

11 A healthy future

Unit profile

Vocabulary: Health and illness

Reading: We will live for 1,000 years

Grammar: *will* and *be going to*

Vocabulary: Illnesses and injuries: verbs

Writing: An online comment

Warmer

Write *Healthy* on the board and elicit its meaning (physically strong and well).


Put students into small groups and ask them to make a list of as many ways to be healthy as they can. Tell them not to repeat ideas (e.g. doing exercise only counts as one idea, so they shouldn't just make a list of different sports. Other ideas may include eating healthy food, drinking lots of water and getting plenty of sleep). Stop the activity after two or three minutes and ask each group to read out their list to find a winner. Award a single point for each correct answer, and double points for any ideas that no other team has thought of.

Your profile

This unit focuses on illness and injury, so try to keep the focus on common, non-serious illnesses and injuries to avoid making anyone feel uncomfortable.

Model the activity by telling the class about yourself. Say, for example, 'I'm quite healthy. I eat a lot of vegetables and I do some exercise every day'. Invite different students to answer the first question. You could write *not very*, *quite* and *very* on the board to help them. Ask for a show of hands for the second question. Divide the class into small groups, each with a student who has broken an arm or a leg or with a student who knows someone who has broken a part of their body. Feed back as a class.

VOCABULARY Health and illness

1  **1.39** Books closed. Put students into pairs and ask them to make a list of ten parts of the body. Feed back as a class and write the body parts on the board.

Books open. Ask students to look at the words in the box and check meaning. Call out each one and get the class to point to the corresponding part of their own body. Drill pronunciation, paying attention to *ankle* /'æŋkl/, *elbow* /'elbəʊ/ and *throat* /θrəʊt/.

In pairs, students match the body parts to the picture. Ask them to compare their answers with another pair. Play the recording for them to check answers. Point to the corresponding parts of your own body and ask students to call out the names of the correct body part.

Audioscript

Narrator: a	Narrator: f
Speaker 1: forehead	Speaker 1: knee
Narrator: b	Narrator: g
Speaker 1: chin	Speaker 2: shoulder
Narrator: c	Narrator: h
Speaker 2: throat	Speaker 2: ankle
Narrator: d	Narrator: i
Speaker 2: finger	Speaker 1: thumb
Narrator: e	Narrator: j
Speaker 1: elbow	Speaker 1: toe

Answers

a forehead **b** chin **c** throat **d** finger **e** elbow
f knee **g** shoulder **h** ankle **i** thumb **j** toe

2 Tell students to look at the examples in the table. Monitor and help as they complete it in pairs. Ask three different pairs to read out their lists (one for *Head*, one for *Leg* and one for *Arm*) and check the class agrees before confirming answers.

Direct students to the words on the board from exercise 1. Ask them to add any other words to the table if they fit in the columns. If they don't fit, tell them to create a new heading, e.g. *Body*.


Extension activity

Play 'Simon says'. Give instructions to the class. Say, for example, 'Simon says touch your forehead'. Indicate that when you give the instruction, they should touch the corresponding part of their body.

Give some instructions without saying 'Simon says'. Say, for example, 'Touch your knee'. Any students who follow an instruction without *Simon says* is out of the game. The winner is the final student remaining.

Answers

Head: forehead, throat
Leg: knee, toe
Arm: finger, shoulder, thumb

3  **1.40** Ask 'When was the last time you were ill? What was wrong?' Then say 'I cut my finger when I was making dinner last night and it's sore! Have you ever had an accident? Have you ever had a sports injury?' and invite different students to share their stories.

Tell them that they are going to listen to three different conversations about people who are not well.

Ask students to look at the three sentences and elicit what goes in each gap (a name). Write *Sam*, *Kelly* and *Josh* on the board. Play the first conversation and pause for students to say which sentence they think matches what they've heard, a, b or c. Repeat the process for the remaining conversations.

Audioscript

Narrator: One

George: Hi, Sam. Do you fancy watching a film this evening?

Sam: Oh, no thanks. I played two tennis matches yesterday and I've got aches everywhere – my arms, my legs, my feet – everything hurts! I'm going to be asleep by nine o'clock!

Narrator: Two

Pedro: Hi Kelly. Are you OK? I heard you fell over at school yesterday. What happened?

Kelly: Oh, it was really stupid. I was running along a corridor at school. Suddenly, this girl walked out of a classroom and I ran straight into her.

Pedro: So, how are you?

Kelly: Well, I've got a headache, and I've got a cut inside my mouth. That's a bit sore. And I think I need to go to the dentist. I've got toothache.

Pedro: Oh, dear. And what about the other girl?

Kelly: She hurt her nose, but it isn't broken. She's going to be all right.

Narrator: Three

Dora: Are you OK, Josh? You look really tired.

Josh: Yeah, I'm not feeling great, actually, Dora. I feel really hot – I think I've got a fever.

Dora: Maybe you're getting a cold. Have you got a sore throat?


Josh: Yeah, I've got a sore throat and a cough, and last night I had earache, too.

Dora: It sounds like you should be at home in bed! I had a headache last night too.

Josh: Yeah, I think you're right. I hope it's just a cold, and not flu!

Answers

a Josh b Kelly c Sam

- 4**  **1.40** Put students into small groups to make a list of illnesses and injuries. Tell them to write down as many as they can in one minute. Find out which group has the longest list and invite them to come and write it on the board. Elicit any other illnesses or injuries and add these to the list. Leave the list on the board, as you will need it in exercise 5.

Ask students to compare the words on the board to the words in the box. Drill pronunciation, paying attention to *cough* /kɒf/ and *stomach ache* /'stʌm.ək ,eɪk/, and check meaning by asking students to mime the illnesses or injuries.

Tell them to complete the sentences using the words, and then play the recording for them to listen and check. Ask 'Which word don't you need? What does it mean?' (*stomach ache* means pain in your stomach).

Answers

- 1 aches
- 2 a cut; sore; toothache
- 3 broken
- 4 a fever
- 5 a cold
- 6 a cough; earache; flu

- 5** Nominate two students to read out the example conversation and draw attention to *Me too*. Ask 'Which tenses are used? Why?' to review the present perfect (*I've had*) used to talk about experiences in our life and past simple (*I had*) used to say exactly when something happened.

Remind students to use the list of illnesses and injuries on the board to talk about their own experiences. Monitor and join in as they discuss the questions in pairs.

Invite pairs to talk about their illnesses and injuries. Then ask the class to raise their hands if they have suffered from the same ones. Make a record of how many students raise their hands next to each illness or injury on the board.

- 6** Tell students to look at the chart and ask 'What does it show?' (how many students have had different illnesses or injuries), 'What are the numbers on the left?' (number of students) and 'Why are the bars different heights?' (more students have had stomach ache than a broken arm, for example).

Put students into groups of four to make a similar chart about their group. Tell them to choose four of the injuries or illnesses. Each student is responsible for asking questions about one of the illnesses or injuries, e.g. 'Have you ever broken your arm?'

Invite a spokesperson from each group to stand up, show the class their chart and talk about it.


READING

- 1** Tell students to look at the text without reading it and elicit what kind of text it is (an online news article). Refer them to the title and ask 'Is this about now or the future?' (the future), 'How long do people generally live now?' and 'Who's the oldest person you know? How old are they?'

Set a short time limit for students to read the text quickly to find out what de Grey's ideas are (He believes that humans will live for 1,000 years). Ask them to scan the comments and take a class vote on whether the answer is Simone, Hannah or Damian.

Answer

Damian's (He says 'I think de Grey is right')

- 2**  **Preliminary** Reading and Writing, Reading Part 3 (True/False) tests students' ability to read a text quickly to find specific information. It consists of a long text and ten True/False questions. Students scan the text and say if each sentence is true or false.

Ask students to read the sentences and decide which ones they think are correct and which are incorrect before they read the article again. Check understanding of *usually* (in the way that most often happens), *already* (before now) and *soon* (after a short period of time).

Students then read the article and check their answers. Tell them not to worry about any words they don't know at this point.

Invite different students to read out a sentence, say whether it is correct or incorrect and correct any false sentences.

Answers

- 1 Incorrect. In 1900, many people died at the age of about 50.
- 2 Incorrect. Most cars last 10–15 years.
- 3 Incorrect. Scientists are now inventing drugs that can completely repair old or damaged parts of our bodies.
- 4 Correct
- 5 Incorrect. He predicts that people are going to start taking them in the next few years.
- 6 Incorrect. There will still be accidents and other causes of death.

- 3 Ask students to read the three comments. Invite more confident students to give a quick summary of what each person says.

Tell them to read the statements and choose the correct answers. Ask them to compare their answers with a partner and invite different students to feed back to the class, explaining why they think it is the correct answer.

Answers

1 C 2 A 3 A

- 4 Ask students to work with a partner and decide what the highlighted words mean from the context. Invite different students to give their definitions.
- Ask students to match the meanings to the highlighted words. Check answers.
- Check understanding of any other new words in the text. Encourage other students to provide definitions if they can. New words may include *diseases* (an illness caused by an infection or by a failure of health and not by an accident) and *definite* (clear and obvious).

Answers

1 inventing 2 alive 3 owners 4 cure 5 for ever 6 warns

Talking points

Discuss the article as a class. Ask 'Do you agree with Dr de Grey's ideas? Why / Why not?' Take a vote on which of the comments students agree with.

Monitor and join in as students discuss the questions in pairs. Give positive feedback for interesting ideas. Then put pairs together to form groups of four to discuss the questions again.

Share some ideas as a class and find who would like to live to be 1,000 and why / why not.

EP Word profile

Ask students to read sentence 1 and ask 'What does *for* mean?' (it is used to show an amount of time, e.g. 1,000 years). Tell them to read sentences 2 and 3. Ask 'Does *for* mean the same here?' (sentence 2 = yes; sentence 3 = no). Ask 'What does *for instance* mean?' (for example). Ask students to write three more sentences using *for* with a period of time, *for ever*, and *for instance*. Invite different students to read out their sentences for the rest of the class to say whether they have used *for* correctly. Monitor as students complete the exercises on page 125. Check answers.

Answers

1 for instance 2 for sure 3 for sale 4 for fun 5 for ever

Cooler

Write these prompts on the board: *cars, houses, students, mobile phones, food*. Then write these time expressions: *in 2020, in 100 years, in 1,000 years*. Students work in small groups to make predictions about the prompts using each of the time expressions. Provide an example first. Say, for example, 'In 2020, cars will be the same as they are now. In 100 years, they will be much faster and cleaner. In 1,000 years, cars will be able to fly!' Monitor and join in with the discussions, helping with ideas and language where necessary.

GRAMMAR *will* and *be going to*

- 1 Books closed. Ask students to say what they remember about the article. Confirm their answers by repeating them back using *will* or *be going to* where appropriate, e.g. 'People will live to be 1,000 years old' and 'Drugs are going to help us to stay young and healthy.'

Books open. Tell students to read the four sentences and look at the future forms in bold carefully. Ask them what they think the difference is between *will* and *be going to*. Put students into pairs to match the rules to the sentences. Check answers.

→ Grammar reference Student's Book page 148

Answers

1 a 2 d 3 c 4 b

- 2 Books closed. See if students can remember the rules for *will* and *be going to*. Books open. In pairs, ask them to choose *will* or *be going to* in each of the sentences. Monitor and help as they are working. Invite different students to read out the completed sentences. See if the class agrees, and encourage stronger students to explain why they chose their answer.

Answers

1 will 2 'll make 3 'm going to have 4 's going to rain
5 'm going to go 6 will find

- 3 Ask students to look at the first picture and elicit a sentence using *will* or *be going to*. Repeat the process with the other three pictures.

Tell students to look at the four sentences and complete them using the correct forms. They do this individually and then check their answers in pairs. Invite different pairs to read out the completed conversations. Invite the class to say whether the future form is correct or not and why. Ask them to correct any errors.

Answers

1 won't have 2 'm not going to come 3 'll help
4 're going to crash

- 4 Ask students to read the questions. Elicit which future form is used in each question and why.

Students work individually to make notes to answer the questions. Encourage them to think of reasons why where appropriate.

Ask students to work with a new partner. Tell them to number the questions 1–5 in terms of how interesting they are. They ask and answer the questions, starting with the most interesting one. Monitor and join in with the discussions. Give positive feedback for interesting answers and the correct use of *will* and *be going to*.

Invite pairs to ask and answer each question in front of the class.

Fast finishers

Ask fast finishers to match the questions to the rules in exercise 1. They can explain them to the class after feedback to exercise 4.

Corpus challenge

Put the students into pairs to correct the sentence. Tell them to check with the rules if they are not sure. Nominate a student to give the correct version and explain why *going to* is used (to talk about a decision that has already been made).

Answer

I think we are (we're) going to go shopping at the weekend.

Extension activity

Before class, make several sets of cards with the following sentences written on them: *I'm hungry! / I'm thirsty! / I've got a headache. / I've got to get up early tomorrow. / There's no food in the fridge! / I've cut my finger. / I can't find my phone. / I haven't got any money. / I'm too hot! / My bedroom is really dirty.*

Put students into pairs. They place the cards face down and take turns to pick a card up and read the sentence aloud.

Their partner makes an appropriate response using *will* or *be going to*, for example, *I'll get you a drink. / I'm going to tidy my bedroom this afternoon.*

Students play a second round, responding to the cards they didn't respond to in the first round.

Alternatively, write the sentences on the board for students to work through in pairs. In feedback, read out each sentence and invite different students to respond.

VOCABULARY Illnesses and injuries: verbs

- 1 Elicit the illnesses and injuries vocabulary from page 64. Write a list on the board without the verb (for example, *sore throat, a leg*).

Ask students to look at the verbs in the box and decide as a class which verbs go with each of the words 1–3. Tell them that it may be possible to use more than one verb per word.

Then ask them to look at the list on the board. Call out each of the verbs in turn, e.g. *break*, and invite different students to come and write it next to any illness or injury it goes with.

Answers

1 catch, get, have 2 feel, get, be 3 break, cut, hurt, injure

- 2 Ask students to look at the example sentence and point out that the verb *catch* isn't used with *better*.

Put students into pairs to decide which two answers fill each gap. Ask them to compare their answers with another pair. Invite pairs to read out their sentences with the two alternatives.

Answers

1 b, c 2 a, c 3 a, b 4 a, c 5 a, c 6 b, c

- 3 1.41 Tell students they are going to listen to Matt, who is ill. Set a short time limit for them to complete the gaps in pairs before they listen. You may need to explain *exhausted* (very tired) and *medicine* (a substance used to cure an illness or injury).

Play the recording for them to listen and check their answers. In feedback, ask different students to read out the text sentence by sentence.

Audioscript

I'm at home because I've got flu. I was feeling a bit ill at the weekend and now I'm exhausted. My sister's got flu too, so maybe I caught it from her. I've got a fever at the moment, and aches in my arms and legs. I've taken some medicine and my mum says I'll feel better soon.

Answers

1 was feeling 2 's got 3 caught 4 've got 5 feel

WRITING An online comment

- 1 Ask students to look at the pictures and to guess the theme of the Writing section.

Put them into small groups to discuss the question. Invite different students to talk about a member of their group and ask the class to guess who it is.

- 2** Tell students to read Oscar's question. Ask 'Who is he asking for advice?' to elicit that this is an online comment. Students discuss their ideas in pairs before feeding back as a class.

Answers

How to keep fit over the summer.
Students' own answers.

- 3** Set a short time limit for students to read the replies and find out whether their own ideas are mentioned. Ask 'Which idea do you like best? Why?' and discuss ideas as a class.
- 4** Ask students to read the replies again and find phrases for making suggestions. Tell them to read the phrases in the *Prepare* box to check their ideas.

Answers

- 1** Why don't you ...? **2** Maybe you could ..., remember to ...
3 You should definitely ..., what about ..., don't forget to ...

- 5** Students complete the exercise in pairs, referring to the replies and the *Prepare* box to help them. Nominate a student to read the first completed sentence and name another student to read out the next sentence. Continue until all the sentences have been read out.

Fast finishers

Ask fast finishers to write another sentence with a missing word for another fast finisher to complete. They can read their gapped sentences aloud for the class to complete.

Answers

- 1** What **2** Why don't **3** could **4** should **5** Remember
6 Don't

- 6** Students work in pairs to correct the mistakes. Feed back as a class, encouraging students to explain why the sentences are incorrect.

Answers

- 1** Maybe you could go to your local swimming pool.
2 What about signing up for a summer camp?
3 You should definitely try to do some exercise every day.
4 Don't forget to warm up before you go running.
5 Why don't you look online to find sports clubs in your area.

- 7** In *Preliminary* Reading and Writing, Writing Part 2, students write a short message of between 35 and 45 words, e.g. a postcard, note or email. They are given a short text, including three content points, to respond to.

Students are assessed on their communication of these three points and on the clarity of their message. Give students time to think of something exciting that Oscar could do. Monitor and help as they write their reply. Remind them to use phrases from the *Prepare* box and to check their work for spelling and grammar mistakes.

Invite different students to read out their replies and ask the class which idea they like best.

Cooler

Books closed. Consolidate the verbs used when talking about illnesses and injuries. Divide the class into small groups.

Read out the sentences from exercise 2 on page 66 saying *beep* for the missing word. Give students ten seconds to decide what the missing word is. Award a point for each correct answer to find the winning team.

Project

Ask students to imagine what school life will be like in the future. Tell them that it is the year 3000.

Put students into small groups to discuss:

- what they will wear
- what lessons they will have
- what the classroom will be like
- what facilities the school will have
- what technology they will use
- what food they will eat at lunchtimes

Monitor and encourage students to use their imaginations. Tell them to make notes about each point. Students work in their groups to prepare a PowerPoint presentation based on their predictions.

Make each student responsible for one of the ideas, preparing one or two slides about it. Remind them to use *will* (or *be going to* where appropriate) to talk about their ideas.

Remind them to add pictures to some of the slides. In the following class, groups give their presentations. Students should listen and say whether they think the ideas will happen or not and why.

Teacher's resources

Student's Book

Grammar reference and practice page 148
Vocabulary list page 132

Video

Healthy future

Workbook

Unit 11, page 44

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks