**Lesson:** The Killer American Diet

**Lesson Text Source:** <https://www.youtube.com/watch?v=M24EXiIJruU>

**Level:** C1

**Warm Up (5 min)**

* Have you heard about preventive medicine?
* What are some of the illnesses that can be “prevented” by practicing this type of medicine?
* Are you into “preventive medicine”? If so, how? Tell us about it!

**1. Vocabulary** (5 min): **Medical Terms**

**Directions:** *The meaning of the following medical can be easily inferred due to their Latin roots. However, their pronunciation can be a little bit trickier in English language. With the help of your teacher, practice their pronunciation out loud.*

* cardiovascular (adj.)
* diabetes (n.)
* hypertension (n.)
* arteriography (n.)
* prostate (n.)
* spectroscopy (n.)
* blood vessel (n. ph.)

**2. Comprehension** (15 min)

**2.1. General**

**Question:** *What’s the text main idea, in your own words?*

**2.2. Specific**

**Direction:** *Watch again and answer the following specific questions.*

**a)** What are some preventable diseases mentioned by the speaker?

**b)** How is the American lifestyle affecting Asia?

**c)** Why does the author refer to obesity as an epidemic?

**d)** From the speaker’s perspective, what would be the results of switching into a healthier lifestyle in America?

**3. Meaning in Context (Video Transcript)** (10 min)

**Directions:** Under your teacher’s supervision, read the video transcriptfor pronunciation purposes. **What does the speaker imply by the phrases in bold?**

*With all the legitimate concerns about AIDS and avian flu --and we'll hear about that from the brilliant Dr. Brilliant later today--* ***I want to talk about the other pandemic****, which is cardiovascular disease, diabetes, hypertension -- all of which are completely preventable for at least 95 percent of people just by changing diet and lifestyle.*

*And what's happening is* ***that there's a globalization of illness occurring,*** *that people are starting to eat like us, and live like us, and die like us. And in one generation, for example, Asia's gone from having one of the lowest rates of heart disease and obesity and diabetes to one of the highest. And in Africa, cardiovascular disease equals the HIV and AIDS deaths in most countries. So,* ***there's a critical window of opportunity we have to make an important difference that can affect the lives of literally millions of people,*** *and practice preventive medicine on a global scale.*

*Heart and blood vessel diseases still kill more people -- not only in this country, but also worldwide -- than everything else combined, and yet it's completely preventable for almost everybody.* ***It's not only preventable; it's actually reversible.*** *And for the last almost 29 years, we've been able to show that by simply changing diet and lifestyle, using these very high-tech, expensive, state-of-the-art measures to prove how powerful these very simple and low-tech and low-cost interventions can be like -- quantitative arteriography, before and after a year, and cardiac PET scans.*

*We showed a few months ago -- we published the first study showing you can actually stop or reverse the progression of prostate cancer by making changes in diet and lifestyle, and 70 percent regression in the tumor growth, or inhibition of the tumor growth, compared to only nine percent in the control group. And in the MRI and MR spectroscopy here, the prostate tumor activity is shown in red -- you can see it diminishing after a year.*

*Now there is an epidemic of obesity: two-thirds of adults and 15 percent of kids. What's really concerning to me is that diabetes has increased 70 percent in the past 10 years, and* ***this may be the first generation in which our kids live a shorter life span than we do.*** *That's pitiful, and it's preventable. Now these are not election returns, these are the people -- the number of the people who are obese by state, beginning in '85, '86, '87 -- these are from the CDC website -- '88, '89, '90, '91 -- you get a new category -- '92, '93, '94, '95, '96, '97, '98, '99, 2000, 2001 -- it gets worse.* ***We're kind of devolving.*** *(Laughter)*

*Now what can we do about this? Well, you know,* ***the diet that we've found that can reverse heart disease and cancer is an Asian diet.*** *But the people in Asia are starting to eat like we are, which is why they're starting to get sick like we are. So, I've been working with a lot of the big food companies.* ***They can make it fun and sexy and hip and crunchy and convenient to eat healthier foods,*** *like -- I chair the advisory boards to McDonald's, and PepsiCo, and ConAgra, and Safeway, and soon Del Monte, and they're finding that it's good business. The salads that you see at McDonald's came from the work -- they're going to have an Asian salad. At Pepsi, two-thirds of their revenue growth came from their better foods.*

*And so; if we can do that, then* ***we can free up resources for buying drugs that you really do need for treating AIDS and HIV and malaria and for preventing avian flu.*** *Thank you.*

**4. Phonetics: Omitting /t/ sound before nasal sound /n/ in American English** (5 min)

|  |
| --- |
| In American English, sound /t/ is often omitted in fast and/or informal speech. Examples in the text:* *preve****n****table diseases*
* *qua****n****titative arteriography*

Practice the words below under your teacher’s supervision omitting /t/ as you read.  |

* in**t**ernational
* in**t**eractive / interact
* in**t**erruption / interrupt
* in**t**ermediate
* in**t**ernet
* cen**t**er
* representative

Can you think of any other examples where sound /t/ is dropped before /n/ sound?

**5. Grammar: Suffixes (15 min)**

A suffix is a letter, or a group of letters, added to the end of a word to alter its meaning or to ensure it fits grammatically into a sentence. Suffixes (added to the back of words) contrast with prefixes (added to the front). Suffixes and prefixes are known as affixes.

Learning suffixes is a good way to expand our vocabulary. For example, once you know the root word *pay*, then *payable, payee, payer, paying,* and *payment* all come "free." This is particularly useful if you're learning English. Below find a list of common noun and adjective forming examples and discuss their meaning with your teacher.

**Noun Suffixes:**

|  |  |  |
| --- | --- | --- |
| **Suffix** | **Meaning** | **Example** |
| *-dom* | place or state of being | freedom, kingdom, boredom |
| *-er, -or* | one who | trainer, protector, [narrator](https://www.thoughtco.com/narrator-fiction-and-nonfiction-1691419) |
| *-ism* | doctrine, belief | communism, narcissism, skepticism |
| *-ist* | one who | chemist, narcissist, [plagiarist](https://www.thoughtco.com/plagiarism-definition-1691631) |
| *-ment* | condition of | [argument](https://www.thoughtco.com/argument-rhetoric-and-composition-1689131), endorsement, punishment |
| *-ness* | state of being | heaviness, sadness, rudeness, testiness |
| *-ship* | position held | fellowship, ownership, kinship, internship |

**Adjective Suffixes:**

|  |  |  |
| --- | --- | --- |
| **Suffix** | **Meaning** | **Example** |
| *-able, -ible* | capable of being | edible, presentable, abominable, credible |
| *-al* | pertaining to | regional, [grammatical](https://www.thoughtco.com/what-is-grammar-1690909), emotional, coastal |
| *-esque* | reminiscent of | picturesque, statuesque, burlesque |
| *-ful* | notable for | fanciful, resentful, woeful, doubtful |
| *-ic, -ical* | pertaining to | musical, mythic, domestic, [chiastic](https://www.thoughtco.com/chiasmus-figure-of-speech-1689838) |
| *-ious, -ous* | characterized by | nutritious, portentous, studious |
| *-ish* | having the quality of | fiendish, childish, snobbish |
| *-less* | without | endless, ageless, lawless, effortless |
| *-y* | characterized by | sleazy, hasty, greasy, nerdy, smelly |

**5.1. Grammar Practice: Suffixes and Word Meaning.**

**Exercise A:** Common Adjective Suffixes

**Directions:** Change each word in column A to an adjective by adding a suffix **– ful, –less, –able.** You may have to change, drop, or add letters before adding the suffix to some words.

1. bounty *bountiful* 11. child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. misery 12. service \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. awe 13. consider \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. move 14. count \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. grate 15. end \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. remark 16. master \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. penny 17. speech \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise B:** Common Noun Suffixes

**Directions:** Change each word into a noun by adding suffix **-er, -hood, -ness, -ship.** You may have to change, drop, or add letters in some cases.

1. brother 11. trumpet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. boy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 12. woman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. swim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 13. member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. together \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 14. conscious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. sick \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 15. neighbor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. farm 16. empty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. write \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 17. false \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. do 18. happy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. partner\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 19. sportsman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. court 20. companion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6.** **Speaking: Oral Presentations** (15 min)

**Directions:** In each case, answer the following questions in the form of a brief monologue.

**6.1. Globalization Debate**

* Do you agree with the speaker on the fact that the American way of life exercises a negative influence on the rest of world?
* In your opinion, is the US influence on the rest of the world mainly negative?
* What are some of the means through which the US exercises influence on the international community? Music and television? Arts and literature? Industry and commerce?
* What images spring to mind when you hear the word ‘globalization’?
* How long has the term ‘globalization’ been around?
* Do you think it’s possible to ignore globalization?
* How has globalization affected your life?
* Is globalization good for the world?
* What will globalization look like fifty years from now?
* What else can we globalize, other than “a killer lifestyle”?

**6.2. A Healthier Lifestyle**

* Is it possible to have a healthy lifestyle in modern world?
* Why do many people try to have a healthy lifestyle? What is the main purpose of it?
* Do you pay much attention to what you eat?
* What is your attitude to smoking and alcohol? How much beer, wine or rum you can drink daily without any damage to your health?
* How many hours of sleep do you need daily? If you don't sleep enough, how do you feel and look?
* Do you often find yourself under stress?
* What are the areas of your life where stress situations take place more often? Work? Family? Relationships with friends? While commuting to work?
* How do you usually cope with stress?
* Is there any connection between the person's style of life and the duration of his life?