athens, in Greece, also point out the health benefits of the local greens and herbs that are a part of the Ikarian diet. Their vegetables are picked wild or home-grown, and they also drink green herbal tea sweetened with locally produced honey rather than a lot of coffee.

Sociability and a slow pace of life are key factors in the health of the community. Ikarians tend to wake up naturally, work in the garden, have a late lunch, take a nap, and visit neighbors after sunset. At local festivals in which everyone—teenagers, parents, the elderly, young children—takes part, they combine their money to buy food and drink and give what is left over to the poor. The one old people’s home on the island is only used by those who have lost all their family. “It would shame us to put an old person in a home,” said one resident. And as another put it, “Ikaria isn’t a *me* place. It’s an *us* place.”

Okinawa, Japan, consists of 161 small islands some 1,300 km (808 miles) south of Tokyo. Researchers, like the ones at the Okinawa Centenarian Study, have found that elderly people here have the longest life expectancy in Japan, which is the world’s longest-lived country. Okinawans use small plates to reduce meal portions. Their diet is low in meat, fish, and dairy products but rich in other forms of protein such as beans and tofu* and also includes a high proportion of plants such as seaweed and sweet potatoes. In terms of social life, each resident is assigned at birth to a *moai*—a small social network whose members are responsible for one another throughout their lives. There is no word for retirement in the Okinawan language. Instead, Okinawans’ lives are governed by another principle called *ikigai*, which roughly translates as “the reason why you wake up in the morning.” Demographers who have visited the island have encountered an 85-year-old whose lifelong passion was his work as a fisherman, an 84-year-old training for a decathlon, a 102-year-old karate grand master, and a 102-year-old woman whose greatest joy was her great-great-granddaughter.

However, the famed longevity of Okinawans is now under threat as a generation that grew up eating a Western diet is now reaching middle age. Japan’s first fast food restaurant opened in Okinawa in 1963, and it now has more fast food restaurants per person than anywhere else in the country. Today, almost 30 percent of Okinawan men die before reaching 65, and nearly half of men in their forties are obese. In the 1995 census, Okinawa had the highest longevity of all 47 prefectures in Japan. By 2000, it was 26th. Could it be that the secret to longevity is to be found with an earlier generation and in a traditional lifestyle?

demographer a scientist who studies human populations
centenarians people one hundred years old or older
tofu a form of solid protein made from soy milk



Healthy food is a key ingredient in preventing illnesses.

9C Prevention as Cure

GRAMMAR Articles

- 1 Work in pairs. Read the sayings from around the world in the Grammar box. What does each one mean? Do you agree with the idea in each one? Do you have similar sayings in your language?

Articles

- a *Prevention is better than cure.*
- b *When the heart is at ease, the body is healthy.*
- c *From the bitterness of disease man learns the sweetness of health.*
- d *The greatest wealth is health.*
- e *Laughter is the best medicine.*
- f *Diseases of the soul are more dangerous and more numerous than those of the body.*
- g *A man too busy to take care of his health is like a mechanic too busy to take care of his tools.*
- h *Time, not medicine, cures the sick.*

- 2 Read these rules about the use of articles. Then find examples of each use in the sayings in the Grammar box.

- 1 Use a plural noun without an article to refer to a group in general. **f (diseases)**
- 2 Use an uncountable noun without an article to refer to the concept in general. **a (prevention, cure), d (health), e (laughter), h (time, medicine)**
- 3 Use *the* with an uncountable noun to make it specific, often with a phrase that specifies it. **c (the bitterness, the sweetness)**
- 4 Use *the* with a singular noun in more formal contexts to refer to all examples of the noun. **b (the heart, the body), f (the soul, the body)**
- 5 Use *a/an* to refer to a single example of a group. **g (a man, a mechanic)**
- 6 Use *the* with certain adjectives to refer to a group of people. **h (the sick)**

Check your answers on page 144. Do Activities 3 and 4.

- 3 Work in pairs. Which of these health nouns can be both countable and uncountable? For those that can be both, is there a difference in meaning?

activity	checkup	cure	diet
exercise	health	illness	life
medicine	scan	well-being	youth

- 4 Work in pairs, A and B. Student A completes Text A, and Student B completes Text B. Use with *the*, *a/an*, or — (no article).

A Preventive medicine

(1) _____ preventive medicine, or (2) _____ preventive healthcare, is not about giving patients (3) **a** _____ cure; it is about enabling (4) _____ people to stay healthy. Many traditional forms of (5) _____ medicine, such as Chinese acupuncture, are based on preventing (6) _____ illness and strengthening (7) **the** _____ immune system. Nowadays it takes the form of giving (8) _____ information on how to live (9) **a** _____ healthy life or (10) _____ advice on exercise and diet. (11) _____ doctors also attempt to detect (12) _____ illness before symptoms emerge, with regular checkups, for example.

9C Prevention as Cure

GRAMMAR Articles

- **Warm up** To prepare for teaching the following activities, see the Grammar Reference on page 144.
 - Ask students to look at the two photos and say what they see. Then put them in pairs to discuss how each photograph is connected to the title of the lesson, which photo they feel they have more connection to, and why.
- 1** Find out if students know what a “saying” is in this context. (It’s a short, well-known statement that gives a general truth, or some practical advice about life.)
- Tell students to read through the sayings in the box and check any vocabulary they are unsure of. You may need to help with:
at ease = relaxed and happy
disease of the soul = either a mental illness or someone who does bad things
 - Look at the first saying with the class. Ask students what they think it means, then take a vote to see how many people agree with it. Ask one student who agrees that it is good advice to give reasons to explain their view. Play devil’s advocate and question their ideas (*Not everything can be prevented, can it? What about when someone gets in an accident?*).
 - Put students in pairs to discuss the rest of the sayings. Go around and check that students are doing the activity. Notice any interesting ideas and help with language if necessary.
 - When most students are finished, stop the activity and gather class feedback about the meanings of the proverbs, and if students agree with them.

Suggested answers

- a** It’s easier to stop something happening than to repair the damage after it has happened.
- b** When we’re feeling content and happy, we are more likely to be healthy.
- c** When you recover from being sick, you appreciate life and health.
- d** Health is the most valuable thing you can have.
- e** You feel better when you laugh—it relieves stress and improves well-being.
- f** Being unhappy and “unwell” emotionally is both more common and more life-threatening than being physically sick or injured.
- g** If you are too busy to look after your health, you are likely to suffer.
- h** We can recover from a lot of illnesses if we rest and allow them to take their time, without taking medicine.

Exam Skills When you can’t say what you want

It’s important to keep talking during speaking practice in class. However, it’s also important that they realize that in order to improve their English they need to learn new language! So, when they are speaking and they find they don’t know the right word, they should try to explain it to themselves in a different way, but they should also write down the word they wanted *in their own language*. They can then look it up in the dictionary after the activity.

- 2** Review with students what an article is. (*A/An* is the indefinite article; *the* is the definite article; *we say zero article* when no article is required.) Ask students to read the rules and then go through them with the class. Call on different students to give each answer.

At this point, have students complete Activities 3–4 on page 145 in the Grammar Reference section. You may also assign these activities as homework.

- 3** Put students in pairs to decide which nouns are countable/uncountable. Write the answers they give in two columns on the board but don’t comment on whether they are right or wrong at this stage.
- Tell students to work in pairs again to check their answers and think about differences in meaning, using a dictionary if necessary.

Answers

The following can be both countable and uncountable:
activity – countable = a single task; uncountable = the concept of being active
diet – countable = a specific program, (e.g., to lose weight); uncountable = the type of food a person eats in general
exercise – countable = an individual activity; uncountable = the concept of doing physical activity to improve health
illness – countable = a specific disease; uncountable = the state of being sick
life – countable = the existence of an individual; uncountable = the general state of existence, (e.g., human life)
medicine – countable = a particular substance to cure a sickness or injury; uncountable = the treatment of illness, or the study of health, sickness, and treatment
youth – countable = a young person; uncountable = young people in general, or the state of being young

- 4** Tell students that they are going to read about two methods of prevention in health.
- Put the students into A/B pairs to read the texts. They should first read their whole text in 30 seconds to get a general idea about it. Then tell them to read again and complete the text.
 - When the first students have finished, you should stop everyone so they are not tempted to start on the other text.

Exam Skills Dictionaries and learning word grammar

Sometimes a single word such as *medicine* will have a different meaning associated with different grammar, e.g., whether it is countable or uncountable. (*The drawer has six different headache medicines in it! / The best medicine for a cough is honey.*) Students should make sure they use a dictionary that shows as much of this information as possible because this word grammar is often tested on language exams and a good dictionary will contain examples that will show how the words may appear on tests.

- 5 Ask students to tell their partner what they read about and then to discuss which is a better way of preventing illness.
 - Go around and check that students are doing the activity and listen for any interesting points.
 - Gather feedback around the class about which method of prevention they thought was better, and why.
- 6 Tell students to check each other's answers. You could ask students to give each other a score out of six for how much of the text they remembered, and another score out of six for how well they completed the text.
 - Give students five minutes to read their partner's text and decide on their scores. When the time is up, tell students to return their partner's book, explain their scores, and say which articles they think are wrong (if any). Write the answers on the board while they are doing this.
 - When a few pairs are finished, stop the activity and ask a couple of students how well they think their partner did. Ask everyone to check their answers with those on the board.
 - Deal with any questions about different answers, referring back to the rules in Activity 2 and/or the Grammar Reference section on page 144.
- 7 Tell students that they are going to read about some more types of preventive technology. Look at the first item together and ask what condition the technology is aiming to prevent. Then give students two minutes to read the other items and think about the sorts of conditions that each technology might prevent.
 - At the end of the two minutes, put students into pairs to compare their ideas. You could discuss the answers at this stage now, or move on and discuss all the answers at the end.
 - Ask students to add in articles where necessary. Do the first item with the whole class. Wait for someone to volunteer an answer and ask another student why it is (in)correct. Put students in pairs to do the rest of the activity and go around and check that they are doing it. Help out if you notice students having difficulties or where they are disagreeing.
 - When most pairs have finished, ask students to compare their answers with another pair.

- Check the answers with the class by asking different students to read out the whole sentence.

Suggested answers

Conditions

- 1 obesity, lack of exercise
- 2 hay fever, allergies, asthma, breathing problems
- 3 diabetes
- 4 heart disease, high blood pressure

- 8 Put students into groups to discuss the questions.
 - Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- 9 The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one activity. You could divide the class into groups and have each group do a different activity—or you could have a vote on which activity the whole class should do. For the vote:
 - 1 put students in pairs or groups to decide which they prefer.
 - 2 take a vote on each activity.
 - 3 if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

B Wearable technology

More and more people are wearing technology to monitor and regulate their own health. (1) _____ wearable fitness trackers, which are worn on (2) **the** _____ wrist like (3) **a** _____ watch, record (4) _____ data on (5) **a / the** _____ person's activities (e.g., calories burned, steps taken, hours of sleep). This is then transmitted to (6) **an / the** _____ app on their smartphone. (7) _____ studies have found that in some cases, using (8) _____ wearable technology can lead to (9) **an** _____ increase in (10) _____ physical activity of up to 25 percent and (11) **a** _____ reduction in (12) _____ blood pressure.

● Tell your partner about what you learned. Which way of preventing illness described in each text do you think is better? Why?

● Now look at each other's texts. Do you agree with the articles your partner used?

● Work in pairs. Read about other types of preventive health technology. Add *a/an* or *the* where appropriate. What conditions could these devices help with?

- 1 This is **a** free, online tool which can help you create **a** daily personalized diet. Just type in information about your age, weight, and health goals.
- 2 This is **a** wearable electronic device that measures air pollution and gives **a** warning on your smartphone when you should go inside.
- 3 Research is being conducted in order to develop smart contact lenses that monitor **a / the** user's blood-sugar level. Lenses then send data to **the** person's smartphone and their doctor.
- 4 This is **a** small recorder that is inserted under **the** skin to record **a / the** patient's heart rhythm.

● Work in groups. Discuss the questions.

- 1 What are the advantages and disadvantages of the preventive devices described in Activity 7? Which would you be interested in using? Why?
- 2 What other wearable technology would you like to see? Why? How would it be useful?
- 3 Do you wear a fitness tracker, or do you know someone who does? If so, how helpful is it? If not, would you like to wear one? Why?

● CHOOSE

Choose one of the following activities.

- Find reliable information from two or three sources about a type of food or drink that is good or bad for you. Summarize your findings in a short report and read it to the class. Pay attention to article use.
- Work in pairs. Create either a health brochure or a poster for a campaign to promote healthy living for teenagers. Show your brochure or poster to another pair. Pay attention to article use.
- Look at some ingredients that are often promoted as essential for a happy life. Choose the three that you think are the most important, thinking of examples from your own life or the lives of people you know. Work in groups and discuss your ideas.

ability to deal with life's difficulties	awareness
being part of something bigger	exercise
focusing on positive emotions	giving to other people
having a clear purpose	learning new things
self-acceptance	strong relationships

Young runners check their fitness trackers before a run.



9D My Simple Invention, Designed to Keep My Grandfather Safe

“ I was really struck by the power of technology to change lives for the better. ”

KENNETH SHINOZUKA

Read about Kenneth Shinozuka and get ready to watch his TED Talk. ▶ 9.0

AUTHENTIC LISTENING SKILLS

Understanding fast speech

When you listen to fast speech, listen for key words that can help you understand the gist (main idea). If you are listening to or watching a recording (e.g., online videos or streamed TV or movies), play a short part several times. See if you can understand more each time. Remember that weak forms of common words (e.g., *the, a, an, of, at, to*) are often said very quickly.

- 1 Look at the Authentic Listening Skills box. Then predict which words complete the extract from the TED Talk.

My family (1) has experienced firsthand (2) the struggles (3) of caring (4) for an Alzheimer's patient. Growing up (5) in a family (6) with three generations, I've always been very close (7) to my grandfather.

- 2 Listen and check your ideas. How are the missing words pronounced? 🎧 60
- 3 Listen to three more extracts from the TED Talk. You will hear each section several times. Complete what Kenneth says. Try to guess the words you can't hear. 🎧 61

- As the number of Alzheimer's patients _____ overwhelming societal challenge.
- When I was _____ suddenly got lost.
- My aunt _____ the bed.

Activity 3

- triples by the year 2050, caring for them as well as the rest of the aging population, will become an
- four years old, my grandfather and I were walking in a park in Japan when he
- , his primary caregiver, really struggled to stay awake at night to keep an eye on him, and even then often failed to catch him leaving

WATCH

- 4 Work in pairs. Discuss the questions.

- What do you know about Alzheimer's disease?
- What challenges might people who care for those with Alzheimer's face?

- 5 Watch Part 1 of the talk. Are the sentences *true, false, or not stated*? ▶ 9.1

- Alzheimer's disease is currently the biggest health problem among old people in America. **NS**
- By the middle of this century, there will be twice as many Alzheimer's patients as now. **F**
- Kenneth's family did not know his grandfather had Alzheimer's until he got lost. **T**
- His grandfather's illness has gotten worse in the last two years. **F**
- Kenneth was worried about both his grandfather and his aunt. **T**
- Kenneth's invention involves sending a signal from a sock to a smartphone. **NS**
- Kenneth wanted his grandfather to be able to sleep better. **NS**

- 6 Watch Part 2 of the talk. Number the statements in the order that Kenneth mentions them. ▶ 9.2

- 4 Kenneth was too young to implement his plan.
- 1 An elderly friend was badly hurt in a fall.
- 2 Kenneth was inspired to use sensors to help the elderly.
- 3 Kenneth designed a system to detect falls.

9D My Simple Invention, Designed to Keep My Grandfather Safe

- **Warm up** Tell students they are going to watch a TED Talk about how a teen's invention helped his sick grandfather.
- Focus students' attention on the quote. What do they think it means? What do they think any of the implications of brain development might be for education?
- Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the Speaker section. Then do the vocabulary activity.
- After they finish, write the key words from the About the Speaker section on the board and ask students to retell it aloud.
- Go through the answers, making sure you get students to explain their answers. If necessary, play Part 1 again, stopping after each answer.

AUTHENTIC LISTENING SKILLS

Understanding fast speech

- 1 Either ask students to read the Authentic Listening Skills box to themselves or read it out yourself.
 - Ask students to read the extract and complete it. Let them compare their answers with a partner. Go around and notice how well they do, but don't correct them at this point.
- 2 Play the audio for students to check their answers.
 - Put students in pairs to practice reading the extract out loud. Go around and listen and check that they are using weak forms of the words they filled in.
 - Call on a few students to read the extract to the class, and encourage them to sound as natural as possible.
- 3 Tell students to read the sentences.
 - Play the audio once through, then play each sentence a few times to give students a chance to listen and write. Let them check their answers with a partner.
 - Check the answers and write them on the board. Play the audio again for students to follow along.

WATCH

- 4 Put students in pairs to discuss the questions or have a class discussion. Prompt students by asking them if they know anyone who is affected by Alzheimer's disease; what age people usually get it; how long it lasts; symptoms; treatment and cost.
 - If students are working in pairs, go around and check that they are doing the activity correctly and notice errors, difficulties, or where they use L1.
- 5 Tell the class that they are going to watch the first part of the talk and decide if the statements are *true*, *false*, or *not stated*. Give students time to read through the sentences first and deal with any questions about language that they have.
 - Play Part 1 of the talk straight through, then get students to compare their answers in pairs. If you see that most did not understand, be prepared to play Part 1 again.

Answers

- 1 NS (He says *What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. But he doesn't say this is specifically amongst old people.*)
- 2 F (*As the number of Alzheimer's patients triples by the year 2050.*)
- 3 T (*my grandfather and I were walking in a park in Japan when he suddenly got lost. It was one of the scariest moments ... and it was also the first instance that informed us that my grandfather had Alzheimer's disease.*)
- 4 F (*Over the past twelve years, his condition got worse and worse.*)
- 5 T (*I became really concerned about my aunt's well-being as well as my grandfather's safety.*)
- 6 NS (*why don't I put a pressure sensor on the heel of his foot? Once he stepped onto the floor and out of the bed, the pressure sensor would ... send an audible alert to the caregiver's smartphone.*)
- 7 NS (*my aunt could sleep much better at night, but doesn't mention his grandfather.*)

Teaching Tip Dealing with sensitive issues

With a subject like Alzheimer's some students may have personal experience which they feel sensitive about. However, don't assume that they will want to avoid the subject. It will often be seen as an opportunity to share their feelings with others, when they might not otherwise, and if a student brings up this personal experience rather than talking in general terms, you can assume that they want to talk. The first role of the teacher is to respond to this as a person with sympathy, and to talk to the student as you would to anyone else and not shut down the conversation. If students shift to L1 you can still show that same sympathy in English. You can also ask if they are comfortable with you sharing the experience and language with other students in the class.

- 6 Ask the students to read the sentences and check that they understand them. Ask them to briefly discuss what order they think the sentences will be mentioned in.
 - Play Part 2 of the talk straight through, then get students to compare their answers in pairs. Go around and notice how well students did without saying anything.
 - Check the answers as a class, asking for additional details such as *What did you find out about the fall?*

- 7 Ask students to read through the activity and ask any questions they have about language.
- Play Part 3 of the talk straight through, then get students to compare their answers in pairs. Go around and check how well students did without saying anything. If you see that most have not understood, play Part 3 again.
 - Go through the answers and write them on the board, making sure you get students to explain their answers. If necessary, play Part 3 again, stopping after each answer.

- 8 Ask students to read the text and check that they understand it. Remind them that it is a summary, so what they will hear will be the same ideas, but in different words.
- Do the first item with the whole class by playing Part 4 up to the first blank and asking someone for the answer. Then play Part 4 straight through while students complete the summary. At the end, give them time to compare their answers with a partner. Go around and notice how well students did without saying anything. If you see that most have not understood, play Part 4 again.
 - Go through the answers and write them on the board.

9 VOCABULARY IN CONTEXT

- **9a** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you want to, you can ask students to call out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.
- **9b** Check that students understand the words in italics and teach them again if necessary, or ask students if they can recall the example in the talk. Give one or two of your own examples. (*I used an online tutorial to learn how to use iMovie. It walked me through it step-by-step.*) Tell students that they can ask you follow-up questions to find out more, and answer any questions they have.
- Tell students to think about their own examples and give them a few minutes to write them down.
- Put students in pairs to share their ideas and go around and check that students are doing the activity correctly. Notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Get students to change pairs and continue monitoring.
- At the end of the activity, give feedback about new language that came up, and look at any errors which you may have written on the board. You can also share some interesting things you heard with the class.

- 10 Look at the questions and give your own answer for the first one.
- Put students in pairs to discuss their answers. Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
 - At the end of the activity, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Ask students to read the situation and ask about anything they do not understand. You might need help with *frail* = a person who is weak and may get sick or hurt easily.
- You could discuss the first option as a class. Ask students to volunteer pros and cons and note them on the board. Put students into groups to discuss the other options in the same way. Go around and check that students are doing the activity correctly and help them with language if they need it.
- When the first couple of pairs are finished, stop the activity and ask the pairs to form a group with another pair. Tell them to compare their ideas and debate what they think the best solution is. Go around and again note any interesting arguments, errors, or new language you could teach.
- When half the groups are finished, stop the activity. Ask different groups their decision and ask for their reasons. Allow the debate to continue if there are differing opinions.
- Give some feedback on language students used by correcting some errors as a class on the board or teaching new language which came up.

Expansion

Ask students to discuss or use the internet to find out what options their country or state provides to care for old people. Do they think these options are adequate? What could be done to improve them?



7 Watch Part 3 of the talk. Match the stage in the invention process with things that Kenneth used. There may be more than one for each stage. ▶ 9.3

- 1 He created a sensor to put on patients' feet. c, d
- 2 He designed an electric circuit. b, f
- 3 He coded a smartphone app. f, a, e

- a YouTube
- b a small battery
- c ink particles that conduct electricity
- d a thin material
- e textbooks
- f Bluetooth technology

8 Watch Part 4 of the talk. Complete the summary. Then watch again to check your answers. ▶ 9.4

Kenneth designed two different (1) prototypes for his device. One was designed to fit inside a (2) sock, and the other was designed to be worn on the patient's (3) foot. Since his grandfather started using the device, it has had a 100 percent (4) success rate. Kenneth has tested his invention at residential homes and now hopes to make it into a (5) marketable product. He has discovered that not everybody is willing to (6) wear socks at night. He is now conducting research into how often patients (7) wander at night, and how this relates to their (8) daily activities and diet during the day. He still remembers how his invention helped him know when his grandfather (9) was wandering out of bed, and this has inspired him to use (10) technology to change people's lives and help them to be healthier.

9 VOCABULARY IN CONTEXT

a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 9.5

b Think of an example of the following things. Then compare your ideas with a partner.

- 1 something you have *experienced firsthand* that has taught you a useful lesson about life
- 2 people who used to *keep an eye on you*
- 3 an interest that *stems from* shared family activities
- 4 a skill you have learned from an online *tutorial*

10 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 1 In what ways have your grandparents or older relatives helped you and your family throughout your life?
- 2 What do you do, or what could you do, to improve their quality of life?

CHALLENGE

Work in groups. Read the situation. Discuss the pros and cons of each option. What would you advise your family to do? Why?

Your grandparent lives alone, is getting less mobile and more frail, and finds it hard to do everyday tasks. Your parents work full-time, and there is no spare room in your house. Your grandparent has two more children; one, who is single, lives in a distant city where your grandparent knows no one, and the other, who does not work, is in poor health and has little contact with the family. Your grandparent could:

- a come and live with your family.
- b live with another relative.
- c share living arrangements among the relatives.
- d move into a residential care home.
- e continue to live at home with specialist help.

9E Stronger Together

Useful language

Introducing the proposal

This proposal is based on a discussion about... / a survey in which...

It outlines / suggests ways in which...

It puts forward suggestions / proposals for...

It concludes by recommending... / making recommendations about...

Making recommendations

There are several steps / measures that could be taken.

It is suggested / recommended that... should...

The school could / might consider doing...

Explaining the reasons for recommendations

If these recommendations are implemented, ...

By doing this, ... / In this way, ...

This would enable people to...

WRITING A proposal

1 How much involvement do elderly people have in your school? How could this be increased? What could the benefits be?

2 Work in pairs. Read the proposal on page 153. Answer the questions.

- 1 What concerns did the elderly people express?
- 2 What opportunities did they identify?
- 3 How do the proposal's suggestions benefit both the elderly and the young?
- 4 Is the situation that the writer describes similar in your country?

3 **WRITING SKILL** Impersonal style

In reports, proposals, and academic writing, it is common to use impersonal structures instead of personal pronouns such as *I*, *we*, or *you*. These include: passive verbs, a gerund (*-ing* form) as subject, *there is / are*, and *it is / would be* + adjective.

a Find examples of impersonal structures in the proposal on page 153.

b Rewrite these sentences in a more impersonal style using the words in parentheses.

- 1 Perhaps we could schedule regular movie nights. (possible)
- 2 We don't have enough volunteers. (a lack)
- 3 We should speak clearly and loudly in case they are hard of hearing. (helpful)
- 4 If we organized events, they could meet more people. (organizing)
- 5 We could devote one day a month to visiting people. (devoted)

4 Choose one of these topics to write a proposal about. Discuss problems with the current situation and make suggestions for improving it. Use phrases from the Useful language box.

- Providing healthier food at your school cafeteria
- Creating a buddy system between older and younger students
- Making the school or local community feel more like an *us* place



9E Stronger together

WRITING A proposal

- 1 Tell students that they are going to learn to write a proposal better. They are going to read one about a project for elderly people to be involved in schools more. Ask them to look at the photo and say what is happening and how this might benefit both the older people and the kids.
 - Put students in pairs to discuss the questions or hold a whole-class discussion.

Suggested answers

Help with reading, math, science, gardening, practical skills; act as role models and mentors; assist in class; give one-to-one tutoring; take on the negative perceptions the young have of older generations; talk to them and answer questions about what life was like when they were younger; educate them about changes in the community. Have lunch in school with the students rather than be on their own; access school computers; reduce fear of the young; get involved in the local community; keep active physically and mentally; help with isolation and loneliness; learn new skills.

- 2 Tell students to read the questions, then read the proposal on page 153 to find the answers. Give a time limit of about four minutes.
 - When the time limit is reached, tell students to stop reading and compare their answers with a partner.
 - Check answers around the class.

Answers

- 1 Loneliness and isolation. Many elderly people feel out of touch with the local community, and find it difficult to get out. They would appreciate more support for their caregivers.
- 2 They want to share skills and support the school.
- 3 If young people visit elderly people in their homes, they can build relationships and learn more about their needs; Elderly people could give talks and teach practical skills at school, and students will benefit from their skills and experience; Pupils could provide support for families of elderly people, e.g., give them rides to the doctor or nurse; Students could accompany elderly people on trips to local attractions.
- 4 Answers will vary.

3 WRITING SKILL Impersonal style

- 3a Choose one of the impersonal sentences from the proposal and write it on the board. Explain the idea of these structures by reading out the text in the box. Ask students

how the sentence on the board could be written in a more direct or personal way.

- Ask students to work in pairs to find other impersonal structures. You might want to tell one student to have page 114 open and the other student to have page 153 open to avoid a lot of flipping backward and forward.
- Ask different students to read out structures that they found. As they do so, you could also ask them to identify any of the characteristics of impersonal structures mentioned in the box (passive, gerund subject, etc.).

Answers

The proposal is based on...

There are several steps that the school could take...

It would be useful to devote...

It is recommended that...

Involving students in this plan would benefit...

- 3b Look at the directions and do the first item with the whole class. Call on someone to answer and write the correct sentence on the board.
- Ask students to do the rest of the activity individually. Go around and check that they are doing the activity correctly and notice when most are finished. Allow time for students to compare their answers with a partner.
- Call on different students to read out the sentences and write them on the board.

Answers

- 1 It might be possible to schedule regular movie nights.
- 2 There is a lack of volunteers.
- 3 It would be helpful to speak clearly and loudly in case they are hard of hearing.
- 4 Organizing social events would enable / allow them to meet more people.
- 5 One day a month could be devoted to visiting people.

- 4 Look at the directions and put students in pairs to choose one of the topics.
 - Ask students to make a list of problems and then come up with appropriate solutions. They don't need to use the language in the box at this point.
 - Students use the proposal in the next speaking session, so it is probably best for them to write their proposal, although it is not necessary. If you do it now, give a time limit of about twenty minutes to do it in class. Remind students that following the model they read will help, and point out the advice on page 153 as well as the Useful language box.
 - As students are writing, go around and help them.

SPEAKING Talking about proposals

- 5 Look at the directions and ask students to give one potential problem to check that they have understood. Put them into pairs to discuss other possible problems.
- When the first couple of pairs are finished, stop the activity. You don't have to get any feedback at this stage since students will now listen to a discussion about the proposal.

Suggested answers

There aren't enough hours to get through schoolwork, so it is unlikely that students will be able to take hours out to visit elderly people.
Elderly people might not be very good at public speaking. Students wouldn't be interested.
Does the school have the budget for trips? Shouldn't the money be spent on books, facilities, etc.?
How to make contact with old people in the community?
How can the school provide support for caregivers?
Do the students have the time? Will they resent having to take care of someone else's grandparent?
What if students don't have access to cars?

- 6 Tell the class that they are going to hear a conversation about the proposal. Tell students to listen and see if any of the ideas they thought of in Activity 5 are mentioned.
- Play the audio straight through once. Were any of their ideas covered?
 - Play the audio again and tell students to write down the issues, difficulties, and solutions they hear. Give them time to compare their answers with a partner while you go around and see how well they did (without saying anything). Play the audio again if necessary.
 - Check answers around the class.

Answers

- 1 It might not be practical to take time out of the school day; They would need to talk to all the teachers about that.
- 2 A lot of elderly people can't walk very far; They would have to choose trips that didn't involve too much walking.
- 3 Elderly people might not have transportation to be able to get to the school; They would need to organize rides or taxis.

- 7 Point out the Useful language box and tell students to read through it. Ask what expressions they can think of for responding enthusiastically and write them on the board, e.g., *That's a great idea! I love that idea! Yes, let's do that!*
- Play the audio one more time and ask students to check the phrases they hear.
 - Check answers around the class, asking students to complete the expressions if they can. Then ask which phrases were used to respond enthusiastically. Model the intonation in the examples yourself and get the class and individual students to repeat them.

8 PRONUNCIATION Intonation in responses

- **8a and 8b** Look at the directions and ask students to read the responses.
- Play the audio and ask students to note whether the responses rise or fall at the end. Get them to compare their answers with a partner.
- Check answers around the class, calling on different students to give each answer and read out the response with the correct intonation. Play the audio again or model the answers yourself, and get the class and individual students to repeat them.

Answer

Falling intonation means nothing more to add, it sounds definite; Rise-fall-rise expresses reservations.

- 9 Look at the directions and remind students to look at the phrases in the Useful language box for responding to proposals. Read the first sentence out and ask which sentence starter from the box works best here and how students might finish it. Put students in pairs to do the rest of the activity.
- Go around and check that students are doing the activity correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
 - At the end of the activity, give feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

Suggested answers

- 1 Yes, it's worth remembering that we'd have to talk to each of them individually.
 - 2 Yes, you'd need to bear in mind that not everyone is used to talking to older people, so maybe we could put students in pairs.
 - 3 It's a good idea in principle, provided our parents would be able to give us a ride if we needed one.
 - 4 I wonder how feasible it would be to set one up online so we can all see it.
 - 5 Yes, you'd need to keep in mind that we might have to find a van or bus with handicapped access.
- 10 Ask students to work in the same pairs as they were in for Activity 4, and to look back at their proposals and practice reading them out to each other.
- Then ask the pairs to split up and create new groups of three to five students. Tell everyone to take turns presenting their proposals to the group. At the end of each proposal the others in the group should comment and ask questions.
 - Go around the class and check that they are doing the activity correctly. Write down any good points or comments for feedback regarding how students deliver the proposals, as well as students' questions about the proposals.
 - When most of the groups are finished, stop the activity and ask each group which proposal they thought was the best and why. You might also give some feedback on delivery, pronunciation, and use of language you have covered in the lesson.

SPEAKING Talking about proposals

- 5 Work in pairs. Look again at the proposal on page 153. Can you think of any potential problems or issues with it?
- 6 Listen to someone describing and answering questions about the proposal. What three issues or potential problems are mentioned? What solutions are proposed?  62
- 7 Listen again. Which expressions from the Useful language box do you hear? How did the speakers respond enthusiastically to suggestions?  62
- 8 **PRONUNCIATION** Intonation in responses
- a Listen to someone responding to proposals. Which word or words are stressed? Does the speaker's voice fall or rise at the end? Why?  63
- 1 That's a great idea!
 - 2 What a fantastic idea!
 - 3 I really like the idea of taking them on trips.
 - 4 That sounds like an excellent way of helping!
 - 5 It's a good idea in principle, ...
 - 6 Yes, but the problem is...
 - 7 You'd need to keep in mind that...
 - 8 It's worth remembering that...
- b Listen to the sentences again. Repeat the intonation.  63
- 9 Work in pairs. Use phrases from the Useful language box to respond to these comments on the proposal on page 153.
- 1 Some older people may have difficulty hearing.
 - 2 Some students don't know what to say to older people.
 - 3 How could students visit older people in their homes?
 - 4 We'd need to organize a schedule.
 - 5 Some older people may have difficulty getting up or around.
- 10 Work in groups. Take turns describing the proposals you wrote in Activity 4. You should respond to each other's ideas and ask questions. Use phrases from the Useful language box. Decide which proposal you like best and why.

Activity 7

Enthusiastic responses:

That sounds like an excellent way of helping old people.

I really like the idea of taking them on trips.

Useful language

Summarizing proposals

Basically / In essence what we're aiming to do is... ✓

Our goal is to...

What we're proposing to do, specifically, is... ✓

Our first / second recommendation is... ✓

Responding to proposals

It's a good idea in principle, provided that... ✓

Yes, but the problem is...

You'd need to keep in mind that... ✓

It's worth remembering that...

I wonder how feasible it would be to... ✓



Elderly people being introduced to video games by students.