

## AUDIOSCRIPT

B

1

**Man 1** So you're in for your annual check-up and cleaning, is that it?

**Man 2** Yes. And I was wondering if you could take a look at one of my molars on the top left. It's been sore lately, especially when I chew.

**Man 1** OK, I'll have a look and then take an X-ray. Open wide, please.

2

**Woman** Do you remember when you last came in for a complete physical?

**Man** Actually, it was some time ago. Four, maybe, five years.

**Woman** You know, even if you're in good health, you should see a doctor every two years for a check-up.

**Man** You're right, but I never seem to have enough time.

3

**Man** Hi. I'd like to have this prescription filled, please.

**Woman** Certainly. Which would you prefer: brand name medicine or the less expensive generic drugs?

**Man** Hmm. I think I'll go with the brand name, since that's what my doctor's prescribed.

4

**Man 1** Will I have to wear corrective lenses all the time?

**Man 2** No, no. You have very good eyesight. This prescription will correct your vision so that you can read comfortably at night.

**Man 1** That's good news.

5

**Woman 1** The health insurance benefits package we offer our employees includes full medical and dental coverage.

**Woman 2** Will my policy include prescription drugs?

**Woman 1** Yes, it does. It reimburses 90% of all doctor-prescribed medications.

## Viewpoint

## Aims

- TOEIC® Part 7 practice: reading comprehension
- Vocabulary: diet; fitness; longevity
- Discussion: healthy lifestyles

In this Viewpoint activity, students read an article, then work on four presentation slides that have incorrect and missing information. The activity provides a good opportunity to compare and contrast different cultural approaches to health, exercise, and eating habits. You

You may want to introduce the general lead-in in the Student's Book as pairwork. Students can work in pairs to draw up a list of elements that they think are important for a healthy lifestyle before reading the article. Pairs can also correct and complete the presentation slides in exercise B. Here is some useful vocabulary:

*generation exercise a sharp mind centenarian consumption rigorous activity low-stress lifestyle to urge to return to your roots longevity a warning local dishes to be scorned a treasure old folks*

## Extension Activity

You can have students do mini-presentations. Students can either use the corrected slides in the Student's Book to do a mini-presentation of the Okinawa community and dietary practices.

OR

They can make their own slides and do a mini-presentation about the dietary practices or another health-related issue within their own cultures.

## Answers

## Suggested answers

exercise, diet, sleep, relaxation, stimulation, hobbies, security, family

B

Slide 1 i wrong – low levels of cholesterol

Slide 2 i wrong – tofu (bean curd), pork

Slide 3 ii wrong – more stressful

iii wrong – less exercise

Slide 4

## Suggested answers

i doctors and the government are encouraging people to return to the traditional lifestyle

ii the local newspaper is providing advice for healthier living

iii schools are serving and teaching children about traditional foods

## DISCUSSION

This discussion section allows students to give their views on a number of issues relating to well-being and lifestyles. Ask them to consider how the lives of traditional Okinawans differ from their own. What are the consequences of the increasingly standardised lifestyles of young people in many countries? Do they think that technology and industrialised food production have made only positive contributions to modern life or have they in fact created problems of their own?