

Unit 1

A long and healthy life

This unit includes:

LANGUAGE

Pronunciation

Strong and weak forms of auxiliary verbs

Vocabulary

Words and phrases related to health and fitness

Grammar

Past simple vs. Present perfect

SKILLS

Reading: Reading for main ideas and specific information in an article about living a long and healthy life

Speaking: Giving instructions for an exercise routine

Listening: Listening for main ideas and specific information in a TV chat show about food and health

Writing: Writing a short message

COMMUNICATION AND CULTURE / CLIL

Everyday English

Offering help and responding

CLIL

Bacteria and viruses

PROJECT

Designing a poster about a healthy habit

I GETTING STARTED

A healthy lifestyle

1 Listen and read.

Mark: Hi, Nam!

Nam: Hi, Mark! Long time no see. How are you?

Mark: I'm fine, thanks, but you look so fit and healthy! Have you started working out again?

Nam: Yes, I have. I've also stopped eating fast food and given up bad habits, such as staying up late.

Mark: I can't believe it! I thought you can't live without burgers and chips!

Nam: I know. I ate a lot of fast food, but now I prefer fresh fruits and vegetables.

Mark: So what happened?

Nam: Well, it was my grandfather. I visited him during my last summer holiday and have learnt a lot of important life lessons from him.

Mark: Really?

Nam: Yes. He's a wonderful person. He has just had his 90th birthday, but he's still full of energy!

Mark: Amazing! How does he stay so active?

Nam: Well, he does exercise every morning, goes to bed early, and eats a lot of vegetables. We spent a lot of time together cooking, working in his garden, and walking in the parks. I've learnt from him that taking regular exercise and eating a balanced diet are the key to a long and healthy life.



- 2 Read the conversation again and decide whether the following statements are true (T) or false (F).

	T	F
1. Nam has always had healthy habits.		
2. He has learnt the importance of exercise and healthy food.		
3. Nam's grandfather goes to sleep early, exercises every day, and eats healthily.		

- 3 Fill in the blanks to make phrases from 1 with the following meanings.

- full of _____ having the strength and enthusiasm we need for physical or mental activity
- bad _____ things we often do that are not good for our health
- _____ physical or mental activity that we do frequently to stay healthy
exercise
- _____ the correct types and amounts of food that we need to stay healthy
diet

- 4 Complete the text based on the conversation in 1. Use the correct forms of the verbs in brackets.

In the past, Nam (1. eat) _____ fast food and often stayed up late. But he (2. start) _____ eating healthy food and (3. give) _____ up bad habits. He has changed his lifestyle since he (4. visit) _____ his grandfather, who (5. just, celebrate) _____ his 90th birthday.

II LANGUAGE

Pronunciation

Strong and weak forms of auxiliary verbs

Remember!

- Auxiliary verbs at the beginning of Yes/No questions do not receive stress and are pronounced in their weak forms.
- At the end of short answers, they often receive stress and are pronounced in their strong forms.

- 1 Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practise saying them.

Weak forms	Strong forms	Weak forms	Strong forms
Do you ...? /də/	I do. /du:/	Could we ...? /kəd/	We could. /kud/
Does she ...? /dəz/	She does. /dʌz/	Were they ...? /wə/	They were. /wɜ:/
Can I ...? /kən/	You can. /kæn/	Has he ...? /həz/	He has. /hæz/

Mark: Have you started working out again?
/həv/

Nam: Yes, I have.
/hæv/

Mark: Was it your grandfather who taught you?
/wəz/

Nam: Yes, it was.
/wɒz/

- 2 Work in pairs. Read these sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check.

- Does she exercise? – Yes, she **does**.
- Were you eating healthily? – Yes, I **was**.
- Do you eat vegetables? – Yes, I **do**.
- Can he get up early? – Yes, he **can**.

Vocabulary

Health and fitness

1 Match each word (1–5) with its meaning (a–e).

1 treatment (n)



a pieces of flesh in our body that allow the movement of our arms, legs, etc.

b something that helps to cure an illness or injury

4 suffer (from) (v)



2 strength (n)



c the quality of being physically strong

d to have a health problem

5 examine (v)



3 muscles (n)



e to look at someone's body carefully to find out if there is a health problem

2 Complete the following sentences using the correct forms of the words in 1.

1. The doctor _____ her carefully, but could not find anything wrong.
2. He is receiving _____ for his health problem.
3. Regular exercise can help you improve your muscle _____.
4. To build your _____, you can try lifting weights.
5. Nam can't sleep well. He is _____ stress.

Grammar

Past simple vs. Present perfect

Remember!

We use the past simple to describe:

- something that started and finished in the past.

*Example: You **did** a great job yesterday.*

- something that was completed in the past (often used with a time phrase).

*Example: We **lived** in Ha Noi when I was little. Now we live in Hai Phong.*

We use the present perfect to describe:

- something that started in the past, and is still happening now (often used with *since*, *for*, *so far*).

*Example: You **have done** a great job so far.*

- something that was completed in the very recent past (often used with *just* or *recently*).

*Example: We **have just moved** to Hai Phong.*

1 Put the verbs in brackets in either the past simple or the present perfect.

1. He (see) _____ the doctor yesterday.
2. She (suffer) _____ from a serious headache, but after treatment, she felt better.
3. Our living conditions (improve) _____ over the last few decades. Now people live much better.
4. The doctor (just, examine) _____ her. Fortunately, the treatment is working.

2 Work in pairs. Talk about what you do to keep fit and healthy. Use the past simple and the present perfect.

Example: I have exercised regularly for a year. I went swimming last weekend.

III READING

How to live a long and healthy life

1 Work in pairs. Look at the photos and discuss the questions.

Which photos show healthy habits?
Which ones show unhealthy habits?
Why?

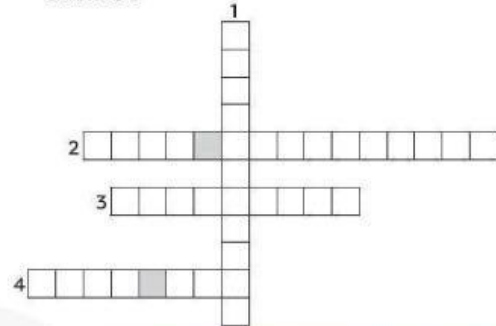


2 Read the article. Solve the crossword with words and phrases from it.

- DOWN**
1. (Section A, noun) the things from which something is made

ACROSS

2. (First paragraph before Section A, noun phrase) the number of years that a person is likely to live
3. (Section A, noun) things to keep a living thing alive and help it grow
4. (Section B, phrasal verb) do physical exercise



Life expectancy has generally increased over the past few decades, and some people enjoy a longer and healthier life than others. One possible explanation is that they have healthy lifestyle habits. So how can you develop these habits?

A. _____

Start by looking at food labels, paying attention to ingredients and nutrients, such as vitamins and minerals. Avoid having food with too much salt or sugar, such as fast food. Furthermore, add more fresh fruits and vegetables to your diet, and remember to eat a big breakfast and a small dinner.

B. _____

If you have not been very active, start exercising slowly, but regularly. To begin with, choose the type of exercise that is suitable for you. Then, start slowly, for example, by doing exercise for only 5 to 10 minutes a day. When your body is ready for more exercise, you can work out longer. Finally, exercise regularly to always keep your body fit and your mind happy.

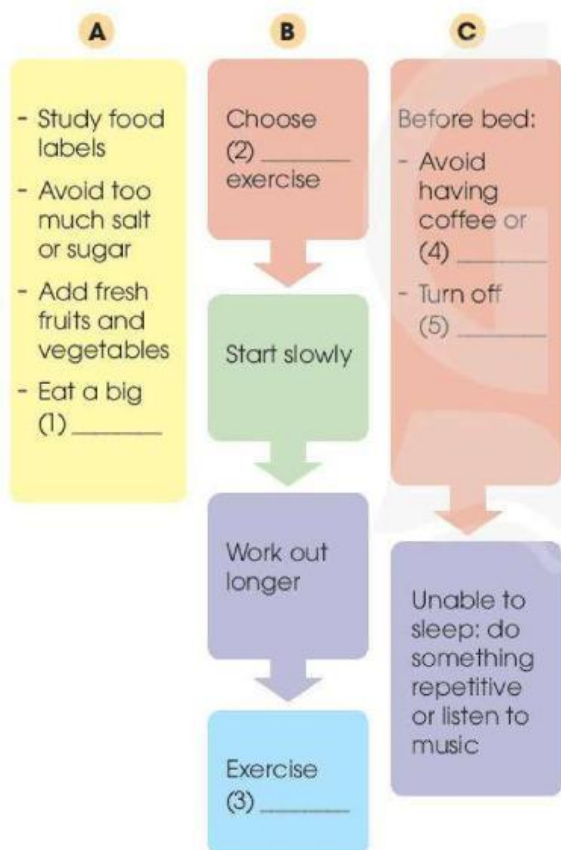
C. _____

A good night's sleep is very important. Before you go to bed, avoid having coffee or energy drinks. Exercise can help you have a better sleep, but avoid exercising right before bedtime. Never use your mobile phone or laptop in bed and turn off all your electronic devices at least 30 minutes before you go to bed. Their screens give off blue light that can prevent you from sleeping well. Finally, if you still can't fall asleep, do something repetitive or listen to some soft music to relax before trying to sleep again.

3 Read the article again. Match the sections (A–C) with the headings (1–5) below. There are TWO extra headings.

1. Eat better
2. Exercise regularly
3. Go to bed earlier
4. Develop healthy habits
5. Sleep well

4 Read the article again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.



5 Work in pairs. Discuss the following questions.

Do you find the advice in the article useful? Have you tried following any of the suggestions above?

IV SPEAKING

Giving instructions for an exercise routine

1 Look at the diagram. Match the two parts of each sentence to complete the instructions.



To do star jumps properly, you should follow four steps.

- | | |
|------------------|--|
| 1 To begin with, | a jump back to your starting position and repeat. |
| 2 Then, | b stand with your arms down at your sides and your feet slightly apart. |
| 3 As you jump, | c open your legs wider than your shoulders and move your arms out, creating a star shape while in the air. |
| 4 Finally, | d jump with your feet apart and your arms spread out. |

Tips

To give instructions, you should:

- start by introducing the process.
Example: To do press-ups properly, you should follow three steps./You can develop your arm muscles by doing some press-ups.
- sequence the steps, using linking words or phrases (e.g. *first, second, next, after that, as/when/while, finally*).
Example: First, lie on your stomach with your hands under your shoulders. Next, push up with your arms to lift your upper body.
- give one direction at a time.

- 2 Look at the 'How to burn fat' exercise. Fill in each blank with ONE word to complete the first part of the instructions.



You can burn fat by doing this simple exercise routine. (1) _____, do star jumps for 20 seconds. (2) _____, take a one-minute rest. (3) _____, stand on one leg for 10 seconds ...

- 3 Work in pairs. Practise giving the instructions for the rest of the exercise routine in 2.
- 4 Work in groups. Take turns demonstrating the exercise routine and giving instructions to the rest of your group so they can do the exercise with you.

V LISTENING

Food and health



- 1 Choose the correct meanings of the underlined word and phrase.

1. Regular exercise can increase your fitness.
 A. being healthy and physically strong
 B. being intelligent
2. To stay healthy, you should cut down on sugar and fast food.
 A. increase
 B. reduce

- 2 Listen to a TV chat show about teen health. Circle the topic of the show.

- A. Health products and fitness programmes for young people
 B. Food for skincare and brain development
 C. Healthy food for young people
 D. Food that can replace exercise

- 3 Listen again. Tick (✓) the food which is recommended in the talk.

Good for skin & brain	Good for bones & muscles
☐ food with a lot of sugar	☐ eggs
☐ white rice	☐ fish
☐ yoghurt	☐ butter
☐ lemons	☐ carrots
☐ green vegetables	☐ potato chips

4 Listen again and complete the sentences. Use ONE word for each answer.

1. Teens should avoid food that contains a lot of _____.
2. Green vegetables can help teens _____ better.
3. Food such as eggs and fish can help teens become taller and _____.
4. Eating a healthy diet can't replace _____.

5 Work in groups. Make a healthy meal plan for one day and explain why you have selected the foods.

VI WRITING

A short message

1 Below is a short message. Put the parts in the correct order.

- A. Can you bring some fresh mangos from your garden? We'll need them for one of the recipes.
B. Hi Linda,
C. How about coming to my house this Sunday? We can try some recipes from the book.
D. Thanks for lending me your book about healthy cooking. It's great!
E. See you soon,
F. Mai

Tips

We write short messages in the form of emails, notes, postcards, etc. A short message usually has the following structure:

1. Greeting: *Example: Dear/Hi Mary.*
2. Main body: (usually one line or paragraph for each of the points you want to make).
You can invite people to events, make suggestions, remind people about things, accept invitations, ask for information, etc. Remember to use clear and simple language, and short sentences.
3. Closing: *Example: See you soon, Write back soon.*

2 Write a sentence to express each message below. Begin with the words given.

1. You want to invite someone to your birthday party next week.
→ Why don't you come to my birthday party next week?
2. You want to suggest that someone should join the reading club with you.
→ How about _____?
3. You want to remind someone that he or she should return a book to the library.
→ Don't forget to _____.
4. You want to accept an invitation to your friend's birthday party.
→ I'm pleased to _____.
5. You want to ask if you have to dress formally for the party.
→ Do _____?

3 Write a short message (35–45 words) to reply to the one in 1. Use the tips in 1 and the expressions in 2 to help you.

In your message, you should:

- thank for and accept the invitation.
- ask what time you should go to Mai's place or suggest a time to meet.
- ask if you need to bring or buy anything else in advance.

VII COMMUNICATION AND CULTURE / CLIL

Everyday English

Offering help and responding

1 Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

- | | |
|-----------------------------|--|
| A. Can I help you with that | B. Is there anything else I can do for you |
| C. Thank you very much | D. Thanks, but I think I'm fine |

Trainer: Good morning. (1) _____?

Tam: Oh, please. I want to change the speed on this treadmill, but I don't know how.

Trainer: You can just press this button. Here, let me show you.

Tam: Oh, it's working. (2) _____.

Trainer: (3) _____?

Tam: (4) _____ now.

Trainer: Great! Have a good workout.



2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A is a PE teacher; Student B is a student. Student B is trying to do an exercise routine, and Student A is offering help.
2. Student B is a supermarket assistant; Student A is a customer. Student A is trying to find some healthy foods for his/her family, and Student B is offering help.

Useful expressions	
Offering help	Responding to offers
Can I give you a hand?	That's very kind/nice of you.
Can I help you with ...?	Thanks for your help.
Let me help you with ...	Thanks, but I think I'm fine.
Is there anything (else) I can do for you?	

CLIL

1 Read the text and complete the comparison table below.

BACTERIA AND VIRUSES

Both bacteria and viruses can cause diseases, but they are different in many ways.

Bacteria are living organisms. They can live in many places, such as soil, water, and the human body. The smallest bacteria are about 0.4 micron* in diameter. Some bacteria in our bodies are helpful, but some can cause infectious diseases such as tuberculosis** or food poisoning. Antibiotics are often used to treat infections caused by bacteria.



* 1 metre = 1 million microns

** a serious lung disease



Viruses are tiny germs that cause diseases in people, animals, and plants.

They can cause a range of illnesses, from the common cold or the flu to more serious diseases such as AIDS and Covid-19. As they are very small (0.02 to 0.25 micron), viruses can get into our bodies easily. They are not living things, so they need to enter our bodies to become active. Then, they start to grow and cause the infected cell to make millions of copies of the virus. Vaccines are often used to prevent the spread of diseases caused by viruses.

	Bacteria	Viruses
1. Living or not when entering the human body?		
2. Which is smaller?		
3. Examples of diseases they can cause		
4. How to treat/prevent diseases caused by them?		

2 Discuss in pairs. What would you say to these people?



I'm buying lots of antibiotics because I heard that they can treat Covid-19.

Bacteria are so dangerous. Scientists should find a way to get rid of them all!



VIII LOOKING BACK

Pronunciation

9 Circle the common pronunciation of the underlined auxiliary verbs. Then listen and check. Practise saying the conversations in pairs.

1. **Doctor:** Have you been examined yet?

A. /hæv/ B. /həv/

Nam: Yes, I have.

A. /hæv/ B. /həv/

2. **Trainer:** Can you do this exercise routine?

A. /kæn/ B. /kən/

Nam: Yes, I can.

A. /kæn/ B. /kən/

Vocabulary

Fill in each gap with ONE word. Use the words you have learnt in this unit.

- We need to (1) _____ down on fast food if we don't want to (2) _____ from heart diseases in the future.
- (3) _____ out regularly and having a (4) _____ diet are the key to a healthy lifestyle.
- Antibiotics are not used in the (5) _____ of diseases caused by viruses.

Grammar

Circle the underlined part that is incorrect in each of the following sentences. Then correct it.

1. My grandfather has gone to hospital last month. He is fine now.
A B
2. Life expectancy has been very low in the past.
A B
3. My father used to do a lot of exercise since he was young.
A B
4. I was ill last week, and didn't do much exercise so far this week.
A B

PROJECT

HEALTHY HABITS POSTERS

Work in groups. Design a poster to help teens to develop a healthy habit (e.g. having a balanced diet, taking regular exercise, protecting themselves against certain diseases).

Present your poster to the class. Use these questions as cues for your presentation.

- What is the healthy habit?
- What are the benefits of this habit?
- How can we develop this habit?



Now I can ...

- identify and pronounce strong and weak forms of auxiliary verbs.
- understand and use words and phrases related to health and fitness.
- use the past simple and the present perfect correctly.
- read for main ideas and specific information in an article about living a long and healthy life.
- give instructions for an exercise routine.
- listen for main ideas and specific information in a TV chat show about food and health.
- write a short message.
- offer help and respond to offers.
- identify the main differences between bacteria and viruses.
- design a poster about a healthy habit and give a poster presentation about it.

✓	✓✓	✓✓✓