

# UNIT 8

## Body and health

### UNIT CONTENTS

#### G GRAMMAR

- Gerunds and infinitives (simple, perfect, continuous; active and passive; uses)
- Conditionals (real and unreal, mixed)

#### V VOCABULARY

- Sleep: *be a light sleeper, be fast asleep, be restless, be wide awake, drift off to sleep, drop off to sleep, have a nap, not sleep a wink, oversleep, sleep like a log, suffer from insomnia, toss and turn*
- Ageing and health: *acne, arthritis, blotches, cardiovascular exercise, deteriorating eyesight, fine lines, freckles, glowing complexion, grey around the temples, heart trouble, inevitable part of ageing, moisturising, plastic surgery, poor circulation, rash, show your age, clear/dry/firm/oily/saggy/smooth skin, spots, strengthening and toning exercises, thinning hair, tighten/plump the skin, tooth loss, varied and balanced diet, weekly facials, weight loss, wrinkles, yellowing teeth*
- Language in context: Cause, origin and effect; Expressions with *fair*
- Wordpower: *and: bits and pieces; far and away; far and wide; part and parcel; sick and tired; wear and tear*

#### P PRONUNCIATION

- Main stress
- Tone: adding information
- Intonation in implied questions

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Put students into groups and read out the questions in this quiz (the correct answers are underlined).

- 1 Aged 72, Oscar Swahn won a silver medal in the 1920 Olympics in what sport?  
A shooting B bowling C golf
- 2 How old was Martina Navratilova when she won her last major tennis title?  
A 39 B 49 C 59
- 3 In what film was 87-year-old Gloria Stuart nominated for an Oscar?  
A Titanic B *Life Is Beautiful* C *Jurassic Park*
- 4 What job was American Irving Kahn doing at the age of 108?  
A cleaning B teaching C investment banking



### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand articles and interviews reflecting on the impact of historical changes in society on patterns of behaviour and the possibility of extended life expectancy, and evaluate different points of view and respond
- understand opinion and attitudes and follow broadcast material including in-depth interviews and detailed descriptions of unusual patterns of behaviour, lifestyle and diets and note the details
- use a range of lexis accurately to: describe sleeping habits and the superficial and health effects of ageing; discuss opinions on life expectancy and personal and societal attitudes to ageing
- understand and use a range of expressions to take part in negotiations over price and other terms of an agreement
- write well-organised and persuasive promotional material for the home page of a business

- a Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture notes below. As a class, take feedback on questions 1–3 and write the list of activities from 4 on the board. Ask the class to categorise the activities listed according to different criteria, e.g. for active people like the woman, for people with restricted movement.



#### CULTURE NOTES

This photo shows German Johanna Quaas, born in 1925 and the world's oldest active gymnast according to *Guinness World Records*, with her husband and trainer Gerhard. Johanna's first gymnastics competition was in 1934 and she still trains every day and takes part in competitions. Johanna has been a successful trainer and trainer-trainer herself, and millions have followed her workouts on YouTube.

- b Put students into male/female pairs if possible to role-play a conversation between Johanna and her trainer/husband. Ask some pairs to repeat their conversation in front of the class.
- c Put students into groups to discuss the question. Take feedback as a class.



#### EXTRA ACTIVITY

Ask students to write a speech bubble for the woman, e.g. 'What, 100 more?!', 'It's your turn next!', 'This isn't much of a date!' The class votes for the best speech bubble.

# 8A It's no use trying to go to sleep

## OPTIONAL LEAD-IN

Books closed. Tell students to write down how many hours in a typical day they spend on these activities:

- eating
- fitness
- sleeping
- travelling
- other (activities not mentioned).
- entertainment
- household tasks
- studying
- working

(the total should be 24!)

Tell students to compare with a partner. Ask students how much this pattern differs from two years ago and how they expect it to change in the future.

## 1 SPEAKING and READING

**a** Ask students how they slept last night and how many hours they slept. Put students into pairs to discuss the questions. Take feedback as a class.

**b** Play the recording for students to listen and check their answers. You may wish to pre-teach these expressions: *go without sth* (C2) (not have something that you need), *get by on sth* (survive/manage with only this). Ask students what the longest they have gone without sleep is.

### Suggested answers

- 1 We don't know for certain but there are theories, such as conserving energy and allowing the body, especially the brain, to repair and restore itself.
- 2 one third
- 3 11 days is the longest recorded time
- 4 people who sleep 6.5–7.5 hours may live the longest; 16–20 hours

### Audioscript

**PRESENTER** We all sleep at night, but it's surprising how little most people know about sleep. We talked to sleep researcher Jonathan Wilson, to find out what science has to tell us about sleep. Jonathan, first of all, all animals including humans need sleep – but ... why do we need it?

**JONATHAN** Well that's a surprisingly difficult question to answer. The simple answer is, we don't really know. But there are several theories about it. One is that it helps us to conserve our energy during the period when it's least useful to search for food, and another is that sleep provides a time when the body can repair and restore itself, and it seems this is especially important for the brain. One thing we know for sure is that we do need to sleep. Most people sleep for about 8 hours, which means we sleep for one third of our lives – so on average that's 25 years spent asleep. The other thing we know is you can't go for too long without sleep – it simply isn't possible. The longest recorded time that anyone has stayed awake continuously is 11 days.

**P** So what's the ideal length of time to sleep? Is it eight hours?

**J** Not necessarily. Again we don't know for sure, but research suggests that people who sleep six-and-a-half to seven-and-a-half hours live the longest. So it seems the popular idea that we need eight hours' sleep isn't really true and many people can easily get by on only six hours a night. Babies need most sleep, of course – about 16 to 20 hours a day for new-born babies, and that gradually decreases as they get older.

At the end of this lesson, students will be able to:

- discuss the role and value of sleep and tips for helping with sleeplessness
- use different forms of gerunds and infinitives in complex sentences
- read an article and draw reasonable conclusions from the information presented
- listen to multiple speakers discussing sleep patterns and discuss the consequences of sleep patterns on everyday life
- use a range of expressions for discussing sleep patterns and identify the main stress

## EXTRA ACTIVITY

Put students into pairs to tell each other about a dream they had recently. Give students these interpretations of things in dreams:

- family and friends = people you are worried about
- strangers = opportunities or threats
- animals = adventure or danger
- running/travelling = trying to find a solution to a problem
- eating/drinking = searching for new experiences
- work = pressure and/or responsibility.

Ask them to explain their dreams to each other and tell them to make up their own interpretations of things not mentioned.

**c** Ask students to look at the picture and say how they think the mother gets the baby to sleep. Put students into pairs to decide what they think each tip involves, read the article and match the headings with the tips. If necessary, pre-teach *catchy* (pleasing and easy to remember) and *silver lining* (said to emphasise that every difficult or unpleasant situation has some advantage). Check as a class.

### Answers

- A Compile a playlist
- B Acknowledge distractions
- C Everybody out!
- D It is as it is

**d** Put students into pairs to discuss the question. Take feedback as a class. Ask students what they think the best tip is and if they have any tips of their own.

## 2 GRAMMAR Gerunds and infinitives

**a** Books closed. Write this mixed-up sentence from the article on the board and ask students to unscramble it: *to frustrating be sleep trying get very can to* (Trying to get to sleep can be very frustrating.). Ask students what forms the three verbs are in: gerund: *trying*; *to* + infinitive: *to get*; infinitive without *to*: *be*. Tell students to put the highlighted phrases into the three categories.

### Answers

- a 4 it's time 5 the best way
- b 3 may as well get 6 'd better
- c 2 it's no use 7 There's no point in


- b** Write on the board: *If I misbehaved, I used \_\_\_\_\_ to bed without any supper.* and ask students which form a–d of *send* would fit the sentence (a, *to be sent*). Tell students to match the verb forms in bold with a–d. Check answers as a class.

**Answers**

a 2 b 4 c 1 d 3

- c** Write these two sentences on the board and ask students what the difference in meaning is: *I'd like to know. I'd like to have known.* (*I'd like to know* = Tell me now; *I'd like to have known* = Why didn't you tell me before?). Put students into pairs to look at the examples and tell you what the difference is. Check answers as a class.

**Answers**

- There is no definite difference in meaning between a and b, but the perfect form of the gerund in b stresses that he didn't say anything before he got out of bed, whereas in a he didn't say anything either before or during getting out of bed.
  - The simple active infinitive makes it clear that the person sleeps well in general.
    - The perfect active infinitive makes it clear that the person has slept well on this particular occasion.
  - The present active gerund makes it clear the person likes reading to herself in bed in general.
    - The present passive gerund makes it clear that the person likes other people reading to her in bed in general.
  - The simple active infinitive makes it clear when the person wants to wake up but doesn't make it clear how or who is going to wake the person up.
    - The simple passive infinitive makes it clear that the person wants someone else to wake them up.
- d** Write this sentence on the board and encourage students to think of different ways of filling the gap: *I hate \_\_\_\_\_ just before I go to bed.* Ask students to complete the sentences in the exercise on their own and then compare with other students. Take feedback as a class.
- e**  **3.46–3.47** Students read the information in Grammar Focus 8A on SB p.152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.93.

**Answers (Grammar Focus 8A SB p.152)**

- a** 2 Being picked 3 waiting 4 having misled  
5 to have been visiting 6 not to have known 7 to have  
8 complaining 9 to forget 10 describing
- b** 2 ~~to have fallen~~ falling 3 ~~to go~~ going  
4 ~~affecting~~ being affected 5 ~~carry out~~ to carry out  
6 ~~To not sleep~~ Not sleeping / Not having slept 7 ~~to feel~~ feel  
8 ~~being taken~~ taking 9 ~~doing~~ to be done 10 ~~being~~ to be  
11 ~~to be spending~~ to be spent

 **CAREFUL!**

Some students wrongly use an active gerund rather than a passive gerund: *My colleagues have even noticed instances of equipment mishandling.* (Correct form = *My colleagues have even noticed instances of equipment **being mishandled**.*) Another typical error is to use the simple infinitive rather than the continuous infinitive: *Please consider that you seem to break the terms of the contract.* (Correct form = *Please consider that you seem **to be breaking** the terms of the contract.*)

**3 READING**

- a** Ask students if they know any myths about health, e.g. *you can't drink too much water.* Put students into pairs to read the title, agree on two implications and then check with the text. If necessary, pre-teach some of the words from the Vocabulary support box.

**Suggested answers**

sleeping eight hours a night may be unnatural for humans  
segmented sleep may be the human body's natural preference

 **VOCABULARY SUPPORT**

*regulate* – control something so that it happens in a particular way

*settle into a pattern* – reach and remain in a certain pattern

*seminal (paper, work, etc.)* – (formal) containing important new ideas; influential

*a wealth of sth (C2)* – a large amount of something good

*unearth* – to discover information after carefully searching

*a surge in sth (C1)* – a sudden and great increase in something

*dwindle* – become (gradually) smaller in size/amount

- b** Ask students if this statement would be a reasonable conclusion from the article: *Roger Ekirch is an expert on the topic.* (yes, his book took 16 years of research and he found more than 500 references to a segmented sleep pattern). Put students into pairs to decide which statements are reasonable conclusions. Check as a class.

**Answers**


1 ✓ 2 ✗ (because there wasn't street lighting; legitimate activity at night didn't happen until the 17th century) 3 ✓ 4 ✓ 5 ✗ (but relaxing during the waking period between sleeps in the past could have been a natural way of regulating stress)

- c Language in context** *Cause, origin and effect*

Ask students to look at *drawn from* and ask what it describes (a research paper) and what the origins were (16 years of research). Ask students what the synonym is (taken from) and why *drawn from* is preferred (it is more idiomatic and suggests selective reading of the research). Tell students to work out what the rest of the highlighted phrases mean in a similar way and to match the expressions with the synonymous phrases. Check answers as a class.

**Answers**

- 1 played an important part in 2 have roots in; be at the root of  
3 filtered down to 4 drawn from 5 attributes
- 2 *drawn from* suggests careful selection from a large body of research  
*filtered down to* shows how thinking about sleep patterns gradually changed over the course of time  
*attributes* highlights, in a more formal way, that this is Ekirch's opinion of where the changes come from  
*have roots in* and *be at the root of* are more colourful metaphors that improve the style  
*play an important part in* is a fixed phrase which improves style and precise meaning, but *be an important factor in* would work equally well.


- d  Ask students if they often wake up in the middle of the night and can't get back to sleep. Put students into groups to discuss the questions. Take feedback as a class.



### FAST FINISHERS

Tell fast finishers to think of substitutes for *Lying awake* as the subject of the final sentence of the article, e.g. *Eating red meat could be good for you*, and compare ideas.

## 4 LISTENING and VOCABULARY Sleep

- a  Ask students if they think age or gender or anything else makes you more likely to wake up at night. Tell students to look at the speech bubbles and predict what each person will say.

- b  3.48 Play the recording for students to check their ideas.

### Suggested answers

Matt goes to bed about 10 or 11 but wakes up, restless, in the night. He doesn't want to disturb his wife so he goes out and takes photos. Last night he took some photos of a storm.

Saba wakes up in the night and goes to a yoga studio. There's a group of about 20 people who also do this. Sometimes her husband goes too.

Bernie is an artist. When he wakes up in the night he remembers the images from his dream and paints them, which he finds therapeutic.

Iain used to live in Papua New Guinea where he lived in a remote village. They'd go to bed after sunset and wake up in the night. Somebody would start a fire and sometimes they'd eat sweet potatoes.

### Audioscript

**PRESENTER** Good afternoon. Well, some of you saw the article on our website last week. It explained how an eight-hour sleep may not be good for your health after all. And how people used to have what scientists call 'segmented sleep', which means they had two sleeps every night, not one. Well, we've had lots of people calling in to tell us that they do, in fact, sleep in two separate chunks and they've been filling us in on what they get up to at night. First of all, we've got Matt from Brighton on the line. Hi Matt ... so, tell us what you do at night.

**MATT** Yeah I usually go to sleep around ten or eleven. I naturally wake up at about one in the morning or two in the morning. I feel quite wide awake and restless. Then I get tired again at around three am, I drop off to sleep until about seven o'clock or so. My friends have always made fun of my sleep patterns. My wife used to force me to get out of bed 'cause I would lie there tossing and turning all night and I couldn't sleep a wink and it would disturb her.

**P** Right, of course! So what did you do about that?

**M** Well, I actually decided to use the time creatively. Now, I walk around Brighton taking pictures in the night. Some people might be a bit nervous walking around at er, y'know, two in the morning, but it is actually a really beautiful time to be out, you have the whole city to yourself and it is really, really great for taking photos. There was a wild storm last night and a full moon, so I was itching to get out there with my camera.

**P** Right, well thanks Matt. So that's one idea if you're suffering from insomnia – get out there and take some photos. Now, we have Saba on the line from Amsterdam, in the Netherlands. Saba?

**SABA** Yes, hi, how are you?

**P** You also get up at night?

**S** Yes. I've always been a light sleeper, I don't really sleep much um ... I wake up at about four am every night to practise er yoga. I, I love yoga. Most of the time I do it at home but er once a week, I drive to this really great yoga studio in Amsterdam, and I practise there with about 20 other people and we've all really become friends now.

**P** So they all get up, every night?

**S** Yes, er, we all have er the same pattern now. Sometimes I even get my husband to join us, if he's having trouble sleeping. But most of the time he's fast asleep and doesn't even notice when I get up. He sleeps like a log.

**P** OK, so you just slip away and go to your yoga class.

**S** Well I try to, yes. Depending on how busy the day is.

**P** And now we have Bernie from Manchester.

**BERNIE** Hi.

**P** Tell us about your sleep pattern.

**B** Well um ... I'm an artist, er if that's not too bold a claim. I also work as an art teacher. And the way it works for me is most nights I tend to wake up in the middle of the night, feeling great, wide awake, full of beans, feeling very creative. Er ... and usually I have a very strong image in my head that I've usually got from a, a dream. And what I do is I get up, er, get my paints out and I paint a picture.

**P** A picture? From your dream?

**B** Yes, that's right. Yeah, most of my work comes from dreams. Quite literally I'm a surrealist, I suppose. Yeah, it helps me to deal with issues and um ... work through things. I find the whole process of dreaming very therapeutic.

**P** Interesting. And then you go to sleep again.

**B** Yeah, I mean what tends to happen is I go back to bed, and then I'll drift off to sleep for a couple of hours. But I'm, I'm always up at seven o'clock. After all, I've got to teach at art college.

**P** You never oversleep?

**B** No, no, I'm always fine. Er sometimes I will have a nap later in the day – I'm not as young as I was – y'know, after lunch.

**P** Thank you, Bernie. So Bernie has three sleeps, two at night and one in the afternoon. I think I'll try that one myself. And lastly we have Iain, who grew up in Indonesia.

**IAIN** Hi there, yes.

**P** Iain, tell us about it.

**I** Ah yes, um ... well it's quite interesting. I grew up among the Yali people in Papua, which is er, part of Indonesia. My parents lived in a very remote area. My mum was a medical worker and Dad was an anthropologist, and we all lived in a remote village. I lived there until I was 16, and er, as a child I used to camp and go hunting with my, my friends in the Yali tribe. We would go to bed more or less after sunset and we always woke up during the night.

**P** The whole village?

**I** Yes. Um ... we'd, we'd hear people talking, y'know, someone would start a fire. Sometimes we would eat er sweet potato before going back to sleep until about five thirty or six. At home with my parents, y'know, I would get the regular eight-hour sleep, but with my friends, I slept like they did – it just seemed more natural.

**P** OK, thanks Iain, very interesting. And now we're going to listen to ...

### VOCABULARY SUPPORT

*fill sb in on sth* – tell somebody something they don't know, but want/need to know

*get up to sth* (C2) – (informal) do something interesting, surprising, naughty, etc.

*be itching to do sth* – want to do something as soon as possible

*slip away* (C2) – leave without disturbing others

*too bold a claim* – an overstatement

*be full of beans* – have a lot of energy and enthusiasm

*a surrealist* – an artist who creates works in which unusual/impossible things are happening

*work through sth* – understand and resolve a problem using a gradual process



- c Tell students to categorise the expressions, referring to the audioscript on SB p.185 if necessary. Check as a class.

#### Answers

- 1 be fast asleep; sleep like a log; oversleep
- 2 be wide awake; be a light sleeper; be restless; not sleep a wink; toss and turn; suffer from insomnia
- 3 drift off to sleep; drop off to sleep
- 4 have a nap



#### LOA TIP ELICITING

- Use the audioscript on SB p.185 to elicit the meaning of the target vocabulary and draw students' attention to patterns of usage.
- Write on the board the sentence from the recording: *Sometimes I will have a nap later in the day ... after lunch.* Ask students if from the context *have a nap* means a short or long sleep (short) and which category it is (4).
- Ask students: *Why does Iain say 'have a nap' and not just 'nap'?* Elicit some answers, then write this sentence on the board and ask students to choose the best alternative: *I was so exhausted I slept / had a sleep for 16 hours.* (slept).
- Elicit that phrases with *have* often mean a shorter activity. Point out that *have a nap* is more common than the verb *nap*.



#### EXTRA ACTIVITY

Highlight the simile *sleep like a log* and tell students to complete these other verb + *like* + noun similes:

*eat like a* (horse)


*sing like* (a bird)

*watch something like a* (hawk)

*sink like a* (stone)

*have a face like* (thunder).

Ask students if these similes are the same in their language.


- d  **3.49 Pronunciation** Ask students to identify the stressed syllables in *I'm trying to get some sleep*. Play the recording for students to underline the stressed syllables in the expressions in the extract. Check answers as a class.

#### Answers

get out of bed

tossing and turning

couldn't sleep a wink


- e  **3.50** Tell students to underline the syllables they think will be stressed. Then play the recording for students to listen and check. Drill all the expressions in 4d and 4e.

#### Answers





having trouble sleeping

he's fast asleep

sleeps like a log

- f  Ask students if they or someone they live with snores (demonstrate!) and if this is, or would be, a problem. Put students into groups to discuss the questions. Take feedback as a class.

## 5 SPEAKING

- a  Ask students which people would benefit most and least from segmented sleep patterns, e.g. parents with young children would need to plan something for them in the breaks between sleep. Put students into groups to discuss the impact of segmented sleep patterns, using the factors listed as prompts. Take feedback as a class.
- b  Ask students if exercise is generally better done when someone is feeling fresh and full of energy or tired and in need of a stimulus. Each group plans a typical 24-hour day for a student, making time for the activities listed and rationalising their choices.
- c  One student from each group presents the timetable to the class. Encourage students from the other groups to ask questions.
- d  The class votes on the most practical and the most original plans.




#### EXTRA ACTIVITY


Tell students to make a sleeping log for a week and record this information:

- when and how long they sleep each day
- how well they sleep each time (are they woken up by anything?)
- any special circumstances, e.g. stress, illness
- any dreams they have
- how satisfied they feel after their sleep.

At the end of the week, put students into groups to present their information to one another and compare. Encourage students to use the expressions in 4c during the discussion. Take feedback as a class.

#### ADDITIONAL MATERIAL

 Workbook 8A

 Photocopiable activities: Grammar p.215, Vocabulary p.235

# 8B Suppose you could live forever

## OPTIONAL LEAD-IN

Books closed. Play the Queen song *Who wants to live forever?* to the class. Ask students to say how they feel as they listen. If students are interested in the song, encourage them to watch the film from which it comes, *Highlander*, about someone immortal.

## 1 SPEAKING and VOCABULARY

### Ageing and health

- a** Ask students if they believe in the saying *You're as old as you feel*. Ask students to tell you how they feel about the pictures and the quote.
- b** Ask students to look at the pictures in the article and say how they might be related to treatment. Tell students to check by reading the text and then discuss the questions with a partner. If necessary, pre-teach *pout* (push both lips forward), *slime* (a sticky liquid substance that is unpleasant to touch, such as the liquid produced by fish and snails) and *sting* (a sudden burning pain on your skin, etc.).
- c** Draw a face with wrinkles on the board to elicit *wrinkles*. Tell students to match *wrinkles* with the correct definition (4). Ask students to match the other highlighted words and phrases with the definitions. Check answers as a class.

#### Answers

- facial
- fresh
- circulation
- wrinkles
- rashes
- scars
- firm
- facial
- glowing complexion
- youthful glow
- sagging

## FAST FINISHERS

Tell fast finishers to draw a *tattoo* (a permanent image, pattern or word on the skin that is created by using needles to put colours under the skin) which they think would represent their character or interests. Put them together to compare and explain their tattoos.

- d** Students complete the exercises in Vocabulary Focus 8B on SB p.165. Play the recording for students to listen to the words and phrases in Exercise a and to listen and check answers in Exercise c. Check answers to Exercise a, b and d as a class. After the discussion in Exercise e, take feedback as a class. Tell students to go back to SB p.96.

At the end of this lesson, students will be able to:

- talk about the effects of ageing on health and lifestyle and discuss experiences of and attitudes to ageing using a variety of words and expressions related to the topic
- read an article about medical science and discuss the extent to which it reflects students' opinions
- use a range of real and unreal conditions, with different conjunctions, to hypothesise and express opinions
- listen to a conversation about dietary habits and make notes on the content
- use a downward tone to signal extra information when speaking

### Answers (Vocabulary Focus 8B SB p.165)

- a** youthful skin: a glowing complexion; smooth skin; spots/acne; firm skin; clear skin  
mature skin: saggy skin; dry skin; wrinkles / fine lines  
all ages: freckles; a rash; blotches; oily skin
- b**
- dry skin; wrinkles; freckles; blotches; a rash
  - a rash; blotches; spots
  - saggy skin; dry skin; wrinkles / fine lines
  - oily skin; spots/acne
  - wrinkles / fine lines
  - saggy skin; oily skin; wrinkles / fine lines; spots
  - a glowing complexion; smooth skin; firm skin; clear skin
- c** 1 e 2 i 3 a 4 d 5 h 6 f 7 b 8 c 9 g
- d** Anti-ageing treatments/effects: moisturising; weekly facials; injections; whitening; tighten; plump; plastic surgery  
Superficial effects of ageing: showing his age; yellowing teeth; tooth loss; hair was thinning; greying  
Health problems caused by ageing: eyesight is deteriorating; heart trouble; poor circulation; 's got arthritis  
Healthy living: strengthening; toning; weight loss; regular cardiovascular exercise; eating a varied and balanced diet

## CAREFUL!

A mistake students sometimes make is to use verbs like *avoid* instead of *prevent*: *The station has no proper filters to avoid any gas or oil leakage into the soil.* (Correct form = *The station has no proper filters to prevent any gas or oil leakage into the soil.*). Students also sometimes use *deteriorate* incorrectly: *The aim of the law is not to deteriorate the position of the employees.* (Correct form = *The aim of the law is not to worsen the position of the employees.*).

## 2 READING

- a** Ask students when they think old age starts and what the signs are. Put students into pairs to discuss the questions. Take feedback as a class.
- b** Give students time to read the interview and answer the question. Use the Vocabulary support box to help with vocabulary if necessary. Check as a class.

#### Answer

very likely, with the high-tech intervention de Grey is working on

## VOCABULARY SUPPORT

*gerontology* – the study of old age

*robust opinions* – strong opinions which will not be changed

*transcend sth* – go far beyond the limits of sth

*accumulation* (n.), *accumulate* (v.) – (C2) increase in number (gradual), build up over time

*the dawn of time* – the beginning of time / human history

*in principle* – fundamentally, in a way relating to the basic rules

*a losing battle* – when you try hard to do something with no chance of success

*longevity* (C2) – long life

*within striking distance* – very near to getting or achieving something

*conceivable* – possible to imagine or to believe


*eliminate* (C1) – cause something not to exist

*infant mortality* (C2) – the death of children under one year of age

- c Tell students to summarise the main point made about the topic in each paragraph. Check answers as a class. Ask students what they found most controversial in the article.

### Suggested answers

- 2 they are the result of lifelong damage and they aren't fun
- 3 it's nonsense not to recognise the possibility of being able to do something about ageing
- 4 anti-ageing mechanisms in our body aren't perfect and can't fight ageing successfully
- 5 he thinks we will soon be able to prevent the physical problems of ageing, but the medical profession doesn't agree
- 6 people who are now in their 40s have a 30–40% chance of benefiting
- 7 historically, humans have naturally managed increases in the population by reducing the birth rate so it shouldn't be a problem or a reason not to do something about our health

- d  Ask students what the world might be like in 1,000 years. Put students into pairs to discuss the questions. Take feedback as a class.

## 3 GRAMMAR Conditionals

- a Ask students to tick the comments which they agree with and then compare with a partner. If necessary, pre-teach *a ripe old age* (an approving way of describing how old someone is/was). Take feedback as a class.
- b Give examples of sentences that illustrate a–c: a *If I stop eating fast food, I might live longer.* b *If I saw Aubrey de Grey in the street, I'd recognise him by his beard.* c *If I had been born a few years later, I'd have more chance of benefitting from future medical advances.* Tell students to match sentences 1–7 in 3a with a–c.

### Answers

- a 3; 6 b 1; 2; 4; 5; 7 c 2


## LOA TIP ELICITING

- Students can find the logic of conditional sentences difficult, so use percentage values to check the real/unreal distinction.
- Write these percentages on the board: 0%; 1%; 50%; 100%.
- Say: *If your body can't fight disease any more, you die.* and ask students what the chance of this happening is in percentage terms (100%, it's a reality).
- Say: *If I live to 70, I'll be satisfied.* and ask what the chance of this happening is (50%, a real possibility).
- Say: *Supposing everyone could live forever, the world would get very crowded.* and repeat the question (1%, very unlikely).
- Say: *Had I been born in 1900, that would make me a very old person today.* and repeat the question (0%, the past can't be changed).
- Write the four conditional sentences on the board with the correct percentage values and check that students understand that the sentences with high percentage values are real and those with low percentage values are unreal.

- c Tell students that conditional sentences have two clauses, a condition and a (real or imaginary) result. The condition clause is dependent so it is introduced by a word or phrase (usually a conjunction). Ask students to underline the word or phrase that introduces each condition. Check answers as a class.

### Answers

- 1 if 2 If 3 Assuming 4 Supposing 5 Had  
6 as long as 7 Even if

- d  **3.53–3.54** Students read the information in Grammar Focus 8B on SB p.153. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.96.

### Answers (Grammar Focus 8B SB p.153)

- a 2 c/h 3 f 4 a 5 c/h 6 i 7 d 8 g 9 b 10 e  
b 2 If I were you, I would have a word with her.  
3 You can stay as long as you keep quiet.  
4 If anyone is to blame, it's me.  
5 Sheila would have been disappointed if nobody had come.  
6 I will only agree on the condition that this is kept confidential.  
7 Should I find out, you will be the first to know.  
8 It won't take long, assuming we have everything we need.

## CAREFUL!

A common student mistake is to use *in case* and *as long as* instead of *if*: ~~We have not received any special requests, but I will let you know in case there are some.~~ (Correct form = *We have not received any special requests, but I will let you know if there are some.*); ~~We need to choose the same one as long as we want to spend the holiday together.~~ (Correct form = *We need to choose the same one if we want to spend the holiday together.*). Another mistake students sometimes make is to write *under condition* instead of *on condition*: ~~It can be done under condition that we find a suitable person for this position.~~ (Correct form = *It can be done on condition that we find a suitable person for this position.*).

- e Say some sentences about yourself using the phrases and suggested topics. One statement shouldn't be true or you don't really believe it and the students have to guess which one, e.g. *As long as I can still run 5 km without stopping, I feel fit.* (true); *Had I not met my husband, I would never have become a teacher.* (false). Put students into pairs to do the activity. In feedback, ask students to tell the class the statements which weren't true.

## 4 LISTENING

- a Tell students this joke: *I'm on a special seafood diet. I see food and I eat it.* Ask students if the joke has a serious side (making fun of strange diets). Put students into groups to discuss the questions. Take feedback as a class, being sensitive to students who may have weight issues.
- b Tell students to read the text and answer the question. Encourage them to list five things they think you can eat on this diet. Take feedback as a class.

### Suggested answer

low-calorie foods, e.g. vegetables, beans, rice, fish, oats, etc.

- c 3.55 Ask students if they have ever eaten any of the food in the captioned photos or would like to. Play the recording for students to listen and answer the questions. If necessary, pre-teach *abstraction* (considering a subject generally; not based on real situations), *appetising* (making you want to eat), *meticulous* (C2) (very careful and with great attention to every detail), *onerous* (difficult to do or needing a lot of effort) and *stave sth/sb off* (keep an unwanted situation away, usually temporarily). Check answers as a class.

### Answers

- 1 He mixes it up in a food blender with tomato paste, olive oil and pepper. He usually has the mixture for breakfast.
- 2 two or three big meals and ten smaller meals between 8 am and 5 pm

### Audioscript

**PETER BOWES** And are you that meticulous about what you eat?

**MARTIN KNIGHT** I am – I weigh and measure everything I eat and almost never eat out. I eat about, maybe, instead of like two or three big meals throughout the day, I eat maybe, like ten smaller meals – it kind of staves off hunger that way. This is what I actually usually eat – first meal of the day – only about 170 calories. So the first thing I'm going to do is this kale and chard mixture I kind of made myself, it's put in the food blender and I weigh out 55 grams – that'll be 30 calories.

**P** And you do this every morning?

**M** I do. Right first thing and then every time I eat – which sounds pretty onerous, but actually isn't so bad.

**P** And you're getting, I assume, mostly carbohydrates from this?

**M** I'm going to add olive oil here, so in fact, it's going to be about 50 per cent fats.

**P** So what else do you have with this?

**M** OK, well ... Let me finish measuring out the kale here first. I have to measure it to the ... to the gram, there we have it – that's about 30 calories. Then I have sprouted oats, 16 grams, so that's er that's about 70. Then this tomato paste here, and ... 33 grams of that, and ... almost done now. There we go. And then finally, add some olive oil, that's 9.2. Now oils you have to measure to a tenth of a gram, and be that accurate. And we're there!

**P** Can I taste it?

**M** Ah ... if you'd like to, yes!

**P** I have to say it doesn't look hugely tasty to me, or appetising.

**M** No, no I can understand that perfectly, yeah. Um, here's a spoon.

**P** Here goes.

**M** It's very colourful anyway.

**P** It's actually not that bad.

**M** No, with the oil, so, so the pepper in it er gives it more of a flavour ... more of a flavour than you might think.

**P** The oil helps. Not so sure about so much tomato in my breakfast like this.

**M** Oh, OK! That's one of my favourite things ...

**P** But, y'know, really not as dreadful as I had expected.

**M** Oh, OK! Surprised you, huh? I try and actually have a kind of window of eating – from about eight till five in the afternoon, so maybe like eight or nine hours, and then I don't eat outside of that.

**P** Ever go to a restaurant for lunch?

**M** Ah ... not very often. Maybe a few times a year.

**P** How do you cope with that?

**M** Er, like socially? Well, um, either take um some nuts, which I weigh beforehand – um maybe 200 calories of that. Or, um, I drink some water or tea round there. There's always some fluid

there you can drink. It's ... it's not as bad as it might sound.

**P** As well as his extreme diet, Martin Knight lives a Zen-like, stress-free existence in California. He practises yoga, goes jogging and lifts weights in his garden. And he says extending his life isn't his primary concern.

**M** For me, it's more about quality of life, right here and now, the daily. I don't really think about the abstractions of living longer, although that ... that might happen.

**P** You're 49 now. How do you feel?

**M** Um I feel really good. I feel as good as I did ten, twenty years ago – I don't really feel any different.

**P** Do you feel better in a sense since your diet has changed?

**M** In some ways actually I do – I have a steadier energy level throughout the day, when before I maybe kind of dipped in the afternoon – y'know, it's more of a steadier level. And ... I think um you more kind of have a higher alertness too. When you have a little bit of hunger in the background, then you're more aware, more alive.

## CULTURE NOTES

*Zen-like* refers to Zen, a form of Buddhism originally developed in Japan, that emphasises that religious knowledge is achieved through emptying the mind of thoughts and giving attention to only one thing, rather than by reading religious writings. It was especially popular in the West in the 1950s and 1960s.

- d 3.55 Ask students how old Martin is (49). Ask them if they think Martin will need to change his diet as he gets older. Play the recording for students to listen again and make notes on the topics. Check answers as a class.



### Suggested answers

- 1 never eats out; when goes to a restaurant for lunch, a few times a year, takes 200 calories of nuts or drinks water or tea
- 2 doesn't look tasty, or appetising, colourful, tastes better than it looks, flavoured with pepper, too much tomato for Peter, but not Martin
- 3 Zen-like; stress-free; does yoga, goes jogging, lifts weights
- 4 primary concern is improving quality of life, doesn't think about living longer although might happen
- 5 good, better than before; steady energy level; more alert; more alive

## FAST FINISHERS

Ask fast finishers to list five other ways in which people could improve their quality of life, e.g. *switch off their mobile phones at the weekend*. Tell students to compare their ideas with another fast finisher.



- e  Ask students if Martin's example is a good one. Put students into groups to discuss the questions. Take feedback as a class.
- f  **3.56 Pronunciation** Ask students why Martin includes the information in bold (he is very precise about how much he eats). Play the recording for students to listen and identify the pitch and its function.

#### Answers

1 lower 2 adds information

- g  Tell students:




*I heat up some soup, from a can. That doesn't take long, about ten minutes. I might have some toast, usually brown, with it. What meal is this?*

Elicit the answer (lunch) and write the three sentences on the board. Ask students to identify the extra information and the pitch (lower). Put students into pairs and ask them to describe how they prepare a meal to each other, using a lower pitch to add information. Tell students to guess each other's meal.

#### EXTRA ACTIVITY

Tell students to record a short extract, 30 seconds maximum, of a native speaker talking before the next class. They could ask a foreign friend to speak for a short time or use material from films, talks, etc. Tell students to listen again, transcribe the words and then mark the pitch changes. Students then practise repeating the text using the same pitch choices. When students feel confident of their pronunciation, ask them to record themselves repeating the text. Tell students to bring the original and their own recording into class and play them to other students to compare.

## 5 SPEAKING



- a  Ask students how old they have to be to drive, get married, etc. in their country. Put students into pairs to discuss the question. Take feedback as a class.
- b  Put students into groups of five to discuss the statements.
- c  Ask groups to choose one student for each statement. Tell students to take turns to present their group's views and experiences on each statement to the class. The class votes on whether they agree or disagree with each statement.

#### EXTRA ACTIVITY

Read out these instructions and tell students to work out their life expectancy, with men starting at 70 years, women at 75 years:

- Add 2 years for each grandparent who has lived over those ages.
- Add 5 years if you exercise at least three times a week.
- Take off 10 years if you smoke or drink alcohol too much.
- Add 4 years if you have or are planning higher education.
- Add 3 years if you are married or in a relationship.
- Take off 4 years if you sleep less than six or more than eight hours a night.
- Add 3 years if you have reached Advanced level in English.

#### ADDITIONAL MATERIAL

-  Workbook 8B
-  Photocopiable activities: Grammar p.216, Vocabulary p.236, Pronunciation p.266

# 8C Everyday English

## Is that your best offer?

### OPTIONAL LEAD-IN

Books closed. Put students into groups to discuss in which situation they'd feel confident they could negotiate a better price:

- checking into a hotel where they are the only guest
- buying a car with cash
- waiting 45 minutes for their main course at a restaurant
- buying a dress which was in the shop window
- agreeing to pay three months' rent in advance.

Ask students as a class if they have experienced these or similar situations.

## 1 LISTENING

- a** Ask students whether they still get as excited about presents as when they were children. Put students into groups to discuss the questions. Take feedback as a class.
- b** Ask students if they think Max's present could have been a *Star Wars* model. Put students into pairs to think of their own ideas. Take feedback as a class.
- c** **4.2** Play Part 1 of the video or the audio recording for students to check their answer to 1b and answer questions 2–4 in 1a. If necessary, pre-teach *tenuous* (a tenuous connection, idea or situation is weak and possibly does not exist). Check answers as a class.

### Answers

- a telescope  
 2 his father 3 he'd broken his leg  
 4 it's how he got into science fiction (he got ideas about life on other planets from looking at the night sky)

### Videoscript/Audioscript (Part 1)

- NADIA** You're here late, Sara.  
**SARA** Oh, hi Nadia. Yeah, I've got a lot on.  
**N** How is the preparation coming along?  
**S** Good, yeah. I'm just so grateful for this opportunity.  
**N** Well, it could have gone either way with Paul, really. But he said he could see how much it meant to you, and the work you'd put into the presentation. He feels confident you can make the interview a success – we both do.  
**S** Oh, thanks Nadia.  
**N** So, what kind of stuff are you getting from Max?  
**S** There's a couple of interesting angles we could take in terms of revealing his inspirations.  
**N** Oh?  
**S** Yeah, I asked him how he got into science fiction and he said he started getting ideas on life on other planets when he was a kid. He broke his leg, and to cheer him up his dad bought him a telescope. He said he couldn't sleep at night and he used to spend hours looking up at the night sky.  
**N** Hmm ...  
**S** So maybe we could explore the idea that insomnia breeds creativity ...  
**N** Well, I'm not sure about the insomnia bit – it's a bit of a tenuous link ... but overall I think you've got some really good material here.  
**S** But you haven't heard the best bit yet!  
**N** What's that?  
**S** He has an idea for his next book, and, he's giving us the title of it first!  
**N** Wow! What is it?  
**S** It's ... wait for it ... *Gravity Zero*.

At the end of this lesson, students will be able to:

- negotiate more effectively, agreeing on the price of a product or service, using a range of functional language
- use intonation to signal implied questions

- N** Hmm. Interesting ... Are you OK there, Oscar? I didn't hear you come in.  
**OSCAR** Yeah, yeah, I'm fine. Just forgot my car keys ... again!  
**N** Anyway, Sara, I can't believe you've got us an exclusive on that! Well done! Good night, Oscar.  
**O** Night.

- d** Ask students if they think Oscar meant to make a noise. Then put students into pairs to discuss the question. Check students' predictions as a class.
- e** **4.3** Play Part 2 of the video or the audio recording for students to answer the questions. Check as a class. If necessary, pre-teach *sneak preview* (an opportunity to see something new before the rest of the public see it) and *straight from the horse's mouth* (if you hear something straight from the horse's mouth, you hear it from the person who has direct personal knowledge of it).

### Answers

- 1 c 2 b 3 Students' own answers

### Videoscript/Audioscript (Part 2)

- MIRANDA** *Breaking News Online*. Can I help you?  
**OSCAR** Hello, is that Miranda Hall?  
**M** Yes, speaking.  
**O** Oh, hello. This is Oscar Simmons. We met at a few press conferences. I don't know if you remember?  
**M** Oh yes, Oscar Simmons, from *City FM*. Yes, I remember.  
**O** Great, well, I'm calling because I've been doing a little, um, what you might call freelance work? Anyway, I've got some information you may be interested in – straight from the horse's mouth, I think it's fair to say.  
**M** What kind of information?  
**O** Exclusive information about our very own Max Redwood. Y'know, author of *Solar Wind*?  
**M** Oh right, the guy who famously wrote the whole book staring out to sea from the end of the Palace Pier.  
**O** Exactly. I can give you an article about him, including a sneak preview of his next book.  
**M** I didn't know he was writing a second novel?  
**O** He is! And I'm offering you the chance to be the first to announce it – with the title.  
**M** The title? Well, yes, that would certainly be of interest. There's just the issue of how much you would like for it.  
**O** Well, how much would you be willing to pay?  
**M** Oh, I think we'd be prepared to offer, say, two fifty? Would that be a fair suggestion?  
**O** Two fifty! Could you see your way to increasing that a little? I was kind of hoping for something more in the region of five hundred.  
**M** No, out of the question. What would you say to three fifty? In principle, of course. I'd need to see the article first.  
**O** Three fifty – is that your best offer?  
**M** Fair's fair. Remember we haven't even seen what you're offering yet.  
**O** OK, three fifty. We've got a deal.  
**M** And I need it by one o'clock? I want it on the website by today.  
**O** What? Today? Er, how flexible can you be on that?  
**M** Well, if I don't get it by two and it's not the kind of thing I'm looking for, the deal's off.  
**O** OK, fair enough. One last thing ...  
**M** What's that?  
**O** Would you mind keeping my name off the article?  
**M** Freelance and anonymous, eh?  
**O** Yeah.  
**M** No problem.  
**O** Great. Thanks.  
**M** Thank you.

- f 4.3 Play Part 2 of the video or the audio recording again. Then write this answer on the board and elicit a question for it beginning with *Why: Oscar knows he is doing something unfair*. (Why is Oscar embarrassed?). Tell students to write a *Why* question for each answer. Check ideas as a class.

**Suggested answers**

- 1 Why does Oscar say he's been doing freelance work?
- 2 Why does Oscar say the information is straight from the horse's mouth?
- 3 Why does Miranda say she will pay three fifty in principle?
- 4 Why does she say the deal is off if she doesn't have the information by two?
- 5 Why does he want his name kept off the article?

**FAST FINISHERS**

Ask fast finishers to make three more *Why* questions for these answers and then compare with other fast finishers:

*Sara convinced Max his readers wanted to hear about this.*

*The 'Zero' suggests this is the first in a series.*

*Max is still thinking about the plot.*

**Suggested answers**

- Why does Max want to talk to Sara about his childhood?
- Why will the book be called *Gravity Zero*?
- Why hasn't Max started writing yet?

g **Language in context** *Expressions with fair*

Ask students to think of different meanings of *fair*, e.g. hair colour, a trade event. Tell students to match the expressions with the meanings. Check as a class.

**Answers**

- a 3 b 1 c 2

**EXTRA ACTIVITY**

Tell students that *fair* is a homophone and ask them what the other word with the same pronunciation is (*fare* = ticket price). Put students into pairs to think of as many homophone words and phrases as they can in a time limit. Take feedback to find the pair with the longest word or phrase that is a homophone.

- h Ask students if Oscar's phone call to Miranda is just a case of Oscar showing initiative. Put students into groups to discuss the questions. Take feedback as a class.

**2 USEFUL LANGUAGE** *Negotiating*

- a 4.4 Ask students why Oscar and Miranda need to negotiate (there is no set price for inside information!). Tell students to complete the conversation from Part 2. Play the recording for them to check. Check answers as a class.

**Answers**

- 1 issue
- 2 willing
- 3 prepared
- 4 fair
- 5 way
- 6 hoping
- 7 out
- 8 say
- 9 best

**LOA TIP REVIEW AND REFLECT**

- Encourage students to check with a partner before you check answers as a class. This gives weaker students more chance to get the right answers and allows peer teaching.
- Put students into pairs by ability level, stronger with weaker, not necessarily with the person they are sitting next to.
- Encourage students to say why they have specific answers, not just show each other their answers. Demonstrate with gap 1 with a stronger student: *After 'the' we need a noun. What do you have?* (question). *Why?* (because the sense fits and 'question' is also followed by 'of').
- When you give feedback, ask pairs rather than individual students for answers: *What do you have for gap 4, Dima and Maria?*. This stresses that their answers have been a joint effort.

- b Tell students to write the number containing the expression into the table. Check answers as a class and refer students to the Language notes. Drill the expressions.

**Answers**

Opening negotiations	Making and accepting offers
There's just the issue of ... How much would you be willing to pay?	We'd be prepared to offer ... Would that be a fair suggestion? What would you say to ... ?
Asking for more	Declining offers
Could you see your way to increasing that? I was kind of hoping for something more in the region of ... Is that your best offer?	Out of the question.

**LANGUAGE NOTES**

The expression *How much would you be willing to pay?* shows three ways of being polite: a modal verb (*would*), a past tense (*would not will*), the polite phrase *be willing to*.

- c Tell students to complete the conversation with words from the table in 2b. Check answers as a class. Put students into pairs and ask them to practise the conversation.

**Answers**

- 1 open 2 worth 3 accept 4 flexible  
5 position 6 authorised

- d Read out the conversation with very flat (rude/bored) intonation. Put students into pairs to answer the questions. Check answers as a class.

**Suggested answers**

- 1 same: it's a negotiation, with the same information; different: it's very abrupt
- 2 the conversation in 2a: it's important to be polite and show a willingness to make concessions

- e Put students into pairs to role-play the negotiation, covering 2a but looking at the functional language in 2b and the structure of the conversation in 2d. As feedback, ask some pairs to role-play their conversation in front of the class.

### EXTRA ACTIVITY

Dictate this ineffective negotiation to the class:

- A** The delivery time will be 30 days.  
**B** 30 days?!  
**A** What's that supposed to mean?  
**B** We need it asap.  
**A** All right, 25 days.  
**B** Are you serious?  
**A** 20 days and that's the best you'll get from us.  
**B** And that's it?  
**A** Take it or leave it.

Put students into pairs to rewrite and role-play a more effective negotiation.

#### Suggested answer

- A** We could deliver it in 30 days, just for you.  
**B** That's out of the question.  
**A** I'm not sure I follow you.  
**B** Could you see your way to reducing the delivery time?  
**A** I'd be prepared to agree to 25 days.  
**B** Is that your best offer?  
**A** I'm not authorised to agree to less than 20 days.  
**B** I think our business is worth much more than that.  
**A** I'm not in a position to improve on my previous offer, I'm afraid.

### 3 PRONUNCIATION

#### Intonation in implied questions


- a**  4.5 Say to students with a rising intonation:

*The homework needs to be in by tomorrow.*

Ask if this is a question in form (no), in meaning (yes) and why (the intonation rises as in most questions). Ask students to rephrase the statement as a question (Can you give me the homework by tomorrow?). Play the recording for students to listen and notice the intonation. Drill the implied questions with first the normal (falling) intonation and then rising intonation to highlight the difference.


#### Answer

rising


- b**  4.6 Play the recording for students to tick the statements with rising intonation.

#### Answers

1 ✓ 2 ✓ 5 ✓ 6 ✓ 7 ✓ 9 ✓

- c**  Put students into pairs to practise the dialogue. Monitor and make sure students are using the appropriate intonation.

### 4 SPEAKING

- a** Give students some ideas of attractive products or services, e.g. ice cream which has minus calories, a hotel for stressed-out pets. Put students into groups to think of more things to sell. Tell students to choose one of these, one of the items listed in 4a or think of their own ideas. Students then work individually and list some selling points, including setting a price and another aspect to negotiate.
- b**  Put students into pairs to sell to each other, negotiating the price and another aspect. Encourage students to use the negotiation language and implied questions. As feedback, tell some pairs to role-play their dialogues in front of the class.

### EXTRA ACTIVITY

Put students into pairs. Give them these difficult things to sell:

- a round-the-world plane ticket to someone who is scared of flying
- a chocolate cake to Martin Knight (SB p.97)
- a smartphone to a technophobe
- garlic to a vampire.

Student A has to sell first the plane ticket and then the smartphone; Student B the cake and then the garlic. Tell students to take it in turns and use their negotiating language and skills to sell each thing to their partner.

### ADDITIONAL MATERIAL

- ▶ Workbook 8C
- ▶ Unit Progress Test
- ▶ Photocopiable activities: Pronunciation p.267
- ▶ Personalised online practice



# 8D Skills for Writing

## It's a unique dining experience


### OPTIONAL LEAD-IN

Books closed. Put students into pairs to work out the meaning of these menu items in bad English: *sweet and sour chicken, soap of the day, French flies, baby sheep, New York chess cake, thrown salad, beef in hot sores*. Ask students to tell the class about any strange translations they've seen on menus.

#### Answers



sweet and sour chicken, soup of the day, French fries, lamb, New York cheesecake, tossed salad, beef in hot sauce

## 1 LISTENING and SPEAKING

- a**  Ask students to tell you whether people in their country eat out much and the last time they ate out. Put students into groups to discuss the questions in 1 and go through the criteria in 2 and agree on five. Take feedback as a class. Ask questions about some of the criteria, e.g. *What types of cuisine are most popular where you live?*



### LOA TIP MONITORING

- You need to have strategies for dealing with fast finishers and slow workers in an open-ended task like 1a.
  - Think about how you arrange groups so they are more or less equally divided in terms of ability and speed of working (by this stage of the course you will know students quite well).
  - Set a time limit for both parts of 1a and signal the end of stage 1 so that everyone moves on to stage 2 at the same time. Use a consistent signal to show the beginning and end of activities, e.g. clapping your hands once to start and twice to stop.
  - Monitor groups and set an extra speaking task for groups that finish early, e.g. for 1, *What kind of people eat out the most?* and 2, *Can you add any more criteria to the list?*
  - Do not wait for all groups to agree on five criteria before you stop the second stage. Stop when the time limit is up or you feel that discussion is slowing down.
- b**  Ask students what period the Stone Age refers to (the Palaeolithic /pæliəθ'liθɪk/), what they know about life then and what people used to eat. You could show an excerpt from a *Flintstones* cartoon for a funny (and satirical) perspective on the Stone Age.
- c**  **4.7** Play the recording for students to answer the questions. Check answers to 1–4 as a class and take feedback on 5.

At the end of this lesson, students will be able to:

- discuss and evaluate eating-out experiences
- listen to an interview comparing modern dietary habits with those of primitive humans and form their own opinions on the content
- write a promotional text for a restaurant website using persuasive language

### Answers

- Because it lasted for over a million years, human beings learned to cook and their bodies adapted to their diet.
- Wild meat, fish, vegetables, seeds, nuts and fruit are healthy because our bodies are still adapted to life in the Stone Age.
- Dairy products and refined grains like wheat and rice were developed later, so are not 'natural'; they are difficult to digest and cause people to gain weight.
- The ingredients are based on the Stone Age, so people are eating healthily; the food is prepared in a modern, sophisticated way to produce tasty dishes.
- Students' own answers

### Audioscript

**INTERVIEWER** Next on *Healthy Living*, we talk to a chef whose style of cooking is based on ingredients our ancestors would have eaten in the Old Stone Age or the Palaeolithic era, around say 100,000 years ago. Julia Dean is head chef at the newly opened restaurant *Ancestors*. Julia! 100,000 years – that's going back a very long way.

**JULIA** Yes, it is, and you can go back much further than that. The Palaeolithic was a major period in our development as humans. It was the era where we truly became human – we started using tools, we learned to cook, and so on. It was also a period that lasted for a very long time – well over a million years, and that's very significant, because it means that during this time our bodies adapted to a certain lifestyle and to a certain diet. After that, we settled and planted crops and our diet changed – the so-called Agricultural Revolution. But that was only 10,000 years ago – it's not a very long time at all, relatively speaking.

**I** OK, so your idea is that our bodies are still adapted to life in the Stone Age – we've changed but our bodies haven't.

**J** Yes, that's exactly right. We've got different technology, but we're the same people as we were then, physically. So all the foods we ate then are what our bodies are accustomed to – they're what's good for us.

**I** So you mean meat?

**J** Yes, wild meat. Also fish of course, and we dug up roots and found edible plants. So we ate fish and meat and lots of vegetables and seeds and nuts and ... and also fruit, but of course only in season when we found it.

**I** But no milk.

**J** No, what we didn't eat was dairy products, and we didn't eat refined grains like wheat or rice – these came much later. And of course that explains why many people find these foods difficult to digest, and it's a diet that makes you gain weight and is essentially not very healthy – much less healthy than what was eaten earlier.

**I** OK, I see why you chose the name, *Ancestors*, for your restaurant. So, if I go to your restaurant, I'll get the kind of food my ancestors ate in the Stone Age? It sounds a bit primitive.

**J** Well, don't worry. We won't just give you hunks of meat and a few nuts! The idea of our cooking is to use these ingredients, but, of course, to create sophisticated, modern and very tasty dishes using them. So people come to our restaurant because they love the food, of course. But at the same time, they know they're eating healthily – they're eating what's good for them.


**I** Well, put like that it sounds very tempting. I wish you the best of luck.

**J** Thank you.


**I** That was Julia Dean, explaining the Stone Age Diet. And now ...

## VOCABULARY SUPPORT

*relatively speaking* – when compared with something else  
*refined* – made pure by removing other substances  
*digest* – change food in your stomach into substances that your body can use  
*primitive* – (disapproving) very basic or old-fashioned  
*a hunk of sth* – a large thick piece

- d  Ask students whether an obsession with diet is a characteristic of the Western world. Put students into groups to discuss the questions. Take feedback as a class.

## 2 READING


- a  Ask students what kind of information a home page for a restaurant should contain, e.g. pictures of unusual or special dishes. Tell students to read the home page and discuss the questions with a partner. Check the answer to 1 as a class and take feedback on 2.

### Suggested answers

- 1 city-centre restaurant; Stone Age diet included grains; seasonal menu; details of signature dishes; sample menu available; drinks served are natural fruit and vegetable juices, teas, coffee, herbal teas; fixed-price early evening menu; cookbook containing *Ancestors* recipes; sample pages from cookbook available
- 2 someone health-conscious and interested in a new culinary experience because the food is good for you and unusual; students' own answers

## VOCABULARY SUPPORT

*bend the rules* – not obey the rules completely, change the rules to suit a situation  
*genetic make-up* – the particular combination and organisation of genes in our DNA  
*signature dish* – the dish that represents the chef / a restaurant's style of cooking best  
*exacting* (C2) – demanding a lot of effort, care or attention  
*be complemented by sth* – make something else seem better when combined with something  
*wholesome* – good for you, healthy  
*tried and tested* – something that has been tested and is of proven quality

- b  Ask students whether or not these are possible dishes at *Ancestors*, and why: *fried dinosaur leg* (no, fried food is unhealthy), *rice pudding* (no, rice is a refined food), *rock cakes* (the name is appropriate so yes, if they can be made out of fruit, seeds, nuts and vegetable oil, and no flour or dairy products). Ask students to think of a starter, main course and dessert individually and then compare their ideas in groups. Take feedback as a class.

## 3 WRITING SKILLS Promotional material; Using persuasive language

- a Ask students to choose the main purpose. Check as a class. Elicit why the other purposes are less important (people won't have time to read detailed information; few people use restaurant websites to get advice).

### Answer

to promote the restaurant

- b Ask students how the home page is organised (headings, sections, links) and why it uses headings and sections. Check answers as a class. Ask students which of the links they would follow.

### Answers

so people can quickly find out about the features they are interested in; so it looks easy and engaging to read – more so than a block of text

- c Tell students to match the features with the purposes. Check answers as a class.

### Answers

1 c 2 d 3 b 4 a

## FAST FINISHERS

Ask fast finishers to think of ways that *Ancestors* could exploit the Stone Age theme, e.g. menus carved on stone. Tell them to compare their ideas with another fast finisher.

- d Ask students to tell the class any slogans they like. Put students into pairs to choose one of the slogans for *Ancestors* and say why they have chosen it. Take feedback and ask the class if they can think of a better slogan.

### Suggested answer

Pure enjoyment, pure health – because eating at *Ancestors* is an enjoyable experience and the food is healthy and contains only the purest ingredients

- e Tell students to look at the opening phrase *Our city-centre restaurant* and ask: *Is the message that Ancestors is easy to get to or that you should come early to avoid the traffic?* (it's easy to get to). Students match the phrases with the messages. Check answers as a class.

### Answers

1 c 2 b 3 d 4 a

- f Write these two sentences on the board and ask students to say which is more positive, why, and how its structure is different:

*When you enter Ancestors, you feel like you're in a new world.*

*Entering Ancestors, you feel like you're in a new world.*

(The second is more positive because of the structure of the opening adverbial. The first has a conjunction and pronoun; the second, with no conjunction or pronoun but an *-ing* participle clause, is more concise and has more impact.) Put students into pairs to do the same with the sentences in the exercise. Tell students to find three more examples in the text of descriptive clauses or phrases which start sentences. (Note that they are all in the last two sections.) Check answers as a class.

### Suggested answers / Answers

- 1 The first is more effective. Putting vivid description at the start of a sentence immediately gets the reader's attention. The second sentence has two main clauses and this is less efficient as the subject is the same in both.

Based in the city centre, ANCESTORS is ...

Tasty and fresh, the early evening menu offers ...


Tried and tested by our team of cooks, our recipes will enable ...

**g** ► Students complete the exercises in Writing Focus 8D on SB p.174. Refer students to the table and the Writing Tip. Students complete Exercise a–c, using a dictionary if necessary. Check answers as a class. Monitor Exercise d and then ask students to compare ideas in Exercise e. Tell students to go back to SB p.101.

#### Answers

- a**
- 1 freshly; lovingly
  - 2 most exacting; highest
  - 3 serve; offer
  - 4 perfect; ideal
  - 5 complete; total
  - 6 away from it all; far from the bustle of the city
- b**
- 1 a hotel
  - 2 a furniture shop
  - 3 a duty-free shop
  - 4 a music venue
  - 5 a language school
  - 6 an airport lounge
  - 7 a bank
- c**
- 1 Tastefully furnished; truly relaxing
  - 2 manufactured to the highest standards; stand the test of time
  - 3 an extensive range of; globally recognised
  - 4 an ideal venue
  - 5 fully; highly qualified; a unique learning experience
  - 6 A warm welcome awaits you; while away; luxurious
  - 7 Our mission is; a secure home

## 4 WRITING

- a**  Ask students to think of a concept for a restaurant where they live, e.g. a vegan restaurant, a slow-food café, a make-it-yourself pancake place. Put students into pairs or groups to decide on a concept and make notes for the website, using the prompts and looking back at the criteria in 1a on SB p.100. Tell pairs or groups to give a brief presentation to the rest of the class of their concept and promotional ideas.
- b** Tell pairs or groups to write a promotional text with a name, slogan and sections with headings. Tell students to divide up the sections so that they each write a short paragraph. Stronger students can write more than one section. Encourage students to use structures which emphasise the positive features. You could also give weaker students a paragraph frame based on the model text for them to change and expand, e.g. *Based in \_\_\_\_\_, [name] is the ideal place for \_\_\_\_\_ . The early lunch menu offers \_\_\_\_\_ . You will also find \_\_\_\_\_ exciting selection of \_\_\_\_\_ .*
- c** Ask groups to pass round their texts, read one another's and write questions on the text that they'd like answered. Groups then tell the class their answers to the questions on their text and anything else they'd like to make clear. The class votes on the best restaurant.

#### EXTRA ACTIVITY

If possible, follow up this writing activity with a visit to a restaurant. Put students into groups to look at different restaurant websites and ask them to present to the class the best place to go based on the criteria in 4a. The class then votes on the best restaurant. Go to the restaurant and then ask groups to write an English version (or a new English version) of the restaurant website. (The restaurant may be interested in this text if it is positive enough!)

#### ADDITIONAL MATERIAL

► Workbook 8D

# UNIT 8

## Review and extension

### 1 GRAMMAR

- a Write this sentence on the board: *Tracy is glad not to have been playing / be playing / have played next weekend.* Ask students to choose the correct option and explain why (be playing – present continuous for future arrangements). Tell students to choose the correct option. Check answers as a class.

#### Answers

- 1 Waking
- 2 Being sent
- 3 getting
- 4 to listen
- 5 having
- 6 to have met
- 7 of saving

- b Write this sentence on the board and ask students to complete it with one word: *Had Oscar given his name, he \_\_\_\_\_ have got into trouble.* (would). Tell students to complete the sentences with one word. Check answers as a class.

#### Answers

- 1 didn't
- 2 have
- 3 Had
- 4 asks
- 5 otherwise/or
- 6 Were

### 2 VOCABULARY

- a Ask students to cover the endings, look at the sentence halves and think of the word or phrase which comes next. Students then match the sentence halves with the endings. Check as a class.

#### Answers

- 1 c/f
- 2 h
- 3 a
- 4 e
- 5 g
- 6 b
- 7 c/f
- 8 d

#### FAST FINISHERS


Ask fast finishers to think of interesting new similes for *sleep like* (a log), e.g. a bear in winter, my gran after Sunday lunch, a bored student in a library. Tell them to compare ideas with another fast finisher.

- b Ask students which of these words is the odd one out: *thinning, loss, grey, glowing* (glowing, the others can be about hair). Put students into groups to find the odd word out and explain why (there may be different answers but students need to justify them). Check answers as a class.

#### Suggested answers

- 1 saggy; it's the only negative adjective
- 2 scars; they are permanent, not temporary marks
- 3 strengthen; it is part of healthy living and not an anti-ageing treatment
- 4 weight loss; it isn't usually a result of ageing
- 5 yellowing; it's a superficial effect of ageing, not a way of looking/feeling better
- 6 poor circulation; it's a health problem caused by ageing, not a superficial effect of ageing

### 3 WORDPOWER and

- a  4.8 Ask students to describe the pictures and say what the people might be saying. Tell students to match the sentences with the pictures. Students may remember that *bits and pieces* was in 1C Ex 2b on SB p.15. Play the recording for students to listen and check. Drill the expressions.


#### Answers

- 1 b
- 2 f
- 3 a
- 4 c
- 5 d
- 6 e

- b Ask students to think of their own paraphrases for the idioms. Then tell students to replace the idioms with the expressions in the box. Check as a class.


#### Answers

- 1 small things of different types
- 2 many places
- 3 easily
- 4 annoyed by
- 5 damage caused by everyday use
- 6 a normal part of

- c  4.9 Ask students if they know any other expressions with *and*, e.g. *first and foremost, heart and soul*. Tell students to complete the sentences with the adjectives in the box. Play the recording for students to check.

#### Answers

- 1 clear
- 2 tidy
- 3 sweet
- 4 safe

- d Write this sentence on the board and ask students to fill in the missing word: *Apart from some \_\_\_\_\_ and tear, it's in good condition.* (wear). Tell students to choose four expressions from 3a or 3c and do the same.
- e  Put students into groups to read out their sentences for other students to guess what goes in the gap.

#### EXTRA ACTIVITY

Put students into pairs. Tell them to write a dialogue using as many of the *and* expressions as possible. First they plan the dialogue, making notes, then they practise it and finally they role-play it in front of the whole class.

-  Photocopiable activities: Wordpower p.248

#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable worksheets and the Personalised online practice.