



9 A Healthy Lifestyle

1 Synopsis

Simone and Robert are having lunch at work. Robert tells Simone how unhealthy her junk food is, but as soon as she leaves, he starts to eat her food. They are making a film about the National Senior Games, which is an Olympics for older people. It is held in the U.S. and is becoming very popular. The athletes, some of whom are in their 80s, want to break the stereotype of what it means to be old. They talk about how they want to keep their bodies working and moving. They refuse to slow down, and they head for the gym, rather than the sofa!

Length of video: 3:53min

2 Target Language

Grammar: *will/won't*

Vocabulary: sports; ages

Language points: *You call that ...? Who cares? ..., is my life, lighten up*

3 Procedural Notes

A Before you watch

As a class. Introduce the topic of fitness. Ask *In your country, what do people do on weekends and after work to stay in shape? Are many older people active in sports? Is the attitude toward staying in shape changing?*

As a class. Ask students to look at the list of sports and activities. To check understanding of vocabulary, elicit meanings from the class, point to the pictures, and use mimed actions. Alternatively, instruct students to use dictionaries or find pictures of the sports online.

In pairs. Have students work in pairs and check the sports they think people in their sixties and seventies might do. You can ask pairs to justify their choices, but do not comment on them at this stage. (Note that there are no correct answers.)

B While you watch

1 Individuals. Play the whole video through without sound. Have students circle the sports listed in *Before you watch* when they see them. Alternatively, you can try Jigsaw Viewing (see the Teaching Tips in the DVD booklet).

Answer key:

everything on the list except boxing, basketball, and fencing (in addition, there is archery, power-walking, and triathlon)

As a class. Ask *What other sports did you see? Did anyone notice what kinds of people were doing these sports? (seniors).* Explain that the video is about the National Senior Games, or Senior Olympics (the fastest-growing sports event in the U.S.).

2 In pairs. Refer students to the pictures of four people competing and invite them to suggest an age for each one. Call on a few pairs to give you their ideas.

Individuals. Play the video [01:55–02:12] and have students listen and write the people's ages. Replay the segment, if necessary. Check answers and ask students how close their guesses were.

Answer key:

1 55 2 64 ("I'm gonna be 65 in a couple of months")
3 82 4 72 and a half

3 In pairs. Have students try to complete the sentences in pairs before watching the video. Then, play the whole video for students to check answers. If you prefer, ask the class to tell you to pause the video when they hear the sentences.

Answer key:

1 won't live, keep 2 are, will not/won't slow down
3 will compete 4 meet, will ('ll) create

C After you watch

1 Individuals. Ask students to match the sentences individually. If necessary, check the meaning of *age/aging* (get/getting old). Check answers as a class. If necessary, play the end of the video [from 02:12] and have students match the two halves of the sentence.

Answer key: 1 d 2 c 3 b 4 a

In pairs. Ask students to choose and discuss either comment 3 or 4 in pairs. To encourage a good discussion, have one student in each pair argue for the comment and the other student argue against it. Finally, ask students to decide if they agree, partially agree, or disagree with the statement. Ask for a show of hands.

2 In pairs. Give students time to read the sentences and check comprehension. Ask them to work in pairs to complete the sentences, and then check answers as a class.



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Answer key:

- 1 get, 'll buy/will buy 2 'll apply/will apply, reach
3 won't get, starts 4 leave, 'll go/will go
5 won't give up, retire

Answer key:

- 1 You call that lunch? 2 lighten up 3 Junk food is my life. 4 Who cares?

D Language points

1 As a class. Ask students if they remember what Robert is eating in the video (a salad) and what Simone is eating (junk food). Elicit what happens after Simone goes back to the studio (Robert eats her food!). Nominate two students to read aloud the dialogue.

In pairs. Ask students to choose a role each and to read the conversation. Encourage them to use correct intonation. Then, have them swap roles.

2 In pairs. Ask students to find expressions in the conversation that tell us the information in 1–4. Point out the first example. Mention that “Who cares!” and “Junk food is my life” are two separate expressions.

E Your viewpoint

As a class. Ask *Do you know an older person who you admire? What's special about this person?*

Elicit some ideas from the class. Point out that we usually say *older/senior/elderly* rather than *old* (out of respect).

In pairs. Have students take turns describing an older person they know who is admirable. Encourage the speaker to talk about things like the person's name, age, former occupation, typical day, hobbies or interests, why the person is special, etc. Encourage the listener to ask follow-up questions, e.g., *How do you know him/her? Is he/she widowed? Where does he/she live?* For homework, have students write a paragraph about an elderly person they know and admire.

4 Video Script

Simone: You call that lunch?

Robert: It's better than what you're eating. This tomato has more vitamins than your whole hamburger. And just a few of your French fries have more calories than a whole head of lettuce.

Simone: Who cares? Junk food is my life!

Robert: Well, you won't live for very long if you keep eating like that.

Simone: Oh, Robert, lighten up. I like healthy food, too, but if I just ate salads all the time, I'd probably die of boredom. Oh, we'd better get back to work.

Robert: As soon as I clean up here, I'll meet you in the studio. Will you grab a few apples from the fridge?

Simone: OK.

Robert: Look at this.

Presenter: Some people wake up and say, “It looks like a good day to change the world.” They realize certain words don't fit anymore. Words like *elderly*, *frail*, *slowing down*, *old* ... Some folks may head for the sofa, the fridge, and the remote control. These people head for the gym, the track, and the swimming pool. These are the athletes who will not slow down. They are raising

the bar. At the National Senior Games, the Senior Olympics, they will compete in the fastest-growing sports event in the United States.

Man 1: I'm at the Senior Olympics, but I don't truly think of myself in that senior level.

Woman 1: I just turned 55 a little while ago.

Man 2: I'm gonna be 65 in a couple of months.

Man 3: 82.

Woman 2: I'll be 59 tomorrow.

Man 4: I'm 54.

Woman 3: 72 and a half.

Man 5: I'm 81.

Woman 4: I was never so happy to become 50 in my life, so ...

Presenter: Begun in 1987, with only 2,500 athletes, a record number of athletes and fans will fill the stadium this summer. When these new heroes meet, they'll create stories of triumph.

Woman 5: I did my first triathlon when I turned 55.

Man 6: I did my first one at 65.

Woman 6: When I was in high school, girls didn't run; they got to be cheerleaders. So, you know, I finally got to the age where I could run and it was acceptable.



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Presenter: They will celebrate energy and effort.

Man 7: The main thing is keep the body working; don't ever wait and rest.

Woman 7: When you get old, just move, keep moving; it's best for you.

Man 8: As long as you keep moving, you're going to be more healthy.

Presenter: They will touch our hearts and bring us to our feet.

Woman 8: Oh, I just refuse to be old. You have to age; but you don't have to be old.

Presenter: This well-conditioned age group will continue to break records and stereotypes.

Man 9: Aging isn't an age anymore. I think it's a state of the mind.

Woman 3: I've had nothing but fun.

Woman 9: I will never forget this day. It was the best thing in my life.

Presenter: Long live the National Senior Olympics.