

Lesson 2

A Healthy Lifestyle

Lesson 2: A Healthy Lifestyle (49-79)



Get Ready

Introduction to the Lesson

Conversation

Talking about Lifestyle

New Words & Expressions

Learning Vocabulary of Reading

Reading

Having a Healthier and Longer Life	Reading Strategy (Skimming)	Reading Comprehension
--	-----------------------------------	--------------------------

Vocabulary Development

Prefixes and Suffixes

Grammar

Present Perfect	See Also (Phrasal Verbs)
-----------------	-----------------------------

Listening & Speaking

Talking about Past Experiences

Pronunciation

(Emergencies) Phrasal Verbs

Writing

Gerunds

What You Learned

Reviewing Lesson 2

General Objectives of this lesson

- Familiarizing students with the theme 'A Healthy Lifestyle'.
- Making students aware of the benefits/importance of having a healthier lifestyle .
- Informing students of the role of a healthy lifestyle in having a longer and happier life.

The Gantt Chart of the Lesson

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. The following *Gantt Chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

The activities of each lesson are expected to be done in nine weeks. In each week there are three 45-minute sessions and a total of twenty-seven 45-minute sessions will be dedicated to each lesson. Please find in the following what is expected to be done in each session:

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 1	Session 1 (45 min)	Impact Page	10	✓	→	
		Questions and Answers				
		Get Ready (Parts A & B)	35			
Session 2 (45 min)		Conversation (Word Bank + Conversation)	45			
Session 3 (45 min)		Review and Quizzes	45			
Week 2	Session 1 (45 min)	New words & Expressions	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Reading + Reading C o m p r e h e n s i o n Strategy	45			

	Planned	Activities	Min	Session 1	Session 2	Session 3
Week 3	Session 1 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 2 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
	Session 3 (45 min)	Reading + Reading Comprehension + Reading Strategy	45			
Week 4	Session 1 (45 min)	Workbook	45			
	Session 2 (45 min)	Vocabulary Development	45			
	Session 3 (45 min)	Workbook	45			
Week 5	Session 1 (45 min)	Grammar	45			
	Session 2 (45 min)	Grammar	45			
	Session 3 (45 min)	Workbook	45			
Week 6	Session 1 (45 min)	See Also	45			
	Session 2 (45 min)	Workbook	45			
	Session 3 (45 min)	Listening & Speaking	45			
Week 7	Session 1 (45 min)	Pronunciation	45			
	Session 2 (45 min)	Further Practice and Quizzes	45			
	Session 3 (45 min)	Writing	45			
Week 8	Session 1 (45 min)	Writing	10 35			
	Session 2 (45 min)	Writing	45			
	Session 3 (45 min)	Workbook	45			
Week 9	Session 1 (45 min)	What You Learned	45			
	Session 2 (45 min)	Extra activities and Role Plays	45			
	Session 3 (45 min)	Overall Review	45			

LESSON 2

A Healthy Lifestyle

Interesting Facts:

- People with higher education usually live longer.
 - Our health improves when we visit our friends and family members.
 - Sitting a lot increases health risks.
 - Laughter is the best medicine for your health.
-

1. The Title Page

Content: This is the first page of the lesson. It has four interesting facts about the main theme of this lesson 'a healthy lifestyle'.

1. People with higher education usually live longer.
2. Our health improves when we visit our friends and family members.
3. Sitting a lot increases health risks.
4. Laughter is the best medicine for your health.

Objective(s): Title Page gives some factual information to students about 'healthy lifestyles'.

Teaching Procedure: Ask students to read the facts one by one. Give them 1 minute and then ask them to tell you and the class their opinion about the facts. Ask them if they really find the facts interesting. If they have any problem with understanding the statements, you need to explain words or grammatical structures. Do not spend too much time on these statements. This section functions just as a warm-up activity.

You can also ask these questions in Persian:

۱. آیا به نظر شما تحصیلات سبب آگاهی بیشتر نسبت به سبک زندگی می شود؟
۲. به نظر شما ارتباط صله ارحام با سلامتی چیست؟
۳. کارکردن بیش از اندازه با کامپیوتر سبب چه مشکلات جسمی و ذهنی می شود؟
۴. ارتباط خنده با سلامتی در چیست؟

Optional

You may do the following activities as well.

A. Which of the following activities makes you happier?

jogging: hanging out with others: sharing jokes:

B. Describe your feeling when you do the following things:

1. Visiting your grandparents
2. Eating junk food while watching TV
3. Going out with your friends
4. Reading Divan of Hafiz



2. The Impact Page

Content: It consists of four pictures related to the theme 'lifestyle' and the way people live.

- Healthy diet
- Eating fast food
- Daily exercise
- Overwork with technology

Objective(s): It gives general background on the theme of the lesson. It also familiarizes students with lifestyles of different people and what they do to improve or damage their health.

Teaching Procedure: Ask students to look at the pictures for 1 or 2 minutes and then ask them some questions like the followings:

- تصویر ۱: خوردن میوه و سبزیجات چه تأثیری در سلامتی انسان دارد؟
تصویر ۲: آیا غذاهای آماده باعث چاقی می شوند؟ دلایل شما چیست؟
تصویر ۳: دوست دارید در زنگ ورزش چه ورزش ها و بازی هایی انجام دهید؟
تصویر ۴: استفاده از فناوری های جدید چه تأثیری بر سبک زندگی افراد گذاشته است؟

Optional

You may do the following activities as well.

A. Ask students to think about people whom they know with good and bad lifestyles. Write the adjectives the students use to describe them on the blackboard and group them based on good and bad lifestyles.

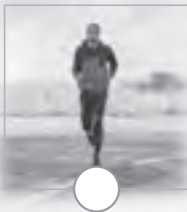


B. Ask students to decide if the following things are good or bad for peoples' health:

overeating, cycling, smoking, overworking with computers, voluntery/charity work

Get Ready

A. Look at the people in the pictures. Check (✓) if what they are doing is good for their health.



Now match the pictures with the words and sentences.

- a** worked **b** jog **c** hangs out **d** eating
e surfing **f** climbed

1. Behzad likes _____ junk food when he's watching TV.
2. Reza is _____ the net.
3. I go out and _____ every morning at 6.
4. Mahdi _____ with his friends on Fridays.
5. They _____ Mount Damavand last year.

3. Get Ready

Content: It has three activities: A, B, and C.

Objectives(s): Get Ready aims at familiarizing students with the theme of the lesson. It also aims at reviewing previously-learned words or presenting some new words related to the theme of the lesson.

Teaching Procedure: Go through activities A, B, and C. Introduce the theme of the lesson, a healthy lifestyle by doing the activities.

Activity A consists of a pedagogical task and a vocabulary exercise. The students should:

- (a) look at the pictures and choose the activities that are good for their health;
- (b) they have to match the pictures with the given words and sentences.

What is good for our health: jogging, hanging out with friends, and climbing

picture 1: b, 3

picture 5: e, 2

picture 4: f, 5

picture 3: d, 1

picture 2: c, 4

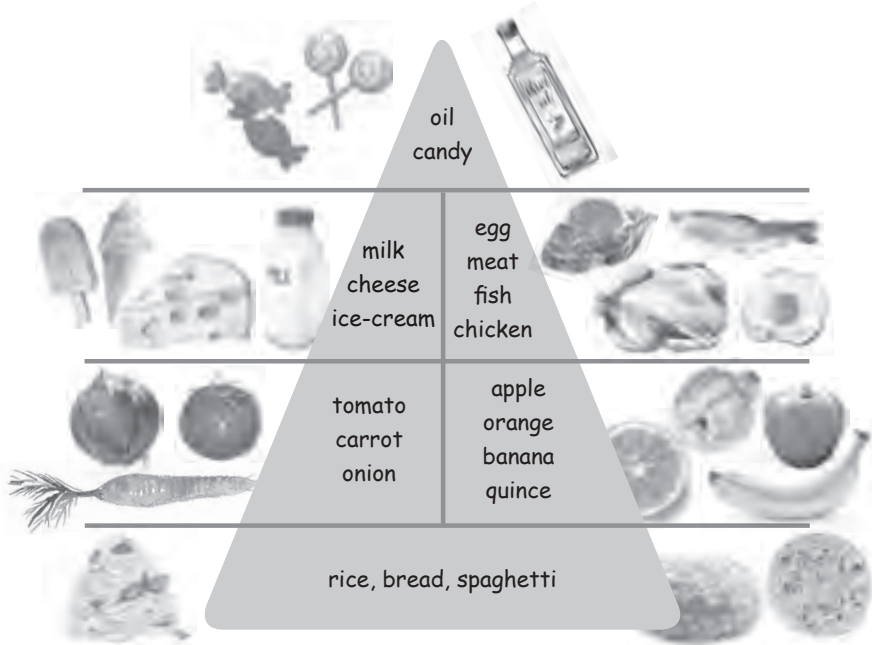
You may ask students to briefly talk about these pictures by asking the following questions:

- چقدر با دوستان خود وقت می گذرانید؟
- برای کمک به افرادی که بیش از اندازه از فناوری استفاده می کنند چه باید کرد؟
- برای کوهنوردی چه مهارت ها و ابزاری مورد نیاز است؟

You may also ask students to do a mini research and find the effects of the following things on physical and mental health:

- Technology addiction
- Missing out on sleep
- Drinking carbonated drinks
- Sitting still for a long time
- Secondhand smoking
- Not drinking enough water

B. In the pyramid below circle the food you eat each day.



Do you think you have a healthy diet? How do you know that?

C. Read the following sentences and use adverbs of frequency (never, sometimes, often, usually, always) to show how often you do them.

1. I work on my computer. _____
2. I watch TV in the afternoon. _____
3. I go out and play with my friends. _____
4. I eat fast food. _____
5. I walk to school. _____

Compare your answers with your classmates'.

Activity B is a task. The students should go through the food pyramid and find the food they eat each day. Notice that the items of the pyramid have been simplified based on the vocabulary knowledge of the students. You need to familiarize students with the pyramid first.

What is the food pyramid?

The Food Guide Pyramid (Fig 1) was released by the USDA in 1992 and is now a widely recognized nutrition education tool. FGP translates nutritional recommendations into the kinds and amounts of food to eat each day.

There are different variants of FGP including Food Guide Pyramid for Children (Fig 2) and My Pyramid (Fig 3). Based on these models, as people grow up, they have to limit the servings of fats, oils, and sweets and use them very sparingly.



Figure 1

Figure 2

Figure 3

Activity C is a task. It requires students to think about their own lifestyle and then use adverbs of frequency to show how often they do the listed activities. The students are required to pair up and compare their lifestyle with that of their friends.

Conversation

rarely,
couch potato,
gain weight,
depressed,
You won!

Word Bank



Sina and Behzad are old friends. They have not seen each other for about three months. Behzad has called Sina.

Behzad: Hi Sina. How is it going? I haven't seen you since Norooz.

Sina: Hi Behzad. Thanks for calling. I am home most of the time. I do different things like surfing the net and playing computer games.

Behzad: How about your free time? Going out, jogging, playing football,...

Sina: Nope. I rarely go out and hang out with my friends.

Behzad: I see. Reza and I are going to Darband for climbing and walking this Thursday. We really like to see you. Will you come with us?

Sina: What?! Oh, no, I haven't been there for a long time. I prefer to stay home and watch my movies on the weekend. I've bought lots of things to eat, too.

Behzad: Come on! Stop being a couch potato! I guess you haven't exercised for a long time. I think you are a bit fat now.

4. Conversation

Content: Conversation page has a picture, Word Bank, Introduction, Conversation, and Questions.

The conversation of this lesson is a phone talk between Sina and Behzad. They have not met for a long time. Behzad has called Sina to see how everything is with him.

Objective(s): The main function of Conversation is providing learners with 'comprehensible input'. It also acts as the context of presenting new words/expressions and raises students' awareness towards the structure presented in the lesson (the present perfect tense).

Teaching Procedure: First present the words in the Word Bank. New words can be presented using different techniques including:



- Showing pictures or photos: **gain weight**
- Using gestures or acting out: **depressed**
- Definition: **coach potato**
- Exemplification: **You won!**

Then ask students to look at the picture and read the Introduction of Conversation to have some ideas about what they are going to hear. You may make a PowerPoint slide presentation and show the picture of people who have unhealthy lifestyles. Some consequences of unhealthy lifestyles such as heart attack, gaining weight, and depression can be shown in slides.

You may talk about the following things in the class:

- نشانه ها و عوارض سبک زندگی نامناسب
- نقش ارتباط با دوستان و خویشاوندان در طول عمر
- نقش رژیم غذایی مناسب در شاد زیستن

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of pre-listening, listening, and post-listening.

Conversation

rarely,
couch potato,
gain weight,
depressed,
You won!

Word Bank



Sina and Behzad are old friends. They have not seen each other for about three months. Behzad has called Sina.

Behzad: Hi Sina. How is it going? I haven't seen you since Norooz.

Sina: Hi Behzad. Thanks for calling. I am home most of the time. I do different things like surfing the net and playing computer games.

Behzad: How about your free time? Going out, jogging, playing football,...?

Sina: Nope. I rarely go out and hang out with my friends.

Behzad: I see. Reza and I are going to Darband for climbing and walking this Thursday. We really like to see you. Will you come with us?

Sina: What?! Oh, no, I haven't been there for a long time. I prefer to stay home and watch my movies on the weekend. I've bought lots of things to eat, too.

Behzad: Come on! Stop being a couch potato! I guess you haven't exercised for a long time. I think you are a bit fat now.

Phase 1. Pre-listening

Different types of activities can be used in this phase such as:

- brainstorming: asking students to brainstorm and list the things people should do to improve their lifestyle
- researching: ask students to find facts about the relationship between a healthy diet and life expectancy
- reading: provide students with some short texts about interesting facts about lifestyle

Sina: Um... actually, you're right. I've gained five kilos in three months. I really do not like to move!

Behzad: See? I told you. Working with computers for a long time makes people sick and depressed. I've read about this somewhere.

Sina: All right. You won!... When and where should we meet?



Questions

Answer the following questions orally.

1. What does Sina do at home?
2. Is Sina a sportsperson?
3. What is your favorite sport?



There are five simple ways for your family to lead a healthy lifestyle and get back on track:

1. Get active each day

Regular physical activity is important for the healthy growth, development and well-being of kids and teens. They should get at least 60 minutes of physical activity every day, including vigorous activities that make them 'huff and puff'.

2. Choose water as a drink

Water is the best way to quench your thirst – and it doesn't come with the added sugar found in soft drinks, fruit juice drinks and other sweetened drinks. Reduced fat milk for children over two years of age is a nutritious drink and a great source of calcium.

3. Eat more fruit and vegetables

Eating fruit and vegetables every day helps kids and teens grow and develop, boosts their vitality and can reduce the risk of many chronic diseases. Aim to eat two serves of fruit and five serves of vegetables every day.

4. Switch off the TV or computer and get active

Sedentary or 'still' time spent watching TV, surfing online or playing computer games is linked to kids becoming overweight or obese. Kids and teens should spend no more than 2 hours a day on 'small screen' entertainment.

5. Eat fewer snacks and select healthier alternatives

Healthy snacks help kids and teens meet their daily nutritional needs. Snacks based on fruit and vegetables, reduced fat dairy products and whole grains are the healthiest choices.

Sina: Um... actually, you're right. I've gained five kilos in three months. I really do not like to move!

Behzad: See? I told you. Working with computers for a long time makes people sick and depressed. I've read about this somewhere.

Sina: All right. You won!... When and where should we meet?



Questions

Answer the following questions orally.

1. What does Sina do at home?
2. Is Sina a sports person?
3. What is your favorite sport?



- **viewing pictures:** make slide shows of activities that improve health condition
- **watching movies:** show a movie about the effects of eating junk food on health
- **discussing:** ask students to talk about their lifestyles and discuss positive/negative points

Phase 2. Listening

1. Ask students to listen carefully for the gist of meaning. You may write some questions like the ones below on the board and ask students to find their answers while they are listening:
 - Where do the boys want to go?
 - When did Sina and Behzad meet?
 - Does Sina like watching movies?
2. Check students' answers after listening.
3. If necessary, replay the audio for students to check their answers.

Phase 3. Post-listening

The students should answer the questions written below Conversation orally. Three types of questions are asked:

Display: What does Sina do at home?

Inference: Is Sina a sports person?

Opinion gap: What is your favorite sport?



Don't let student write their answer.

New Words and Expressions



A. Look, Read and Practice.



Eating vegetables is an important part of a healthy diet.



The doctor is listening to my grandfather's heartbeat.



My uncle has high blood pressure.



My sister measures herself every month.

5. New Words and Expressions

Content: It has three parts: Part One, Part Two, Part Three.

Objectives(s): This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Teaching Procedure: Go through each part and present the words using appropriate techniques.

Part One, Look, Read and Practice, presents the concrete words or those that can be conveyed with pictures. The students are expected to look at the pictures, read illustrative sentences and understand the meaning of the words/expressions.

Play the audio CD. Ask students to listen to the pronunciation of the words and intonation of the sentences carefully. Ask them to repeat, if necessary.

Then introduce the words with the help of pictures. A PowerPoint slide show can be made to make the presentation more interesting.

Other techniques can be used to teach new words of this part:

diet: collocations: balanced/healthy/poor/ vegetarian/high-fibre diet

heartbeat: playing the sound of the heartbeat,

Exemplification: A baby's heartbeat is nearly twice as fast as an adult's.

blood pressure: collocation: check/take somebody's blood pressure

Exemplification: Lifting very heavy weights can also raise your blood pressure considerably for **a short time.**

measure: parts of speech: measurement (n.), measuring (n.), measurable (adj), measureless (adj.)



Our neighbor had a heart attack yesterday.



One serving of rice is not enough for them.



Smoking is harmful to everyone.



Arash has a bad eating habit.



Today, addiction to technology is a big problem.

heart attack: collocation: have/suffer a heart attack
servng: exemplification: The dish has about 250 calories per serving.
harmful: **antonym:** harmful #harmless
habit: parts of speech: habituate (v.), habitual (adj.)
addiction: parts of speech: addict (n.), addicted (adj), addictive (adj.)

Vocabulary Learning Strategies (VLSs)

Vocabulary learning strategies are those strategies that students use in the process of learning vocabulary to learn words faster and retain them longer. There are different taxonomies of VLSs, the most frequently used one in the literature is proposed by Schmitt (1997).

Strategy group

Strategy

Strategies for the discovery of a new word's meaning

- DET Analyze part of speech
- DET Analyze affixes and roots
- DET Check for L1 cognate
- DET Analyze any available pictures or gestures
- DET Guess meaning from textual context
- DET Use a dictionary (bilingual or monolingual)
- SOC Ask teacher for a synonym, paraphrase, or L1 translation of new word
- SOC Ask classmates for meaning

Strategies for consolidating a word once it has been encountered

- SOC Study and practice meaning in a group
- SOC Interact with native speakers
- MEM Connect word to a previous personal experience
- MEM Associate the word with its coordinates
- MEM Connect the word to its synonyms and antonyms
- MEM Use semantic maps
- MEM Image word form
- MEM Image word's meaning
- MEM 'Use Keyword Method
- MEM Group words together to study them
- MEM Study the spelling of a word
- MEM Say new word aloud when studying
- MEM Use physical action when learning a word



B. Read and Practice.

physical: relating to the body

Swimming is a *physical* sport.

calm: without worry

My teacher has a very *calm* manner.

balanced: with all parts existing in the correct amounts

A *balanced* diet contains lots of fruits and green vegetables.

recent: happening or starting a short time ago

The price of bananas has increased in *recent* weeks.

emotional: relating to the emotions

Her doctor said the problem was more *emotional* than physical.

prevent: to stop something from happening

Daily exercise can *prevent* diseases.

relationship: the way in which two or more people feel and behave towards each other.

She has a very good *relationship* with her aunt.

C. Go to Part II of your Workbook and do A and B.

- COG Verbal repetition
- COG Written repetition
- COG Word lists
- COG Put English labels on physical objects
- COG Keep a vocabulary notebook
- MET Use English-language media (songs, movies, newscasts, etc.)
- MET Use spaced word practice (expanding rehearsal)
- MET Test oneself with word tests
- MET Skip or pass new word
- MET Continue to study word over time

Part Two, Read and Practice, presents abstract words (the words that are not easily conveyed with pictures) by definition and/or explanation and illustrative sentences. The students should read the definitions and illustrative sentences and understand the meaning of new words/ expressions.

Play the audio CD. Ask students to listen carefully to the pronunciation of the words and intonation of the sentences. Ask them to repeat if necessary. Then present words with the help of definitions and explanations. Other techniques can also be used such as:

physical : translation: جسمی

calm : antonym: calm # upset

balanced : parts of speech: balance (n.), balance (v.), balanced (adj.)

recent: collocations: in recent years/months/times

emotional: exemplification: She provided emotional support at a very distressing time for me.

prevent: exemplification: His back injury may prevent him from playing in tomorrow's game.

relationship: parts of speech: relation (n.), relative (adj.), relatives (n.), related (adj.)

Part Three includes practices from Students' Workbook, Part II. The activities of vocabulary in Workbook are designed based on first practice, then produce.



B. Read and Practice.

physical: relating to the body

Swimming is a *physical* sport.

calm: without worry

My teacher has a very *calm* manner.

balanced: with all parts existing in the correct amounts

A *balanced* diet contains lots of fruits and green vegetables.

recent: happening or starting a short time ago

The price of bananas has increased in *recent* weeks.

emotional: relating to the emotions

Her doctor said the problem was more *emotional* than physical.

prevent: to stop something from happening

Daily exercise can *prevent* diseases.

relationship: the way in which two or more people feel and behave towards each other.

She has a very good *relationship* with her aunt.

C. Go to Part II of your Workbook and do A and B.

Reading



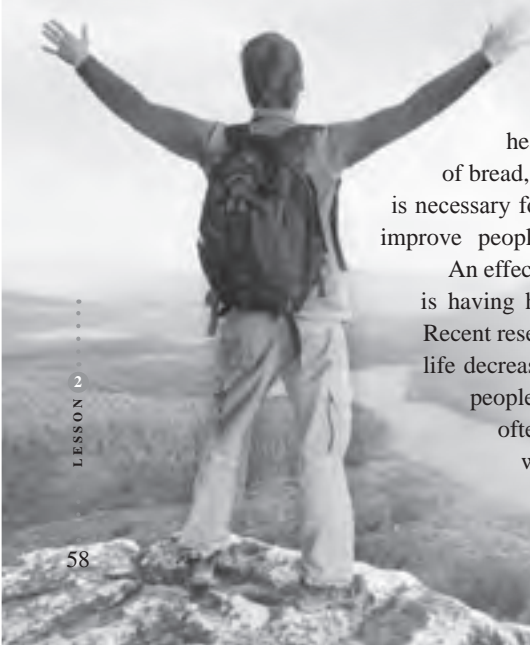
Having a Healthier and Longer Life

Have you ever thought of a healthy lifestyle to live longer? People can do many things to have a healthier life. Most people have a special diet or do lots of exercise; however, without a careful plan they may hurt themselves.

To have a healthier lifestyle, people need to do certain things. First they should check their general health. Measuring blood pressure and heartbeat is the most important thing to do. They also need to check their family health history. In this way, they understand if anyone in the family has had a special illness.

Another thing is paying attention to physical health. For example, eating healthy food helps people live longer and prevents diseases. Eating junk food makes people gain weight, and increases the risk of heart attack. Eating balanced servings of bread, vegetables, fruits, protein, and oil is necessary for everyone. Also, daily exercises improve people's health condition.

An effective way to enjoy a better lifestyle is having healthy relationships with others. Recent research has shown that a good social life decreases the risk of death. Sadly, some people do not visit their relatives very often these days. They are really busy with their work and usually use technology to communicate.



6. Reading

Content: Reading page has a picture, a title, and a Reading Strategy Box.

The reading of this lesson is about having a healthier and longer life. It talks about how to have physical and emotional well-being.

Objective(s): The main function of Reading is providing learners with ‘comprehensible input’. It also acts as the context of practicing newly learned words/expressions and raises students’ awareness towards the structure presented in the lesson (present perfect tense). Further, it provides students with some factual information about healthy life styles.

Teaching Procedure: There are different ways to teach reading. One common model of teaching reading is using the three-phase cycle of pre-reading, while-reading, and post-reading.

Phase 1. Pre-reading

The pre-reading activities of this reading are included in Impact Page, Get Ready, and New Words and Expressions.

Phase 2. While-reading

The students should read silently and emphasis on oral reading should be avoided. The teacher can write some questions on the board and ask students to find their answers while they are reading the text.

- What is the meaning of general health?
- What does social life do with your health?
- Who is a technology addict?

You may also ask students to use the reading strategy scanning they have learned in Lesson 1 while they are reading the text. To help them do that, you may ask some questions whose answers are found by scanning the text.

Examples:

- Find number 5. Why is it used in the text?
- Find the word ‘technology’ in the text. How is it related to lifestyle?
- Find all ‘have’ and ‘has’ verbs in the text. How many of them are followed by ‘past participles’ of the verbs?

Bad habits and addiction can be harmful to health. One day of smoking can take around 5 hours away from the smoker's life. Addiction to technology such as using computers for a long time is also dangerous.

Above all, the most important thing to enjoy a good life is having emotional health. Praying decreases stress and gives people a calm and balanced life. People with this lifestyle have had a better life.

There are many other things people can do to live healthier and longer. The key point, however, is having a plan for the way they want to live and take care of their physical and emotional health.

Reading Strategy

Skimming

You can skim a passage to identify the topic and understand the writer's main idea, or message. When you skim, you can also predict and guess what the reading is about. Skimming a passage before you fully and carefully read it can help you understand it better.

Follow these steps to skim:

- Read the title.
- Look at photos.
- Read the first and the last lines of each paragraph.
- Read quickly. Don't read every word. Details are not important.
- Find and write the main idea.

To identify the topic of a passage, ask: What is the passage about?

To identify the main idea of a passage, ask yourself: What are the most important things the writer says about the topic?

ABC
P
N
M
J
I
V
E
C
D
Z
S

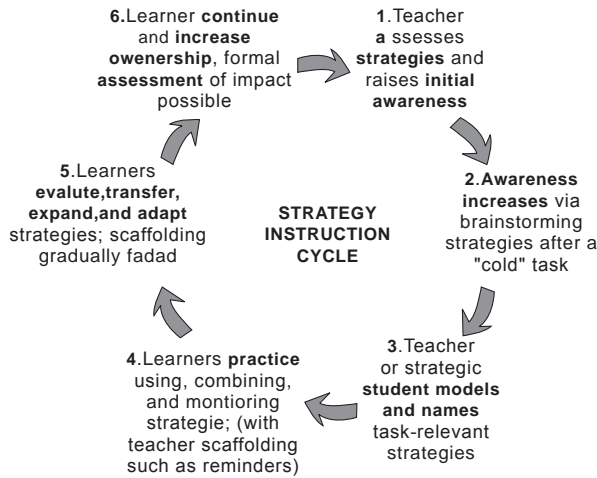
J
H
L
K
J
H
G
G
H
L
M
N

U
O
P
K
V
Q
R
W
X
B
C
L
K

.....
2
.....
LESSON

Reading Strategies

In this lesson students learn ‘how to skim a text’. Skimming means “to go through a passage quickly and jump over parts of it in order to get a general idea of the text” (Rahimi, 2009, p. 95). Tell the students that “when you read a text by skimming, your eyes have to move very quickly from the beginning of the text up to its end to see ‘what the text is about.’” (ibid). In order to teach ‘skimming’, you need to follow Oxford’s cycle (Oxford, 2011, p. 184):



After teaching skimming, you may compare and contrast skimming and scanning to draw students’ attention to the cognitive processes of these two strategies, their similarities and differences.

Skimming	Scanning
when you want to read something quickly to get a general idea.	when you want to read something quickly to find a specific piece of information.
<ul style="list-style-type: none"> • Read the table of contents. • Read the opening and closing sentences of paragraphs. • Read headings and subheadings. • Look at any illustrations or graphic features. 	<ul style="list-style-type: none"> • Look for key words related to your topic. • Look for bold print and italics. • Look for words in larger font sizes. • Look through bulleted information and sidebars.
<p>Skim if you are perusing a book for references.</p>	<p>Skim if you have a question that you need answered.</p>

Reading Comprehension

A. Read the following sentences. Find each idea in the *Reading* and then write the number of the paragraph that discusses it.

- Having a healthy relationship with others makes our lives better.
Paragraph _____
 - Addiction is a harmful habit.
Paragraph _____
 - Paying attention to our food is necessary for our physical health.
Paragraph _____
-

B. Skim the *Reading*. Circle the main idea.

- a) Smoking is harmful to health.
- b) Having a healthy and long life needs a careful plan.
- c) Praying gives people a healthy life.

C. Scan the *Reading* to find the following information.

- a) What increases the risk of heart attack?
- b) How can we check our general health?
- c) What is the most important factor to have a healthier life?

Vocabulary Development

PREFIXES AND SUFFIXES

A prefix is a letter or a group of letters that comes at the beginning of a word. Each prefix has a meaning. For example:

PREFIX	MEANING	EXAMPLE
re-	again	rewrite: write again
un-	not	unimportant: not important
im- in-	not	impossible: not possible incorrect: not correct
dis-	not/opposite of	dislike: not like
mid-	middle	midday: the middle of the day



8. Vocabulary Development

Content: It has two Definition Boxes, and four activities: A, B, C, and D.

Objective(s): Introducing the concepts of suffixes/prefixes and listing some of the most frequent suffixes/prefixes of English language.

Teaching Procedure: First go through Definition boxes to explain how words are made in English through affixation (here with the help of prefixes and suffixes).

Then Go through parts A, B, C, and D.

Definition Box 1 defines what a ‘prefix’ is and lists six English prefixes with their meanings and some examples

English prefixes

English prefixes can be of Anglo Saxon, Germanic, and Latinate origins. There are a lot of prefixes that can be added to roots to make English words. The most frequent ones are listed in the following table (Rahimi, 2009, p. 77).

Prefix	Meaning	Examples	Prefix	Meaning	Example
a-	in the state of	asleep	micro-	small	microchip
ante-	before	antebellum	mis-	wrong	mislead
ant-, anti-	opposite	antipathy	mono-	one	monotheism
auto-	self	autograph	out-	further	outbid
be-	make	becalmed	over-	too much	oversleep
bi-	two	bipartisan	post-	after	postscript
circum-	around	circumnavi gate	pre-, prim-	first	preliminary
col-, com-, con-, co	with, together	colleague, combine	re-	again	retort
de-	opposite remove	deform decriminalize	Semi	half	semicircle
dis-	not	disprove	sub-, sup	under	submarine
e-	out of	emit	super-	above	supernatural
em-, en-	cause	enrich	trans-	across	transcontinental
ex-	out of former	exhale ex-wife	tri-	three	tricycle
extra-	beyond	extraordinary	ultra-	beyond	ultraconservative
fore-	before	foretell	uni-	one	unilateral
im-, in-, un-, ir-	not	impossible, inaccurate unusual, irrespective	under-	not enough	underdone
inter-	between	internal	up-	higher	upbeat
macro-	large	macrocosm	vice-	in the place of	vice president

A **suffix** is a letter or a group of letters added to the end of a word to make a different word. For example, when a suffix changes a verb into a noun, it is a noun maker suffix.

SUFFIX	FUNCTION	EXAMPLE
-er /-or	noun maker	write + -er = writer translate + -or = translator
-ness	noun maker	happy + -ness = happiness
-ion /-tion /-sion	noun maker	create + -ion = creation
-ful	adjective maker	use + -ful = useful
-ous	adjective maker	danger + -ous = dangerous
-y	adjective maker	rain + -y = rainy
-al	adjective maker	nature + -al = natural
-ly	adverb maker	slow + -ly = slowly



Definition Box 2 defines what a ‘suffix’ is and lists eight English suffixes with their meanings and some examples.

English suffixes

English prefixes can be of Anglo Saxon, Germanic, and French origins. The most frequent ones are listed in the following tables (Rahimi, 2009, p. 77).

Table 1. Common English Noun Suffixes

Suffix	Meaning	Examples	Suffix	Meaning	Examples
-age	a state or condition of	pilgrimage	-er -or	the doer	teacher decorator
-al	a process	arrival	-ness	quality, state	sameness
-ance, -ence	state, quality	guidance	-ity	the quality or state	clarity
-dom	state, dignity, office	boredom	-ism	the action or result of, school of thought	fundamentalism
-ee	the receiver of action	trustee	-logy -ology	a subject of study	Geology Sociology
-graph	record, write	radiograph	-y	the action or process	bravery
-hood	the state or quality	childhood	-ive	tending to	aggressive
-ure	the process, result	expenditure	-ist	a person who believes or practices	economist
-ment	the action or result of	development	-ship	state, skill, character	leadership,
-ion	the action, state of, condition of	expedition	-er/-or	the doer	Teacher/ decorator
-sion		revision			

Table 2. Common English Adjective Suffixes

Suffix	Meaning	Examples	Suffix	Meaning	Examples
-able, -ible	capable of being,	valuable	-ive	linking to	productive
-ate	having the quality of	complicate	-ative	tending to	imaginative
-ish	like	brownish	-an, -ian	from	Moroccan, Persian
-y	tending to	watery	-en	pertaining to	golden
-al	connected with	universal	-ic, -ical	connected with	linguistic, identical
-ary	connected with	temporary	-ous	full of	advantageous
-ful	full of	colorful	-ese	of a country or city	Lebanese
-able, -ible	capable of being,	valuable	-ive	linking to	productive
-ate	having the quality of	complicate	-ative	tending to	imaginative
-ish	like	brownish	-an, -ian	from	Moroccan, Persian
-ify, fy	to make	electrify			

A. Read the following words. Circle the prefixes:

disagree midterm uncle
unsafe read image
reality incomplete disorder
unfortunately

B. Read the following words. Circle the suffixes:

scanner powerful homeless
paper replay invitation
cultural famous family

C. Read the fourth paragraph of the Reading and find five suffixes:

D. Look at the nouns. Their adjective forms are given in the *Reading*. Find them.

<u>Noun</u>	<u>Adjective form</u>
1. care	_____ (par. 1)
2. health	_____ (par. 4)
3. danger	_____ (par. 5)
4. emotion	_____ (par. 6)

Table 3. Common English Verb Suffixes

Suffix	Meaning	Examples	Suffix	Meaning	Examples
-ate	to give the quality	abdicate	-ize, -ise	to make like	capitalize
-en	to make, become	widen	-proof	to make so as not to be harmed	waterproof

Activity A is an exercise for practicing prefixes. The students should read the words and circle the prefixes.

disagree	midterm	uncleunsafe
read	image reality	incomplete
disorder	unfortunately	

Activity B is an exercise for practicing suffixes. The students should read the words and circle the suffixes.

scanner	powerful	harmless
paper	replay	invitation
cultural	famous	family

Activity C is a scanning exercise. The students should scan paragraph 4 of the Reading and find five suffixes in the text.

effective
healthy
sadly
really
usually

Activity D is a scanning exercise. The students should scan the Reading and find the adjective forms of the given nouns.

care:	paragraph 1:	careful
health:	paragraph 4:	healthy
danger:	paragraph 5:	dangerous
emotion:	paragraph 6:	emotional

Grammar

A. Read the following texts.



Technology **has influenced** the lives of people in this century. Working with computers and mobile phones **has changed** people's habits and lifestyles. Some people use their laptops and especially their mobile phones everywhere for no good reason. Some of them **have not read** a book for months. Some **have not visited** their relatives for a long time. Some even **have not slept** well or **have not eaten** properly for a long time. Some of these people **have quitted** good habits like doing daily exercises or attending social events. They **have chosen** an unhealthy lifestyle. To live longer, they need to rethink the way they live, work, and use technology.



Technology **has helped** the researchers and scientists of our time. New medicines and medical inventions **have saved** the lives of many people. They **have let** people have a happy life and live longer. New medicines such as anti-cancer drugs and new antibiotics **have cured** many patients. Some technological inventions **have helped** doctors to check people's health condition. They **have found** keys to the secrets of the human body. New technologies **have helped** doctors to understand how diseases develop. They **have found** ways to fight and stop diseases in their early stages. Technology, as some people may think, is not a bad thing at all. The way we use technology, is important.

9. Grammar

Content: It has seven parts, from A to H.

Objective(s): The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result, the three components of Freeman’s pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258) (See figure 1).

Teaching Procedure: The procedure of teaching grammar follows what comes below:

New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation (Richards & Rodgers, 2014, p. 103).

Therefore, the teaching of grammar starts with Activity A and ends with Activity H.

Activity A is an input flooding activity. In this section two texts are provided with lots of examples of the grammatical structure ‘the present perfect tense’. The vocabulary of the texts is controlled and students are supposed to just read each text and notice the new structure. All instances of the grammatical structure are bold. The focus of both texts is on ‘the present perfect tense’. Contextualization of the grammatical structure has also been previously done in Conversation and Reading.

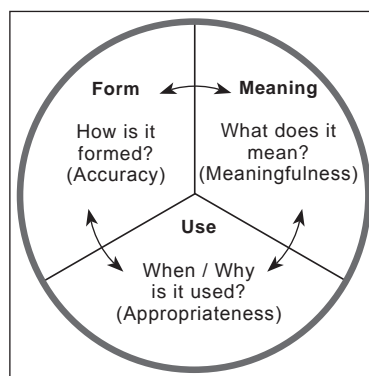


Figure 1. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

B. Read the following examples.

Affirmative

He Samira	has	started	a business.
I You Erfan and Ehsan They	have		

- Amir has written a letter.
- I have watched that movie.

Negative

Behrooz She	has not hasn't	forgotten	the accident.
I You We My friends	have not haven't		

- My mother has not made a cake.
- The students haven't finished their homework.

Interrogative

Has	he Maral	worked	hard?
Have	I you we the farmers		

- Have you been to Paris?
- Has Mr. Ahmadi produced that movie?

Activity B presents grammatical items in isolation. The teacher may

- Explain the tables briefly.
- Ask students to go through the examples written in the tables.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

1 In form wedge, you need to tell students how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.

Subj. + have/has + past participle of the main verb

2 In semantic wedge, what a grammar construction means is dealt with. The meaning can be lexical (a dictionary definition for a preposition like down, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result). The present perfect tense means:

An action or situation that started in the past and continues in the present. I have lived in Bristol since 1984 (= and I still do.)

An action performed during a period that has not yet finished.

She has been to the cinema twice this week (= and the week isn't over yet.)

A repeated action in an unspecified period between the past and now.

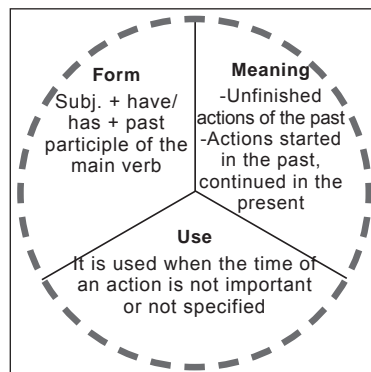
We have visited Portugal several times.

An action that was completed in the very recent past, expressed by 'just'. I have just finished my work.

An action when the time is not important.

He has read 'War and Peace'. (= the result of his reading is important)

3 In Pragmatic wedge, the use of the language in context is introduced. The context can be social or it can be a linguistic discourse co-text. We use the present perfect when the time of an action is not important or not specified



C. Tell your teacher how 'present perfect tense' is made.

D. Read the *Conversation* and underline all 'present perfect verbs'.

E. Read the following paragraph and choose the best verb forms.

I am 55 years old now and I am going to retire this week. When I look back and read the book of my life, I see that I (have-have had) a very interesting life. I was born into a good family. My father was a teacher and my mother was a nurse. They always worked very hard and gave me a normal and healthy life. When I was a kid, I (wanted-have wanted) to become a firefighter. After university, I (join-joined) the Fire Service. I (have worked-work) there for 30 years. It is a really difficult but exciting job. I (worked-work) very hard to become a good firefighter. I (have been-was) in many missions for the past 25 years. But honestly, I don't remember how many lives I (have saved-save) and how many people I (have made-make) happy. Of course one thing I know for sure: I (have enjoyed-enjoy) every minute of my life as a firefighter.



Activity C encourages students to induce the way ‘the present perfect tense’ is made. The teacher can write more examples on the board; or narrate a story and ask students to notice the way ‘the present perfect tense’ is used to tell stories.

Activity D is a controlled practice that aims at making students aware of the taught grammatical structure. The students are expected to go to the Reading, find all ‘the present perfect tenses’ and underline them. The students can use highlighters to do this activity as well.

- Ask students to take a red pencil or highlighter.
- Ask them to

Underline/circle present perfect tenses

Present perfect tenses of the Reading are:
have thought, has shown, have had

Activity E is a structural practice with the aim of providing students with chances of focusing on forms. The students should read the text and choose the correct forms of verbs.

have had
wanted
joined
have worked
worked
have been
have saved
have made
have enjoyed

Present Perfect vs. Simple Past

You must always use the Present perfect when the time of an action is not important or not specified.

You must always use the Simple past when details about the time or place that an action occurred are given or requested.

F. Read the following examples.

I've known them since 2008.
We've lived here for 20 years.

He hasn't got a job yet.

Have they ever traveled to Madrid?

G. Pair up and talk about the things you have and have not done. You may use 'since', 'for', 'yet', or 'ever' in your questions and answers.

Example: I have studied lesson 4.
I haven't done my English homework yet.

1. _____
2. _____
3. _____
4. _____
5. _____

H. Go to Part III of your Workbook and do A and B.

Activity F focuses on making students aware of the adverbs that can be used with ‘the present perfect tense’: since, for, yet, ever, just, yet, still, already. To teach the point, go through the examples and follow the communicative pie chart to explain the way adverbs since, for, yet, ever, just, yet, still, already are used with the present perfect tense.

Activity G is a communicative activity that asks students to talk about the things they have and have not done. They are required to use since, for, yet, ever, just, yet, still, already in their conversations. Activity H provides students with more exercises. The students have to refer to their Workbook, Part III (Grammar), and do parts A to C.

Part A is a structural activity. The students should fill in the blanks with the correct forms of the verbs, using ‘the present perfect tense’.

Part B is a meaningful activity. The students should look at Amir’s list of the things he has to do and write what he has done and what he hasn’t yet.

Part C is a communicative activity. The students should answer the questions based on their personal experiences/opinions.

Optional

You may do the following activity to make students aware of the differences between ‘the present perfect tense and the past tense’.
 Ask students to make a simple picture-story like the one below and use appropriate tenses to describe the actions.



See Also

Phrasal verbs

Read the following examples. Check the meaning of the phrasal verbs.

Would you like to leave a message? No, I'll **call back** later.

Have you **checked in**? Oh, yes. I am in my room now.

When did you **get up**? Early in the morning.

Has your father **given up** smoking? Yes, he knows smoking is harmful to his health.

Did she go to school in Karaj? No, she **grew up** in Lavasan.

Hurry up! We're late.

Sara **looked after** us very well. She's an excellent cook.

Turn off the washing machine. It's making too much noise.

James usually **wakes up** early. But today he's still asleep.

10. See Also

Content: It has two parts, A and B.

Objective(s): The aim of this part is teaching another grammatical point briefly and to the point.

Teaching Procedure: Go through part A and teach the structure based on the 3-dimensional model of teaching grammar.

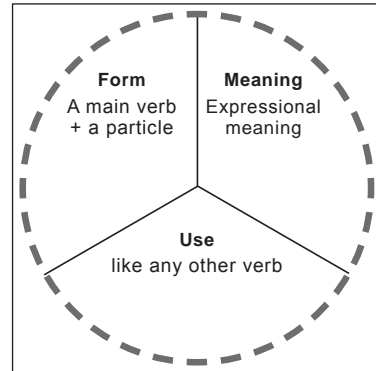
Part A focuses on introducing some frequent phrasal verbs. To teach this grammatical point, use the 3-dimensional grammar pie.

1 In form wedge, introduce the forms:

A main verb + a particle

2 In **semantic wedge**, each phrasal verb has a different meaning from its two parts separately. In this section introduce the expressional meaning of each phrasal verb using synonyms, definition, or explanation.

call back
check in
get up
give up
grow up
hurry up
look after
turn off
wake up



In **Pragmatic wedge**, the use of the language in context is introduced. Explain the function of phrasal verbs.

Listening and Speaking

Speaking Strategy

Talking about past experiences



A. You may use 'present perfect tense' to ask and talk about past experiences.

A: Have you ever played the game 'Travel to Mars'?

B: Oh, yes. I have learned to play it recently. But I don't want to play it again.

A: Really? Why?

B: It takes a lot of my time. I have attended a Spanish class since last Monday. I like to spend my time on that.

A: I see. But you can play it in your free time.

B: I don't know. I haven't thought about that yet.



You may use the following patterns to ask and answer about your past experiences.

Have you ever?

Yes, I have it once, last year,

No, I haven't. Maybe I try it later.

11. Listening and Speaking

Content: It has two parts, A and B.

Objective(s): The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, ‘the present perfect tense’.

Teaching Procedure: The teacher should review the grammatical structure of this lesson (‘the present perfect tense’) by reminding students of the three dimensions of the structure (form, meaning, function). The emphasis should be put on the function of ‘the present perfect tense’ and how it can be used for a specific purpose in everyday talks (i.e., a repeated action in an unspecified period between the past and now). Following that, the teacher should draw students’ attention to the speaking strategy of this lesson:

Talking about past experiences

Then the teacher goes through Parts A and B.

Part A is a short conversation in which ‘the present perfect tense’ is used to talk about the experience of playing a computer game.

The related structures used are:

- Have you ever played ...?
- I have learned to play....
- I have attended a
- I haven’t thought about

Play the CD and ask students to follow the lines. Then ask students to pair up and personalize the dialogue.

Introduce the speaking strategy by reviewing the patterns written on the bottom of the page.

Then explain how the strategy is used in sample dialogues. Present other sample dialogues, if necessary, and ask students to notice how ‘the present perfect tense’ is used in talking about past experiences.

B. Listen to the following conversations and fill in the blanks.

Conversation 1



1. Hamid is on a _____ team.
2. He has quitted the team to _____

Pair up and ask your friends about the experiences they have had. You may use the verbs in the box.

watch Amir Kabir TV series, read poems of Hafez, play football, make a paper boat, travel to the South

Conversation 2



1. Farideh wants to _____
2. Farideh has tried _____

Pair up and ask your friends about the things they haven't experienced yet. You may use the verbs in the box.

play golf, climb Mount Everest, travel to the moon, take part in the Olympics

Part B consists of two conversations, each followed by a role play activity. The students should listen to each conversation and then answer the questions. The aim of this practice is making students aware of the speaking strategy, talking about past experiences.

Conversation 1

A: Have you ever played on any of the school's sports teams?

B: Yes, I have played volleyball for two years.

A: Are you still on the team?

B: No, I have left it.

A: Why?

B: I want to study more. Maybe I play volleyball in the university.

1. Hamid was on a volleyball team.

2. He has quitted the team to study more.

Conversation 2

A: I have put on weight recently. I don't know what to do.

B: What have you done to lose weight so far?

A: I have tried many different diets. But they didn't work.

B: That's the point. Have you done daily workouts?

A: No, I haven't. I don't have time for workouts.

B: Let me show you some easy moves. First you need to....

1. Farideh wants to lose weight.

2. Farideh has tried many different diets.

After each conversation, there is a role play activity.

Here, the students have to pair up and use the clues in the boxes to make new conversations. They are required to utilize the taught strategy.

Pronunciation



A. Listen to the following sentences. All of the words are important and thus they are all stressed.



- ●
1. Watch out!
 2. Come back!
 3. Sit down!
 4. Go away!
 5. Take care!



In some situations, emergencies for example, all of the words are important. In that case, all words carry stress.

B. Say the following sentences with appropriate stress patterns.

1. Get away!
2. Turn round!
3. Wake up!
4. Hurry up!
5. Take care!

Writing

Gerunds



**Cycling is good exercise.
Vahid enjoys cycling.**

A gerund is a verb + -ing that works like a noun. A gerund can be a subject or an object in a sentence.

Gerund as Subject

- Swimming is useful for everyone.
- Reading helps us learn English.

A gerund is always singular. When one gerund is the subject of a sentence, it takes a singular verb.

- Walking makes me happy.

But when two gerunds form the subject, the verb is plural.

- Cycling and jogging are my favorite sports.

Sometimes a noun follows a gerund:

- Playing football was his fun.
- Taking photos is her hobby.
- Learning a language takes time.

A. Change the following verbs into gerunds. Then complete the sentences.

write eat travel do

- 1) _____ fast food makes you fat.
- 2) _____ by train is cheap and safe.
- 3) _____ English well is one of my goals.
- 4) _____ regular exercise is useful for everyone.



In notices, you often see **NO** before -ing forms. It means that it is forbidden here. For example, **NO FISHING** means “Fishing is forbidden”.



Activity A asks students to complete the sentences with appropriate gerunds.

- Have students read the directions and work individually.
- Have students also focus their attention on the spelling.
- Check answers with the class.

1) Eating 2) Traveling 3) Writing 4) Doing

Hint introduces the use of gerunds in some notices used especially in public places. First explain them and you can provide students with such notices else:

No Swimming No Calling No Honking

As an extra activity, you can add as follows:

Speak / make / get / eat / smoke / do / learn

- 1) a good job is not easy.
- 2) is bad for his health.
- 3) fruits and vegetables is good for our health.
- 4) homework is not boring for her.
- 5) fun of other people is rude.



The common rules for spelling gerunds:

(c stands for consonant & v stands for vowel)

- If the word ends with

c + c (talk), then (talking)

v + v + c (speak), then (speaking)

c + v + c and the word is one syllable (run), then double the last consonant (running)

v + c + the letter e (make), then drop the e (making)

Gerund as Object

- I enjoy swimming.
- Maryam loves reading.

*We can use a gerund after the following verbs:

enjoy	finish
give up	imagine
keep on	practice
quit	love

*We usually use *go + a gerund* to describe recreational activities.

- Let's go shopping.
- Yesterday, we went biking.

Here are some common examples:

go fishing	go skating	go sailing
go skiing	go jogging	go running
go swimming		

Gerunds

B. Change the following verbs into gerunds. Then complete the sentences.

play walk fish do

- 1) My sister enjoys _____ in the rain.
- 2) Mehran loves _____ volleyball.
- 3) My dad goes _____ on Fridays.
- 4) Has she finished _____ her homework?



C. Using gerunds (as subject and object) make five sentences about yourself, your family or your friends.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

Activity B as a fill in the blank exercise, asks students to first change the verbs in the box into gerunds, then to complete the sentences.

- Have students read the directions and work individually.
 - Have students also focus their attention on the spelling.
 - Check answers with the class.
- 1) walking 2) playing 3) fishing 4) doing

- Go to Part V of Workbook. Ask students to do the exercises A and B.

Optional

a) You can ask students to complete these sentences that begin with gerunds:

- Watching science-fiction films is
- Studying Chinese is
- Making movies is
- Playing tennis is
- Exercising is

b) Then you can ask students to complete the following sentences with gerunds:

- On weekends, I love
- I don't enjoy
- On snowy days, I like
- My favorite hobby is
- My uncle hates and

c) Also you can ask students to complete the followings only with gerunds.

- is really boring.
- was difficult for my grandfather.
- seems interesting for everyone.
- might be difficult for students.

Activity C is a writing exercise. Have students work individually to write sentences. Check answers and introduce the best ones.



Do not confuse a 'gerund' with the 'present progressive'.

- Maryam's favorite hobby is writing poems.
- Maryam is writing an email now.



D. Read the following sentences. Which of the underlined words is a gerund?

- 1) They were watching a football match when I called.
- 2) Saeed is cycling in the park right now.
- 3) Farzaneh enjoys watching scientific movies.
- 4) My favorite sport is hiking.

Hint deals with introducing two similar structures which might be confusing for students.

gerund vs. progressive form

It might be difficult for students to know the difference between gerunds and present participles in English just by looking because they both consist of the base form of the verb, plus the “-ing” suffix—always!

- Ask students to read the examples.
- Focus their attentions on the gerund and present progressive.
- Remind them that gerund works as a noun but the present progressive is a verb form.
- Using the guideline presented in Lesson One, ask students to find the object in the examples.
- As they do it, they will find that in the first example, writing is the object, so it is the gerund and in the second sentence, an email is the object, so writing is the verb.
- Again using the guideline for finding the verb in a sentence, i.e. “asking what the sentence says about the subject”, students can find the verbs in the examples.

Activity D as a recognition exercise asks students to identify gerunds.

- Ask students work individually to do this activity.
- Allow them to compare answers in pairs before it is checked with the class.
- Have a few students to read their answers for each item to the class, and have students with the same answer raise their hands.

- 1- progressive
- 2- progressive
- 3- gerund
- 4- gerund

Gerunds after Prepositions

Prepositions are words such as *at, by, for, against, after, about, for, on, in, with, without* and so on.

Here are some common examples of *prepositions + gerunds*:

- Parastoo is good at speaking and writing German.
- Alice is interested in playing tennis.
- What do you think about living in a village?
- Nancy and Margaret have plans for doing their homework soon.
- I am tired of washing the dishes.

E. Find all gerunds in the *Conversation*. Which one has come after a preposition?



Part Three introduces the gerunds come after the prepositions. In fact, the gerund must be used when a verb comes after a preposition. The common prepositions and some examples are provided. You may write the examples on the board. Underline or circle these parts of the examples as follows:

- be good at
- be interested in
- think about
- have plans for
- be tired of
- Focus students' attention to the fact that the verb after such prepositions comes in gerund form.
- You can provide students with more examples as follows:
 - I am against **smoking** in public places.
 - I went home after **leaving** the school.
 - You can improve your English by **using** the Internet.
 - He should tell the truth instead of **lying** all the time.
 - You can't learn English without **making** mistakes.

- Go to Part V of Workbook. Ask students to do the exercise C.

Activity E as a recognition exercise asks students to find all gerunds in the Conversation and to determine the ones coming after prepositions.

- (for) calling
- surfing
- playing
- going out
- jogging
- playing football
- (for) climbing and walking
- working with



A. Listen to the first part of a report.

1. Complete the sentences based on what you've just heard.

Some people have three bad habits. They are _____

By making just a few changes in their lifestyle, people _____

2. Listen again and list all 'present perfect tenses'.

B. Now read the rest.

People's busy lifestyle in big cities has created many problems for their health. Rushing to and from school and work has made it hard for everyone to be physically active. Many people do not have time to cook or prepare healthy food. They eat unhealthy snacks and junk food. This type of diet has changed people's taste and many young people now prefer fast food to homemade dishes. Watching TV and working with technology for long hours have also risked people's health. They have increased the risk of heart diseases and sleep disorders. So the things that seem so simple now can cause serious problems in the future.

3. Skim the text and suggest a title for it.

4. Scan the text and underline all 'gerunds'.

C. Work in pairs. Ask and answer.

Name three things people have to change in their lifestyle.

Is it really easy to change our lifestyle?

Why is too much working with technology dangerous?



13. What you learned

Content: It has three parts, A, B, and C.

Objective(s): What You Learned aims at providing students with ‘fluency activities’ and giving students the opportunity to put together whatever they have learned.

Teaching Procedure: Go through each part and work on activities.

Part A is a listening task. Students should listen to a report and fill in the blanks.

Making just a few changes in people’s lifestyle can help them live longer. Research shows that three bad habits have risked people’s health in recent years. They are: smoking, not exercising, and not eating enough fruits and vegetables. While at first it seems easy, many people have found changing these things very difficult.

1. Some people have three bad habits. They are smoking, not exercising, and not eating enough fruits.

By making just a few changes in their lifestyle, people may live longer.

2. have risked, have found

Part B is a reading task. The students should read the rest of the report. Then they have to skim the text and suggest a title for it. They have to scan the text and underline all ‘gerunds’.

3. Title: Three bad habits that risk people’s health

4. rushing, watching, working

Part C is a role play. Ask students to take role and practice.

A: Name three things people have to change in their lifestyle.

B: Exercise more, eat healthy food, and limit watching TV or working with technology

A: Is it really easy to change our lifestyle?

B: Yes (No).

A: Why is too much working with technology dangerous?

B: It increases the risk of heart attack and sleep disorder.