

Staying Healthy

8

Preview

What foods do you eat every day? What did you eat in your native country? Do you have healthy eating habits?

UNIT GOALS

- Talk about eating habits
- Read a nutritional label
- Talk about diets
- Talk about family health
- Talk about dental health

1 WHAT DO YOU KNOW?

A Look at the pictures and phrases. They describe eating habits and food shopping habits. Which words do you know?

B  Look at the pictures and phrases. Listen. Listen again and repeat.



1 have a snack



4 drink sugary beverages



5 eat fast food



7 eat fatty foods



8 buy junk food



9 be on a diet



10 get takeout

Learning Strategy

Make connections

Make cards for five phrases. Write each phrase on the front of a card. Write three examples of the phrase on the back. Example:

*Be on a diet/eat grapefruit
eat less bread
eat lean meat*



2 cook home-made meals



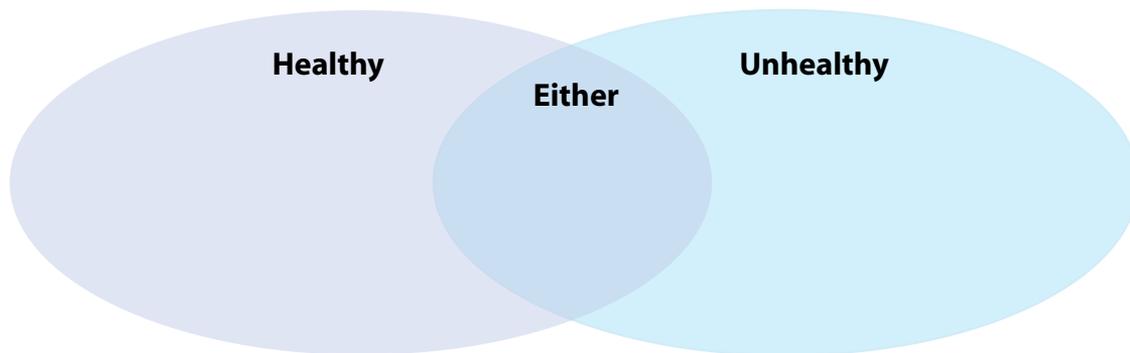
3 buy frozen dinners



6 buy fresh fruits and vegetables

2 PRACTICE

WORD PLAY. Look at the phrases on pages 147–148. Are the habits healthy or unhealthy? Can they be either? Write them in the diagram.



Show what you know!

GROUPS. Compare your answers from Word Play. If the habit can be healthy or unhealthy, give examples.

Listening and Speaking

1 BEFORE YOU LISTEN

Do you ever skip meals? If you do, which meals do you skip? Why? How do you feel if you skip meals?

skip meals = not eat one or more meals (breakfast, lunch, or dinner)

2 LISTEN

CD2 T47

- A**  Listen to the radio show “Our Nation’s Health.” Complete the sentence. Circle the correct word.

Most U.S. workers have _____ eating habits.

- a. healthy b. unhealthy

CD2 T47

- B**  Read the statements. Then listen again. Circle the correct answers.

- Skipping meals is _____ for your health.
 - good
 - bad
 - neither good nor bad
- In the U.S., _____ percent of workers eat snacks.
 - 33
 - 55
 - 89
- Most U.S. workers eat _____ for snacks.
 - fruit
 - donuts
 - junk food
- U.S. workers eat snacks because they’re hungry, stressed and _____.
 - bored
 - thirsty
 - they need energy



3 CONVERSATION

CD2 T48

A  Listen to the sentences. Then listen and repeat.

What **do** they eat for lunch?

Do **you** (“d’ya”) have a snack?

What **do you** (“d’ya”) usually have?

Pronunciation Watch

The word *do* usually has a weak pronunciation with a short, quiet vowel sound when another word comes after it. *Do you* is often pronounced “d’ya.”

CD2 T49

B  Listen and read the conversation.

Tanisha: Do you ever skip meals?

Mike: Well, sometimes I skip breakfast if I’m late to work.

Tanisha: And do you ever snack between meals?

Mike: Sure. Doesn’t everyone?

Tanisha: I guess so. So, what kind of snack do you usually have at work? Fruit? Crackers?

Mike: No, I usually get something from the vending machines, like chips or cookies.

4 PRACTICE

A PAIRS. Practice the conversation.

B MAKE IT PERSONAL. GROUPS. Look at the eating habits. What can happen if you have these eating habits?

- eat late at night
- eat in front of the TV
- not eat many fruits or vegetables
- eat fatty foods
- eat salty foods
- skip meals



Grammar

Adverbs of Frequency

Subject	Adverb	Verb	
We	always	eat	a big breakfast.

Subject	Be	Adverb	
I	am	usually	hungry by noon.

Grammar Watch

- Sometimes and usually can also start a sentence.
- We also use expressions like *once in a while* and *once a year*. They can start or end a sentence.

Adverbs of Frequency		
always	100%	
usually	↓	
often		
sometimes		
rarely		
never		0%

1 PRACTICE

- A** Underline the adverbs or expressions of frequency. Circle the verb that the adverb describes.

Jorge often goes to bed late and he wakes up late. He doesn't want to get to work late, so he sometimes skips breakfast. It's OK to skip breakfast once in a while, but not every day. People who skip breakfast usually eat more during the day and increase their risk for heart disease.



- B** Unscramble the sentences. More than one answer is sometimes possible.

- never / has / meals / between / snacks / he
He never has meals between snacks.
- we / once in a while / get / food / take-out
- rarely / Camilita / eats / frozen / dinners
- get / twice a week / we / food / take-out
- adds / her husband / salt / to his food / almost always

2 PRACTICE

A Add adverbs of frequency to the sentences. Draw arrows.

1. I make rice mixed with vegetables for my children. (sometimes)
2. I cook with olive oil. They say it's good for the heart. (always)
3. My husband loves butter. He adds it to vegetables. (often)
4. I used to use peanut oil, but now I cook with canola oil. (usually)
5. In my native country, we ate a big meal at noon. (always)

B Read the paragraph. Find and correct four mistakes.

I'm from El Salvador. People drink often coffee and eat tortillas for breakfast. Usually we eat tortillas for lunch. Lunch almost always is the biggest meal. For dinner, we have often a lighter meal. Now I live in the U.S. I often eat the same foods that I ate in El Salvador, but I have usually a big dinner, and I have a small lunch often.

Show what you know! Talk about eating habits

STEP 1. GROUPS. Write two questions about eating habits in the chart. Start the questions with *How often . . .*

Questions	Once a week	Every day	Almost never	Not sure
<i>How often do you eat fast food?</i>				

STEP 2. Survey five classmates. Write their names or initials in the chart.

STEP 3. Report your results to the class.

Can you... talk about eating habits?

Life Skills

1 READ A NUTRITIONAL LABEL

- A GROUPS.** When you buy food, do you look at the nutritional labels?
- B CLASS.** Look at the two labels for corn chips. How are they the same? How are they different?

All packages of food and snacks have nutritional labels. The label includes important information, such as the number of *calories* for each *serving*, and the amount of *fat*, *cholesterol*, *sodium* (salt), and the *ingredients*.

Fiesta chips

Nutrition Facts

Serving Size 1 oz. (28g/About 32 chips)
Servings Per Container 3

Amount Per Serving

Calories 160 **Calories from Fat** 90

% Daily Value

Total Fat 10g **16%**

Saturated Fat 1.5g **7%**

Trans Fat 0g **0%**

Cholesterol 0mg **0%**

Sodium 170mg **7%**

Total Carbohydrate 15g **5%**

Dietary Fiber 1g **4%**

Sugars less than 1g

Protein 2g

Ingredients: Corn, corn oil, and salt. No preservatives. May contain traces of peanuts.

Fritter chips

Nutrition Facts

Serving Size 1 oz. (28g/About 32 chips)
Servings Per Container Approximately 4

Amount Per Serving

Calories 130 **Calories from Fat** 45

% Daily Value

Total Fat 5g **8%**

Saturated Fat 1g **2%**

Trans Fat 0g **0%**

Cholesterol 0mg **0%**

Sodium 150 mg **6%**

Total Carbohydrate 18g **6%**

Dietary Fiber 1g **4%**

Sugars 0g

Protein 2g

Ingredients: Corn meal, rice, rice and/or sunflower oil, aged cheddar cheese (nonfat milk, salt, cheese cultures, enzymes), whey, and lowfat buttermilk. Contains dairy ingredients.

2 PRACTICE

Complete the statements about the chips. Write with the correct word or number.

- There are _____ servings in Fiesta chips and _____ servings in Fritter chips.
- Fiesta chips has _____ calories per serving. Fritter chips has _____ calories.
- Fiesta chips has _____ more calories than Fritter chips.
- _____ chips contains more fat than _____ chips.
- _____ chips contains more sodium than _____ chips.

3 TALK ABOUT DIETS

- A PAIRS.** Sometimes people can't eat certain foods because they are allergic or must follow a special diet. Read the situations. Are the snacks from page 152 OK for the people? Check (✓) the best answer. Then discuss why.

Situation	Fiesta chips	Fritter chips	Neither
1. Marta needs to reduce the amount of fat in her diet.			
2. Calvin has high blood pressure. He's on a salt-restricted diet.			
3. Eric has type 2 diabetes. He is not supposed to have any sugar.			
4. Liu is allergic to milk.			
5. Mei Lei is allergic to peanuts.			

4 LEARN ABOUT DIABETES

- A**  **CD2 T50** Listen to the announcement about diabetes. Why is it a very serious disease?

- B**  **CD2 T50** Read the statements. Then listen again. Write *T* (true) or *F* (false).

- T 1. There are two types of diabetes.
- ___ 2. Diabetes can damage your eyes, cause heart disease, and cause other serious problems.
- ___ 3. Diabetes goes away if you eat healthy foods.
- ___ 4. Watching your diet helps control diabetes.
- ___ 5. Exercising does not help control diabetes.
- ___ 6. Children can get diabetes.

Can you... read nutritional labels and talk about diets?

Listening and Speaking

1 BEFORE YOU LISTEN

GROUPS. Discuss. What can parents do to help their children have a healthy lifestyle?

2 LISTEN

CD2 T51

A  Listen to the information on the radio about family health. Does it mention your ideas from Before You Listen?

CD2 T52

B  Read the questions. Then listen again to the first part. Circle the correct answers.

1. How many American children in the study were overweight?
 - a. about 17 percent
 - b. about 19 percent
 - c. about 10 percent
2. What can overweight and obesity cause?
 - a. heart problems
 - b. type 2 diabetes
 - c. both a and b
3. Why are so many children overweight?
 - a. family health history
 - b. fast food and takeout
 - c. bad eating habits and lack of exercise

CD2 T53

C  Read the statements. Then listen again to the second part. Write *T* (true) or *F* (false).

- ___ 1. You should give children whole grains like wheat bread.
- ___ 2. Children should eat high-fat dairy products.
- ___ 3. Children need 60 minutes of activity once a week.
- ___ 4. The eating habits and physical activity of parents is important for children to have a healthy lifestyle.



3 CONVERSATION

CD2 T54

A Listen and read the conversation.

Maya: The doctor said that my son needs to lose weight.
What can I do to help him? He doesn't like dieting.

Ana: Well, you can change the way you cook.

Maya: What do you mean?

Ana: You can use low-fat ingredients. For example, get low-fat milk instead of whole milk. It has less fat and still tastes as good.

4 PRACTICE

A PAIRS. Practice the conversation.

B ROLE PLAY. PAIRS. Make similar conversations.

Student A: Someone in your family needs to go on a diet.

Student B: Talk about healthy substitutes. Use the ideas in the boxes or your own ideas.

lard = white fat from pigs
that is used in cooking



C MAKE IT PERSONAL. GROUPS. Discuss. Make a list of other foods or cooking ingredients that you think are not healthy and a list of healthy substitutes. Then compare ideas with a different group.

Grammar

Verb + Gerund as Object

He	enjoys	buying	candy from vending machines.
They	like	eating	buttered popcorn at the movies.

Grammar Watch

These verbs can also be followed by a gerund: *can't stand, consider, dislike, don't mind, keep, practice, think about* and *try*.

1 PRACTICE

- A** Underline the examples of verb + gerund in the paragraph.

Lu Yi is sixty-five years old and lives in Cleveland, Ohio. His doctor told him to exercise. Lu Yi doesn't like exercising too much, but he does like Tai Chi. He used to do it outdoors in China. The problem is Cleveland is too cold in the winter to do Tai Chi outside. Then Lu Yi learned that the Senior Center near his home has a free Tai Chi class. He goes twice a week and enjoys exercising all winter.



Tai Chi, a martial art

- B** Complete the sentences with the gerund form of the verbs in the box.

buy cook dance exercise
give ~~practice~~ watch

- For exercise, try practicing martial arts or _____.
- When you eat dinner, try _____ your children whole grains.
- At the supermarket, avoid _____ white bread and potato chips.
- When you prepare meals, think about _____ more fish and lean meat.
- Spend time _____ outside with your children.
- Stop _____ TV and do other activities instead.

2 PRACTICE

Complete the conversations. Use the correct form of verbs in parentheses.

1. A: My children just want to sit around and watch TV.

B: Try taking them to the park on weekends. They'll probably _____
(Try / take) (start / run)
around and forget about TV.

2. A: My doctor told me to exercise, but I don't have time or extra money.

B: There are ways to exercise that don't take too much time and are free.
_____ fast around the mall.
(Try / walk)

3. A: My son _____ vegetables.
(can't stand / eat)

B: Give him raw carrots and peppers. Many children _____ them.
(don't mind / eat)

4. A: We eat a lot of canned soups.

B: We eat a lot of soups, too, but I _____ my own soup. It has a lot less salt.
(prefer / make)

5. A: How can I get my family to eat more fruit?

B: _____ your children smoothies. Most children _____ them.
(Try / make) (love / drink)
You just mix up fruit, yogurt, juice, and ice in the blender.

Show what you know! Talk about family health

PROBLEM-SOLVING. GROUPS. Talk about how habits can make a family's lifestyle healthy or unhealthy. Discuss the topics in the box. Make suggestions for a healthy lifestyle. Use gerunds.

food choices physical activity
meal portion size TV/computer habits

A: *My children love eating junk food. I can't get them to stop.*

B: *Stop buying junk food, like potato chips. You can try making them low-fat snacks like low-fat dip and carrots.*

Can you... talk about family health?

Reading

1 BEFORE YOU WRITE

GROUPS. Discuss. What kinds of foods do children eat for lunch in your native country? If you have children, what do they eat for lunch here? Is it healthy?

2 READ

CD2 T55



Listen and read the article. What is the problem with school lunches?

Most people know that a hungry child can't learn well. The U.S. Government has a National School Lunch Program to help. This program serves free or low-cost lunches to over 30 million children each school day. The lunches are usually hot cooked meals. The program costs the federal government eight billion dollars per year. **School districts** also pay part of the cost.

The program has been successful in some ways. It feeds millions of children safe food. However, some people are not **satisfied**. They think many of the lunches are not **nutritious**. Schools often serve foods like pizza, french fries, and hamburgers. These foods are high in fat, sugar, salt, carbohydrates, and cholesterol. They can make children gain too much weight. Overweight children have a bigger risk for health problems like type 2 diabetes. By 2004, 17.1 percent of

SCHOOL LUNCHES



U.S. children, or 12.5 million, were overweight.

School districts and state governments are working together to pass laws to solve the problem. For example, California school districts have new rules for fat and sugar levels in foods and beverages. But healthy lunches are not enough. Schools also have to give students food that they will eat. In Minneapolis, Minnesota, school **administrators** ask

students what they want in their lunch. Some of the students' answers are: *food that tastes good, food that is good for me, food that is fresh and clean, international cuisine, food that tastes homemade, food that is not too expensive, food that is convenient and fast when I'm in a hurry.* The new lunches should be nutritious, **affordable**, and **appetizing**. Then everyone will be happy!

Some schools have new ideas to make school lunches healthy, affordable, and delicious. In the Chicago Public City schools, three schools have organic gardens. They grow fruits and vegetables for the school lunches. Gardeners, students, and families help take care of the gardens. These schools also teach the community about healthy eating.

3 CHECK YOUR UNDERSTANDING

A PAIRS. Read the article again. Then discuss. What is the main idea?

B Read the statements based on the article. Are they facts or opinions? Write *fact* or *opinion*.

- fact 1. Thirty million children receive a free or low-cost lunch each school day.
- _____ 2. The federal government pays part of the cost of school lunches.
- _____ 3. School lunches need to be healthier.
- _____ 4. French fries and hamburgers are high in salt and fat.

Reading Skill:

Understanding facts and opinions

When you read, look carefully at the information. Is it a fact (something you can prove) or an opinion (a person's idea or belief)? Identifying facts and opinions when you read helps you make better judgments about what you are reading.

4 VOCABULARY IN CONTEXT

Look at the boldfaced words in the article. Guess their meanings. Match the words with the correct definitions.

- | | |
|------------------------|---|
| ___ 1. school district | a. tasting or smelling good |
| ___ 2. satisfied | b. healthy to eat |
| ___ 3. nutritious | c. not too expensive |
| ___ 4. administrators | d. the area in which you live where children go to public school |
| ___ 5. affordable | e. pleased (happy) about something because it happened the way you want |
| ___ 6. appetizing | f. people who help run a school, company or other institution |

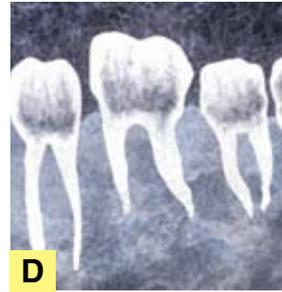
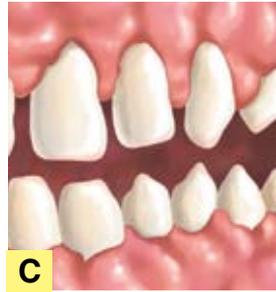
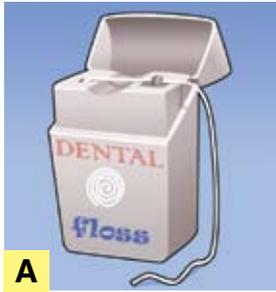
Show what you know!

GROUPS. What foods should schools serve (or not) to students? Who should decide? School officials? Governments? Parents? Students?

Listening and Speaking

1 BEFORE YOU LISTEN

Match the words with the pictures. Write the letters.



___ 1. cavity

___ 2. x-ray

___ 3. floss

___ 4. gum disease

2 LISTEN

A  **Listen.** Ho is at the dentist's office. He just got a cleaning. What are Ho and the dentist talking about?

- a. checkups
- b. flossing and brushing
- c. x-rays

B  **Read the questions. Then listen again.** Write *T* (true) or *F* (false).

- F 1. Ho flosses often.
- ___ 2. Ho does not brush his teeth often.
- ___ 3. The dentist says flossing is more important than brushing.
- ___ 4. If you don't floss enough, you can get cavities or gum disease.
- ___ 5. The dentist says a soft toothbrush is better for teeth than a hard toothbrush.
- ___ 6. Ho will probably brush and floss more carefully in the future.



3 CONVERSATION

CD2 T57

- A**  Listen to the sentences. Then listen and repeat.

Do you floss every day?

Is it important?

How often do you floss?

What is a cavity?

Pronunciation Watch

- When we ask a *yes/no* question, the voice goes up at the end.
- In *wh-* questions (questions with *What, When, Where* and *How*), the voice jumps up on the most important word and then falls at the end of the sentence.

CD2 T58

- B**  Listen and read the questions. Does the voice go up or down at the end? Draw arrows, ↗, or ↘, over the last word.

1. How often do I need to get a checkup?
2. How long should I brush my teeth?
3. What is fluoride?
4. Is it important to use fluoride?

CD2 T59

- C**  Listen and read the conversation.

Dentist: You probably need to floss more. Do you floss?

Ho: Well, not that much.

Dentist: Try to floss more. Flossing keeps your gums healthy.

Ho: Isn't brushing my teeth enough?

Dentist: Brushing after every meal is important, too. But you can't always get your teeth clean unless you floss.

4 PRACTICE

PAIRS. Practice the conversation.

MAKE IT PERSONAL. PAIRS. Look at the questions in Exercise B. Quiz yourself. What do you think the answers are? Discuss. Then look at the answers below.

Answers: 1. Twice a year. 2. Two minutes. 3. a chemical in toothpaste. 4. Yes it is. It stops cavities.

Grammar

Gerunds

Flossing	your teeth	is important.
Brushing		prevents cavities.

1 PRACTICE

A Read about dental care for children. Underline the gerunds.

For children to have healthy teeth, dental care needs to start at a very early age. Even babies get bacteria in their mouth from milk. Wiping babies' gums with a soft, damp cloth will help keep their mouths clean. Make sure not to leave a baby with a bottle in the crib, since this can damage teeth. Later, when children are pre-school age, help them to brush their teeth. Showing them how to brush their teeth is important. Brush each tooth in circles, one at a time. Giving your children more milk and serving them less juice will also keep their teeth strong.

B Rewrite each sentence in your notebook. Start with a gerund.

1. It's bad for your teeth to eat candy or drink soda.

Eating candy or drinking soda is bad for your teeth.

2. It's important to brush your teeth after meals. _____

3. It's hard to get some kids to brush and floss. _____

4. It's a good idea to get a cleaning twice a year. _____

5. It's important to use toothpaste with fluoride. _____

Show what you know! Talk about dental health

GROUPS. Talk about how to keep your teeth healthy. What things should you do? What things should you not do? Use gerunds.

Can you... talk about dental health?

Writing

1 BEFORE YOU WRITE

- A GROUPS.** Is your diet different from the way it was in your native country? In what ways? Is it better or worse?
- B** Read Vera's description of her diet before and after coming to the United States.

I'm from Mexico. My eating habits are different here, especially the things I eat for breakfast. Very early in the morning we always used to eat a light breakfast with sweet bread (*pan dulce*) and coffee. Later in the morning, we had a bigger breakfast, usually an egg dish. Now I eat only one breakfast—usually cereal from the box with some milk. I can't find *pan dulce* here so I hardly ever eat it—I eat white bread instead. And I eat eggs less often. The problem is, the boxed cereals have a lot of calories and white bread is not so good for you.

2 WRITE

Write a paragraph about your diet now and in your native country. Has your diet changed? What did you eat then? Now? Give examples. How do you feel about your diet now?

3 CHECK YOUR WRITING

- Did you give examples of your diet in your native country?
- Did you give examples of your diet in the United States?
- Did you say how you feel about your diet now?
- Did you check your paragraph for spelling errors?

1 REVIEW For your Grammar Review, go to page 252.

2 ACT IT OUT What do you say?

STEP 1. CLASS. Review the conversation on page 155 (CD2 Track 54).

STEP 2. ROLE PLAY. PAIRS. Role play a conversation between a parent and a doctor.

Student A: You are the parent. The doctor said your children are overweight.

Student B: You are the doctor. Talk about ways that Student A can get the children to be active and lead a healthy lifestyle. Talk about:

- walking or biking to school
- walking around the mall
- playing outside after school on the playground
- watching less TV
- eating healthier snacks

3 READ AND REACT Problem-solving

STEP 1. Read about Ana.

Ana Mendez has two children, Kristina, who is five years old, and Daniel, who is three. Ana took Kristina to the dentist a week ago. The dentist found a cavity. Now Ana is worried about Kristina's and Daniel's teeth. Kristina drinks soda a few times a week and has dessert most evenings. Daniel likes to drink a bottle of milk in his crib. It's hard to brush their teeth because Daniel doesn't like to brush and fights hard. Kristina says she will brush her teeth if she can have a special toothbrush.

STEP 2. GROUPS. Discuss. What is the problem? Talk about Ana's problem. What should she do? What should she stop doing?

4 CONNECT For your Self-evaluation Activity, go to page 260.
For your Team Project, go to page 270.

Which goals can you check off? Go back to page 145.



Go to the CD-ROM for more practice.