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?

<table>
<thead>
<tr>
<th>alert</th>
<th>beneficial effect</th>
<th>carbohydrates</th>
<th>detrimental effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>enhance</td>
<td>in moderation</td>
<td>intake</td>
<td>nutrients</td>
</tr>
<tr>
<td>nutritious</td>
<td>obesity</td>
<td>protein</td>
<td>refined sugar</td>
</tr>
<tr>
<td>relieve stress</td>
<td>sedentary lifestyle</td>
<td>unprocessed</td>
<td>well-being</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Stay active and get exercise. Studies suggest that a (12) __________ (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) __________ your mood and help you stay (14) __________ throughout the day.

Relax. Activities such as yoga or meditation or taking deep breaths can (15) __________ 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) __________.

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 _________, which can have a detrimental effect on the health of young children.
4) _________, people who have a sedentary lifestyle should _________.
5) Foods such as _________ are full of nutrients.

Unit 9 A Healthy Life
LISTENING

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

Is drinking coffee bad for you?
Is it OK to skip breakfast?
Should you exercise every day?
Is chocolate really a superfood?
Can exercise improve your mood?

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?

Work in pairs. Match the topics with the statements.

Can exercise improve your mood?
Is drinking coffee bad for you?
Is chocolate really a superfood?
It can make you feel less stressed.
It has both beneficial and detrimental effects.
You may end up with a less healthy alternative.

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

GRAMMAR Relative clauses with prepositions

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.
2. Exercise can relax you, wake you up, and give you confidence, which are all really important.
3. Find an activity you’re interested in.

Relative clauses with prepositions

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

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.

Complete the article with these relative expressions.

all of whom both of which half of whom
of which many of which

According to World Health Organization (WHO) estimates, physical inactivity accounts for 3.2 million deaths globally, (1) __________ could be prevented by more active lifestyles. Other studies have shown that inactivity is a major factor in many illnesses, (2) __________ 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) __________ 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) __________ people are the least active are higher income countries; inactivity is linked to insufficient exercise in free time and a sedentary lifestyle, (5) __________ are more widespread in the developed world. The WHO makes specific recommendations for children aged between five and seventeen, (6) __________ should do at least 60 minutes of moderate to intense physical activity daily. The organization suggests a number of ways (7) __________ children can get exercise, including games, sports, and household chores, (8) __________ can be easily included in a more active daily routine.

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.
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 -ible usually have a corresponding verb (e.g., enjoy — enjoyable, afford — affordable), but adjectives ending in -able often do not (e.g., homely, viable).

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. A reusable bag can be easily constructed / reached.
6. A plausible excuse can be believed / forgiven.

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


a goal b battery c bottle d coat e disease f energy g error h trip i life jacket j razor

1. Choose the correct verb (e.g., enjoy — enjoyable, afford — affordable), but adjectives ending in -ible usually have a corresponding verb (e.g., enjoy — enjoyable, afford — affordable), but adjectives ending in -able often do not (e.g., homely, viable).

2. 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.

Okinawa, Japan, consists of 161 small islands some 1,300 km (800 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 moshita—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

We read the article and check your ideas. Which statement best summarizes the article?

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.

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.

1. People live longer than average in Ikaria and Okinawa.
2. Many Ikarians have a vegetarian diet.
3. In Ikaria, all generations work together to fund and organize local festivals.

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 also a counterpoint?
• Can you check it?
• When was the article written? Has the information been updated?

1. In Ikaria, all generations work together to fund and organize local festivals.
2. Many Ikarians have a vegetarian diet.
3. In Ikaria, all generations work together to fund and organize local festivals.

Unit 9 A Healthy Life

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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.
   a. Use a plural noun without an article to refer to a group in general.
   b. Use an uncountable noun without an article to refer to the concept in general.
   c. Use the with an uncountable noun to make it specific, often with a phrase that specifies it.
   d. Use the with a singular noun in more formal contexts to refer to all examples of the noun.
   e. Use a/an to refer to a single example of a group.
   f. Use the with certain adjectives to refer to a group of people.

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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Checkup</th>
<th>Cure</th>
<th>Diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise</td>
<td>Health</td>
<td>Illness</td>
<td>Life</td>
</tr>
<tr>
<td>Medicine</td>
<td>Scan</td>
<td>Well-being</td>
<td>Youth</td>
</tr>
</tbody>
</table>

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) ________ 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) ________ immune system. Nowadays it takes the form of giving (8) ________ information on how to live (9) ________ 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.

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) ________ wrist like (3) ________ watch, record (4) ________ data on (5) ________ person’s activities (e.g., calories burned, steps taken, hours of sleep). This is then transmitted to (6) ________ app on their smartphone. (7) ________ studies have found that in some cases, using (8) ________ wearable technology can lead to (9) ________ increase in (10) ________ physical activity of up to 25 percent and (11) ________ 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 free, online tool which can help you create daily personalized diet. Just type in information about your age, weight, and health goals.
2 This is wearable electronic device that measures air pollution and gives warning on your smartphone when you should go inside.
3 Research is being conducted in order to develop smart contact lenses that monitor user’s blood-sugar level. Lenses then send data to person’s smartphone and their doctor.
4 This is small recorder that is inserted under skin to record 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? 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.
• 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 of exercise
- giving to other people
- focusing on positive emotions
- having a clear purpose
- self-acceptance
- being part of something bigger
- learning new things
- strong relationships

- Young runners check their fitness trackers before a run.

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

KENNETH SHINOZUKA

I. 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) ____________ experienced firsthand (2) ____________ struggles (3) ____________ caring (4) ____________ Alzheimer's patient. Growing up (5) ____________ family (6) ____________ three generations, I've always been very close (7) ____________ my grandfather.

   1. As the number of Alzheimer's patients ____________ overwhelming societal challenge.
   2. When I was ____________ suddenly got lost.
   3. My aunt ____________ the bed.

II. WATCH

1. Work in pairs. Discuss the questions.
   1. What do you know about Alzheimer's disease?
   2. What challenges might people who care for those with Alzheimer's face?

2. Watch Part 1 of the talk. Are the sentences true, false, or not stated?
   1. Alzheimer's disease is currently the biggest health problem among old people in America.
   2. By the middle of this century, there will be twice as many Alzheimer's patients as now.
   3. Kenneth's family did not know his grandfather had Alzheimer's until he got lost.
   4. His grandfather's illness has gotten worse in the last two years.
   5. Kenneth was worried about both his grandfather and his aunt.
   6. Kenneth's invention involves sending a signal from a sock to a smartphone.
   7. Kenneth wanted his grandfather to be able to sleep better.

3. Watch Part 2 of the talk. Number the statements in the order that Kenneth mentions them.
   1. As the number of Alzheimer's patients ____________ overwhelming societal challenge.
   2. When I was ____________ suddenly got lost.
   3. My aunt ____________ the bed.

   Kenneth was too young to implement his plan.
   An elderly friend was badly hurt in a fall.
   Kenneth designed a system to detect falls.

4. 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.
   1. He created a sensor to put on patients' feet ____________
   2. He designed an electric circuit ____________
   3. He coded a smartphone app ____________

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

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

   Kenneth ____________ design two different devices, one to fit inside a ____________, and the other was intended to be worn on the patient's ____________ feet.

   a. one
   b. to fit inside
   c. was designed to be worn
   d. three
   e. feet

   Kenneth has tested his invention at residential homes and now hopes to make it into a ____________.

   a. product
   b. 100 percent
   c. 100 percent
   d. out of bed
   e. at night

   He is now conducting research into ____________ this has inspired him to use ____________, a skill he has learned from an online tutorial.

6. Vocabulary in context
   a. Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

   - 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

III. CHALLENGE

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?

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

IV. MY PERSPECTIVE

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

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Unit 9 A Healthy Life

112
**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

5. **SPEAKING  Talking about proposals**

6. Work in pairs. Look again at the proposal on page 153. Can you think of any potential problems or issues with it?

7. Listen to someone describing and answering questions about the proposal. What three issues or potential problems are mentioned? What solutions are proposed?

8. Listen again. Which expressions from the Useful language box do you hear? How did the speakers respond enthusiastically to suggestions?

9. **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?
      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.

10. Work in pairs. Use phrases from the Useful language box to respond to these comments on the proposal on page 153.

11. 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.