

HEALTH AND FITNESS

UNIT 5

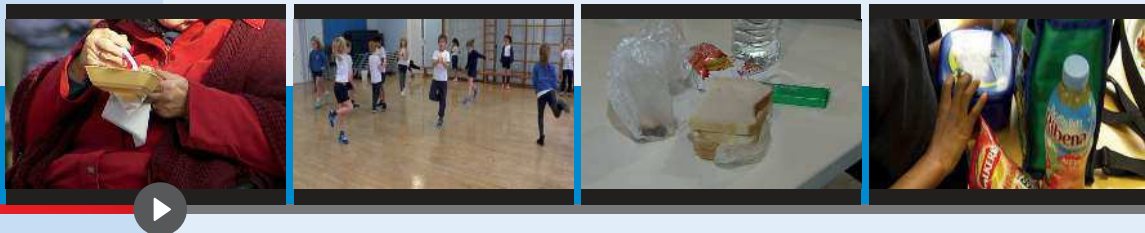
UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 What are the people in the photo doing? Why do you think they're doing it?
- 2 What advice would you give to someone who wants to live to be 100 years old? What should the person do or not do?
- 3 Do you think it is easier or harder to stay healthy now than it was 100 years ago? Why?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

- 1 Complete the questionnaire about health in your country.

Healthy living in _____

- 1 *Most / Some / A small number of adults eat too much unhealthy food.*
- 2 *Most / Some / A small number of adults don't get enough exercise.*
- 3 *Most / Some / A small number of children eat too much unhealthy food.*
- 4 *Most / Some / A small number of adults don't get enough exercise.*

- 2 Work with a partner. Explain your answers to the questionnaire. What do the results mean for your country?
- 3 You are going to watch a video about healthy lifestyles in the UK. Look at the pictures and read the glossary. Tick the ideas you think you will hear in the video.
 - 1 More people around the world are fat than in the past.
 - 2 Unhealthy habits begin in childhood.
 - 3 Children usually do more exercise than adults.
 - 4 School lunches are healthier than lunches packed by their parents.
 - 5 Most parents in the UK give their children unhealthy packed lunches.
 - 6 Children can eat anything they want if they do a lot of exercise.

GLOSSARY

obese (adj) fat in a way that is dangerous for health

overweight (adj) being heavier than you want or than is good for you

PE (n, abbr) classes at school in which children do exercise and learn to play sport



on a mission (phr) trying to do something you think is important, but that is very difficult

packed lunch (n) a meal put in a bag or box, that you take with you to be eaten later, for example at school or work

protein (n) something found in food, such as meat, cheese, fish or eggs, that the body needs to grow and be strong


PREDICTING CONTENT USING VISUALS

WHILE WATCHING

- 4  Watch the video and check your ideas in Exercise 3.
- 5  Watch again. Complete the missing numbers in the student's notes.

Obesity and childhood

- The World • Three times more obese people than in ⁽¹⁾ _____
- ⁽²⁾ _____ of children overweight or obese
- The UK • ⁽³⁾ _____ children obese
- ⁽⁴⁾ _____ of packed lunches as healthy as school lunches
 - ⁽⁵⁾ _____ packed lunches include salad / vegetables
 - ⁽⁶⁾ _____ packed lunches include salty snacks

- 6  Watch again. Complete the sentences.
- 1 Most people live in countries where more people die from _____
_____.
 - 2 Laurence Clark wants to help children to _____
_____.
 - 3 In the study, all the healthy lunches included _____
_____.
 - 4 Most parents include unhealthy foods, such as _____
_____.
 - 5 The advice for parents is to _____
_____.

DISCUSSION

- 7 Work in small groups. Discuss the questions.
- 1 How similar or different were your PE lessons at school to the ones shown in the video?
 - 2 What is in a typical packed lunch in your country? Do you think it is healthy or unhealthy? Why?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

LISTENING

LISTENING 1

UNDERSTANDING
KEY VOCABULARY

PREPARING TO LISTEN

1 You are going to listen to a podcast about why some people live a long life. Before you listen, read the sentences (1–6) below and write the correct form of the words in bold next to the definitions (a–f).

1 My grandmother is very healthy. She's never had a serious **illness**.

2 Research **proves** that exercising can improve your health.

3 I have a **habit** of eating chocolate in the evenings. I eat it almost every night!

4 He has an **unhealthy** lifestyle. He never exercises and hardly ever eats fruit and vegetables.

5 Exercise is important to me, so I **work out** at the gym three mornings a week.

6 I'm a few pounds **overweight**. I should probably go on a diet.

a _____ (adj) not good for your health; not strong and well

b _____ (phr v) to exercise in order to make your body stronger

c _____ (v) to show that something is true

d _____ (n) a disease of the body or mind

e _____ (adj) being heavier than you want or than is good for you

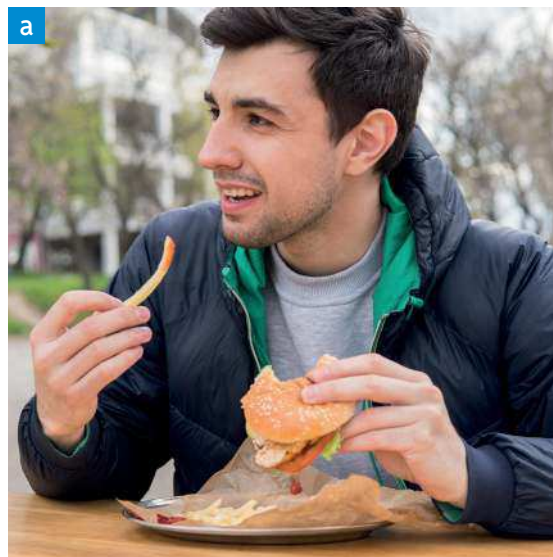
f _____ (n) something which you do regularly

2 Work in a group and discuss the photos.


1 What are the differences between the lifestyles of the people in the photos?

2 How do you think different lifestyles can affect our health?

3 Do you think that the genes we receive from our parents can affect our health? How?



WHILE LISTENING

3  5.1 Listen to an introduction to a podcast and answer the questions.

- 1 Do people who live to be 100 years old always have a healthy lifestyle?

- 2 What does the speaker say is more important than lifestyle for having a long and healthy life?

4  5.2 Listen to the podcast and complete the notes.

Speaker A

I think ⁽¹⁾ _____

I think that ⁽²⁾ _____

I'd much rather have pizza than go to the gym.

Speaker B

It's ridiculous to ⁽³⁾ _____

I'm sure that ⁽⁴⁾ _____

Speaker C

I prefer to ⁽⁵⁾ _____

I also think that you won't know you have the right genes until you get sick.

I'd say that ⁽⁶⁾ _____

There's no doubt that ⁽⁷⁾ _____

Speaker D

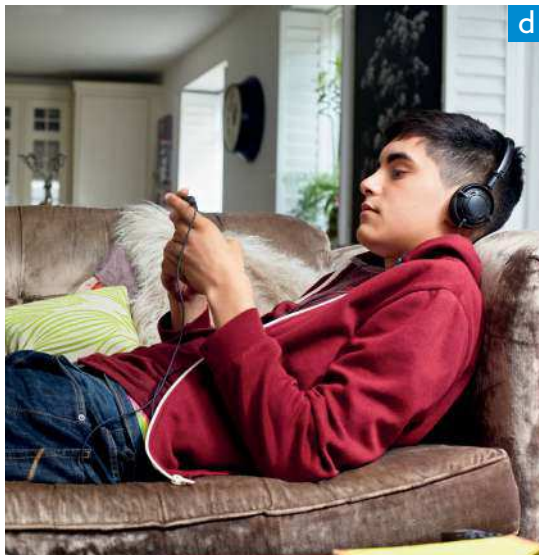
I'm sure that children won't have a long, healthy life if they eat junk food.

I prefer to ⁽⁸⁾ _____

LISTENING FOR MAIN IDEAS



c



d

PRONUNCIATION FOR LISTENING

SKILLS

Attitude and emotion

To understand a speaker's message, it is necessary to understand their attitude – what they are thinking or feeling. This is especially important in discussions, in which speakers might have different attitudes about a topic.

You can often learn about a speaker's attitude from the sound of their voice. When a speaker is expressing strong feelings, their voice often goes up and down more than usual. Listen to the difference in the way the speaker says this sentence:

5.3

I'm really surprised about that.


I'm really surprised about that.

I'm really surprised about that!

In the first sentence, the speaker's voice does not go up or down very much. He does not have strong feelings.

In the second sentence, the speaker's voice goes down. He feels upset.

In the third sentence, the speaker's voice goes up. He feels excited.

5  **5.4** Listen to the extracts. How do you think each speaker feels about what they are saying? How do you know?

1 I'm really happy about this new research!

The speaker feels _____. I know this because _____

2 There's no question that happy people live longer.

The speaker feels _____. I know this because _____

3 It's ridiculous to get too worried about healthy eating and exercise!

The speaker feels _____. I know this because _____

4 He certainly never went to a gym.

The speaker feels _____. I know this because _____

5 There's no doubt that bad health habits increase the chances of getting a serious illness.

The speaker feels _____. I know this because _____

Listening for attitude

You can also identify a speaker's attitude by listening for their use of:

Adjectives

A positive adjective used with a sarcastic intonation can express a negative attitude.

I'm afraid I lost your gym membership card.

Well, that's just great! (Great is usually a positive adjective, but here the speaker is not happy.)


Rhetorical questions

A rhetorical question (a question you are not expected to answer) is sometimes used to express a negative attitude.

So, you didn't enjoy the yoga class?

What do you think? (The rhetorical question makes it clear the speaker did not enjoy the class.)

But be careful! Rhetorical questions do not always express a negative attitude. Listen to the intonation to decide if the speaker has a negative attitude.

6  **5.5** Work with a partner. Listen to the extracts and look at the audio script on page 215. Then, discuss the questions.

- 1 Is the attitude of each speaker positive or negative?
- 2 What tells you their attitude – adjectives, rhetorical questions, intonation or a combination of these?

POST-LISTENING

Identifying references to common knowledge

Common knowledge means ideas which most people know about. Speakers often refer to common knowledge to make their arguments stronger and persuade other people that they are right. To express common knowledge, use phrases such as:

It's common knowledge that ...

There is no doubt that ...

Everyone knows that ...

Most people think that ...

There is no question that ...

Sometimes speakers use these phrases with ideas which may not be completely true or which may not be shared by everyone, to persuade the listener that they are right.

7 Work with a partner. Look at the sentences. Do you agree with each statement? Why / Why not? Discuss your opinions.

- 1 **Most people think that** if they eat healthy food, they'll have a long, healthy life.
- 2 **There is no question that** happy people live longer.
- 3 **There is no doubt that** bad health habits increase the chances of getting a serious illness.
- 4 **Everyone knows that** exercise makes us happier.

DISCUSSION

8 Work with a partner. Discuss the questions.

- 1 Do you think your lifestyle is healthy? Why / Why not? What could you do to make your lifestyle healthier?
- 2 Do you know any very old, healthy people? What kind of lifestyle do they have?
- 3 If you want to have a healthy lifestyle, what do you think are the most important things to do?

9 Work with a partner. Do you agree or disagree with the statement below? Discuss your opinions and give reasons for them.

There are more important things than a healthy lifestyle if you want to live a long life.



 LANGUAGE DEVELOPMENT

PHRASAL VERBS

GRAMMAR

Phrasal verbs are two- or three-word verbs. They consist of a verb and one or two particles (small words like *up*, *out*, *in*). It is not always easy to understand the meaning of a phrasal verb by focusing only on the meaning of the verb and the particle(s). The parts together often have a completely different meaning than the individual parts.

When you see a phrasal verb that you do not know, try to work out its meaning from the context.

I *ran into* my old friend Henry at the gym. I was surprised to see him after so many years.

The words *surprised* and *see him* can help you figure out that the phrasal verb *run into* means *to meet someone you know when you are not expecting to*.

Phrasal verbs are very common in informal, spoken English. Try to memorize any new phrasal verbs and use them when you speak.

- 1 Look at the sentences. Underline the phrasal verb in each sentence.
 - 1 If you want to lose weight, you should cut down on fatty foods.
 - 2 Last winter, I came down with four colds. I hope I'm healthier this year!
 - 3 I want to try something new. Maybe I'll take up tennis.
 - 4 Tim is going to try out for the football team. I don't think he'll make it, though – he's not a great player.
 - 5 No matter how good their genes are, these children will not be able to enjoy a long and happy life unless they give up crisps, chocolate bars and sugary drinks.
 - 6 Why don't you sign up for a yoga class? Yoga is good exercise and it helps you relax.
 - 7 Would you like to join in the game? You can be on our team.
 - 8 It took me a long time to get over the flu. I was ill for two weeks.
- 2 Work with a partner. Discuss the questions.
 - 1 What do you think the phrasal verbs in Exercise 1 mean?
 - 2 What words in the context helped you work out the meanings?



3 Write the phrasal verbs from Exercise 1 next to the correct definitions.

- 1 _____ to get an illness, especially one which is not serious
- 2 _____ to stop a habit, often because it is unhealthy
- 3 _____ to agree to become involved in an organized activity
- 4 _____ to become involved in an activity with other people
- 5 _____ to compete for a position on a sports team or a part in a play
- 6 _____ to become healthy again after having an illness
- 7 _____ to start doing a particular job or activity
- 8 _____ to eat or drink less of something

4 Complete the questions with phrasal verbs.

- 1 Have you ever _____ a bad habit, like eating chocolate?
- 2 Have you ever had a cold or the flu? How long did it take you to _____ it?
- 3 Have you ever _____ for exercise classes or for a gym membership?
- 4 Have you _____ any new activities in the past few years?
- 5 Have you ever _____ for a team?
- 6 Are there any foods which you want to _____? Why do you want to eat less of these foods?

5 Write a follow-up question for each of the questions in Exercise 4.

- 1 *What did you give up?* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

6 Work with a partner. Ask and answer the questions in Exercise 4. Ask your follow-up questions to find out more information.