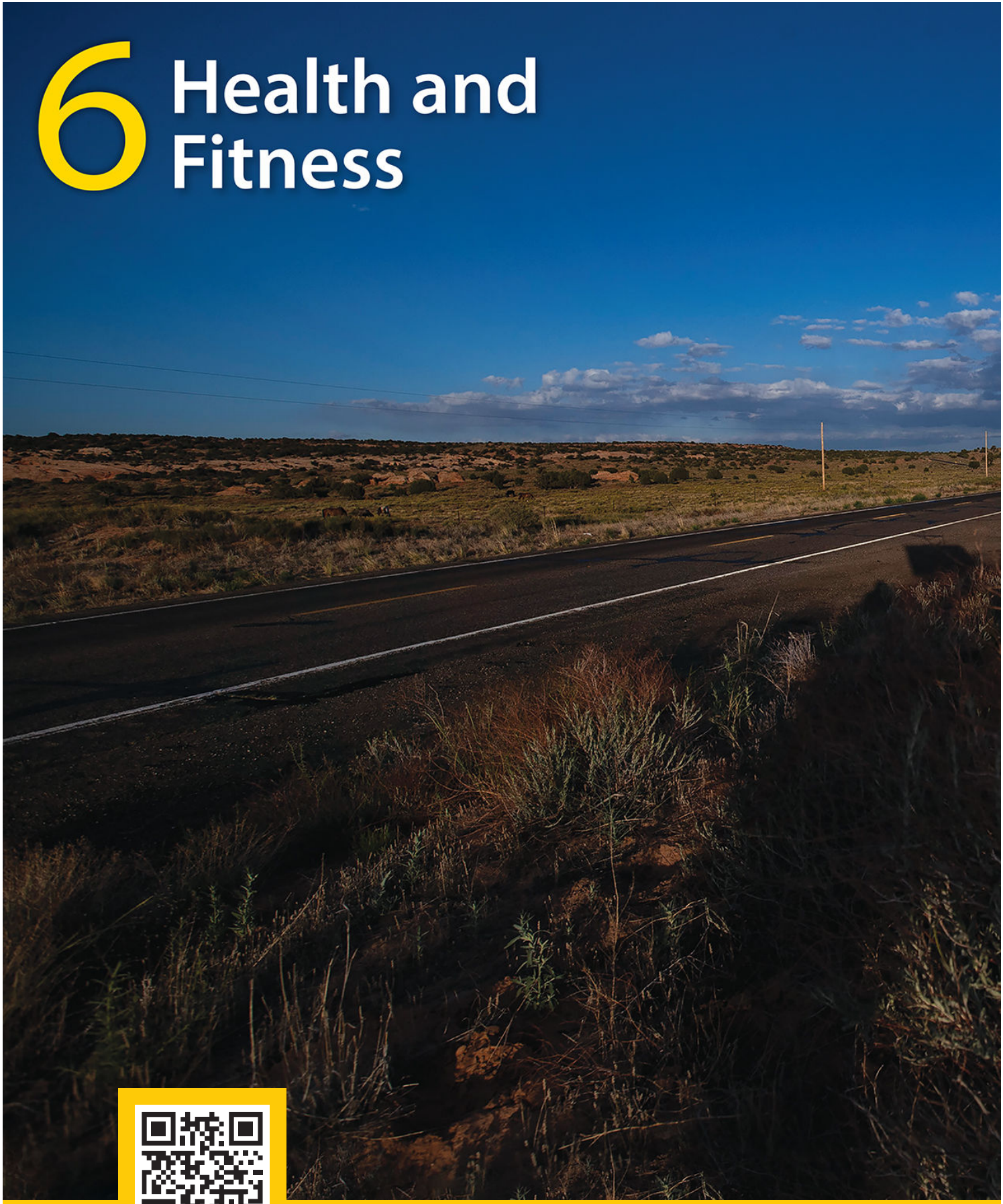
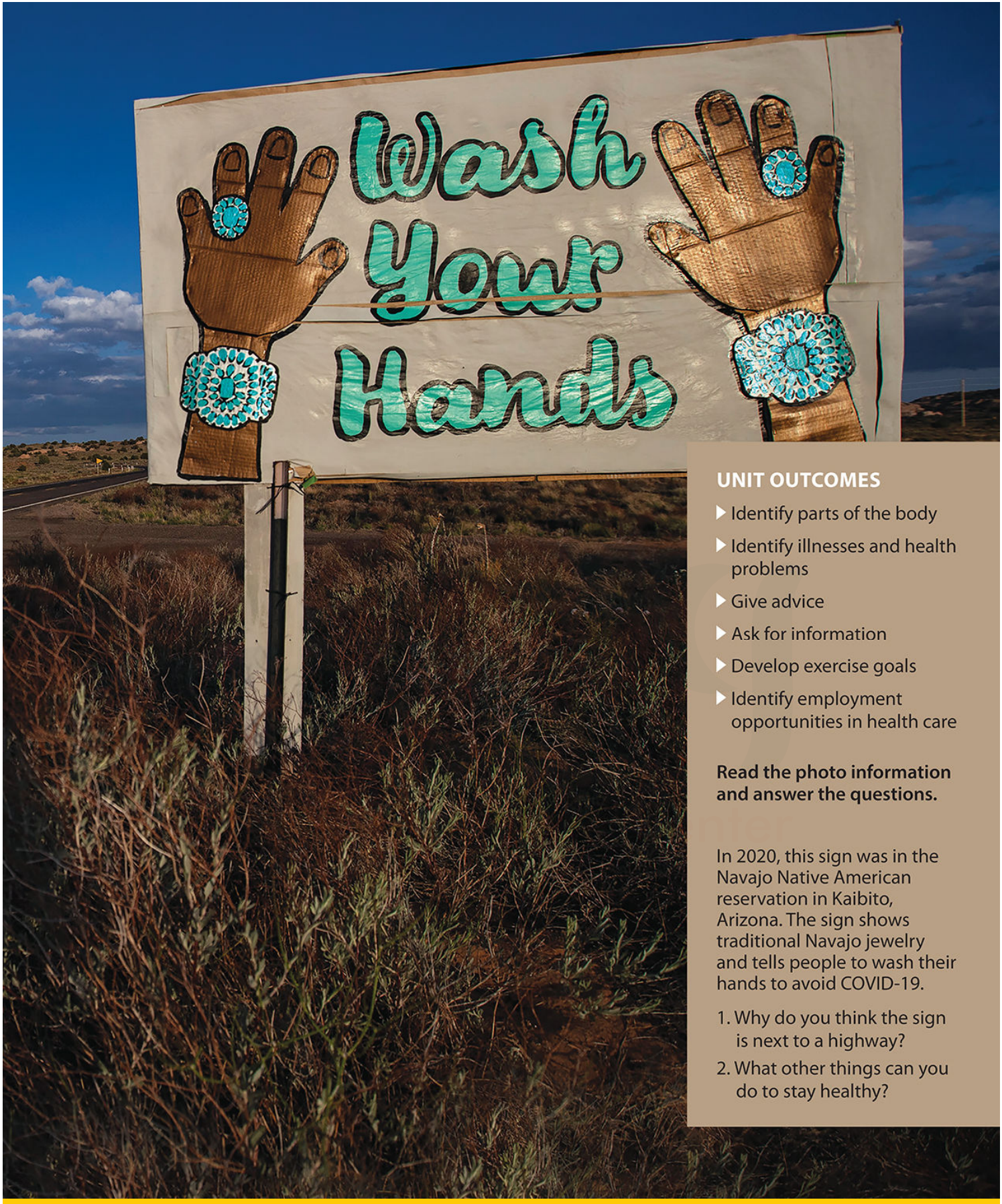
6 Health and Fitness



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UNIT OUTCOMES

- Identify parts of the body
- Identify illnesses and health problems
- Give advice
- Ask for information
- Develop exercise goals
- Identify employment opportunities in health care

Read the photo information and answer the questions.

In 2020, this sign was in the Navajo Native American reservation in Kaibito, Arizona. The sign shows traditional Navajo jewelry and tells people to wash their hands to avoid COVID-19.

1. Why do you think the sign is next to a highway?
2. What other things can you do to stay healthy?

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LESSON 1

Parts of the Body

GOAL ▶ Identify parts of the body

A **PREDICT** Look at the photo. Who is Victor talking to? What is the problem? Then read about Victor.



Prescriptions

A prescription is a written message from a doctor that allows you to get the medicine you need from a pharmacy.

Victor is sick. He visits the doctor. The doctor asks, "What is the problem?" Victor answers, "I hurt all over. I think I have a fever. My head hurts and my muscles ache." The doctor checks Victor for the flu. The doctor gives him a prescription for some pain medication.

B **Read the statements. Choose *True* or *False*.**

1. Victor needs medicine.	True	False
2. Victor's head hurts.	True	False
3. Victor doesn't have a problem.	True	False

C **INFER** Victor says, "I hurt all over." Which body parts does he mean? Make a list.

head	

Life ONLINE

Online Medical Advice The internet is great for many things, but it is NOT always good at giving medical advice. In fact, it can be dangerous to use the internet to get help instead of going to a doctor. Always talk to your doctor before you change your health habits.

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D **Label the parts of the body.**

arm(s)	chest	eye(s)	hand(s)	leg(s)	neck	stomach
back	ear(s)	foot (feet)	head	mouth	nose	tooth (teeth)



E **Listen to patients talk to the doctor. What hurts? Complete the sentences.**

1. **Cristela:** Doctor, my _____ hurts.
2. **Roberto:** Doctor, my _____ hurts.
3. **Jianyu:** Doctor, my _____ and _____ hurt.

F **Listen. Practice the conversation with a partner. Then make new conversations using the words in D.**

Doctor: What is the problem today?

Patient: My leg hurts.

Doctor: Your leg?

Patient: Yes, my leg.

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G Study the chart.

Simple Present					
Subject	**Verb**	**Example Sentence**	**Subject**	**Verb**	**Example Sentence**
It My leg My arm My foot My head	hurts	My leg **hurts.** My arm **hurts.** My head **hurts.**	They My legs My arms My feet My ears	hurt	My legs **hurt.** My feet **hurt.** My ears **hurt.**

H Write sentences for singular and plural subjects.

Body Part	Singular	Plural
1. leg	My leg hurts.	My legs hurt.
2. arm	My arm hurts.	My arms hurt.
3. head		
4. foot		
5. back		
6. eye		
7. nose		
8. ear		

I **APPLY** Work with a partner. Look at the photo and make a conversation between the man in the photo and his doctor after this accident. What hurts now?



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LESSON 2

What's the Problem?

GOAL ▶ Identify illnesses and health problems

A **Match the health problems to the photos.**

cough	fever	headache	loss of taste / smell	runny nose	sore throat

1. 

2. 

3. 

4. 

5. 

6. 

B **Listen. Practice the conversation with a partner.**

Doctor: What's the matter?

Miguel: I feel very sick. I have a terrible sore throat.

Doctor: It sounds like you might have the flu.

Miguel: The flu?

Doctor: Yes, the flu.

Intonation

Information Questions

What's the matter?

Clarification Questions

The flu?

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C **Listen to each conversation. Choose the correct problem.**

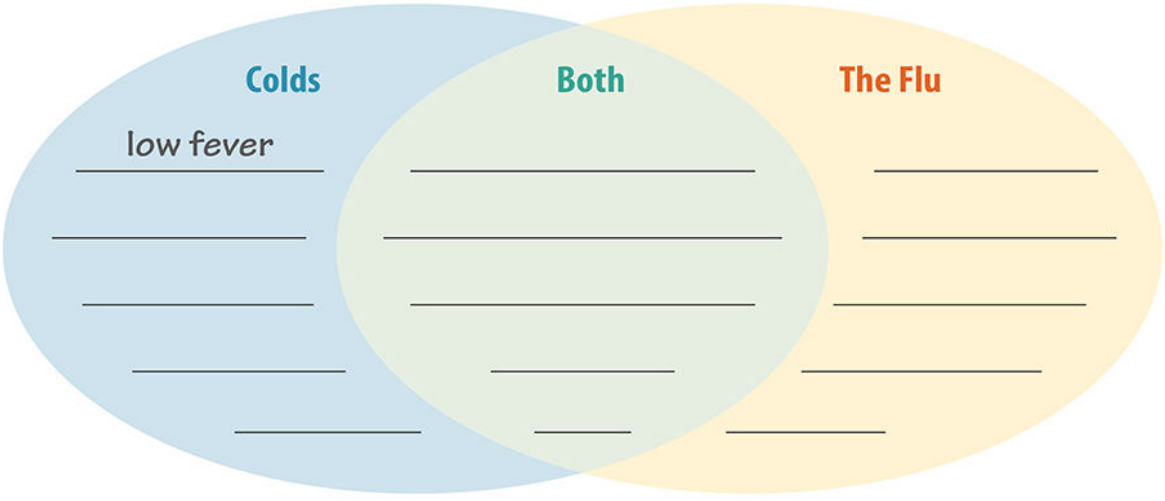
1. sore throat	runny nose	fever	headache
2. cough	fever	headache	loss of taste / smell
3. runny nose	loss of taste / smell	fever	headache
4. loss of taste / smell	cough	fever	runny nose

D **ANALYZE** **Read about colds and the flu. Then complete the chart.**

Every year people have both colds and the flu. What is the difference? Usually a person with a cold or the flu has a runny nose and a sore throat. A person with a cold sometimes has a low fever, but a person with the flu has a high fever and body aches. Cold symptoms also include sneezing. Flu symptoms can include a dry cough.

Common Cold Symptoms	Common Flu Symptoms
	high fever
sore throat	
	runny nose
sneezing	
	dry cough

E **COMPARE** **Complete the diagram using the information in D.**



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F **Study the charts.**

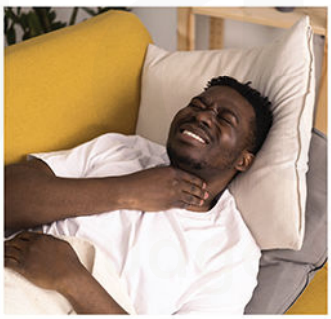
Simple Present: *Have*		
Subject	***Have***	**Example Sentence**
I / You / We / They	have	I **have** a headache. You **have** a sore throat.
He / She	has	She **has** a stomachache. He **has** a fever.

Negative Simple Present: *Have*			
Subject	**Negative**	***Have***	**Example Sentence**
I / You / We / They	do not (don't)	have	I **do not have** a headache. You **don't have** a sore throat.
He / She	does not (doesn't)	have	She **does not have** a stomachache. He **doesn't have** a fever.

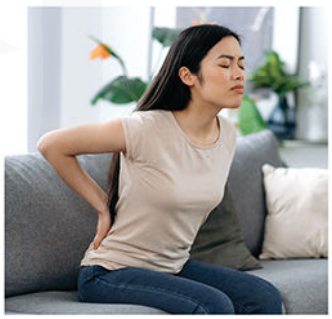
G **Read the symptoms. Then complete the sentences with the correct form of *have*.**



Armando
headache,
backache, fever



Yusuf
sore throat,
headache, cough



Tina
backache,
stomachache, sore throat

1. Armando _____ a backache.
2. Armando and Yusuf _____ stomachaches.
3. Yusuf _____ a cough.
4. Tina _____ a fever.
5. Armando and Tina _____ backaches.
6. Yusuf and Tina _____ sore throats.

H **What other illnesses do you know? Use a dictionary and list illnesses and symptoms in your notebook.**

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LESSON 3

What Should I Do?

GOAL ▸ Give advice

A **Look at the pictures. Study the words and phrases.**



pain reliever



cough syrup



throat lozenges

go to the doctor	rest	take pain relievers
quarantine	take cough syrup	take throat lozenges

B **EVALUATE** **What do you do when you have these symptoms? Complete the chart.**

	Take pain relievers.	Rest.	Take cough syrup.	Take throat lozenges.	Go to the doctor.	Quarantine.
fever						
cough						
headache	✓					
sore throat						
stomachache						
backache						
feel tired						

C **Practice the conversation. Then use information from B to make new conversations.**

Patient: I have a headache.

Doctor: Take pain relievers.

Patient: OK, thanks.

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D Read about Cristela.

Cristela is talking to her doctor. She is sick. She has a bad headache and sore throat. The doctor is giving Cristela a prescription for some medicine. She needs to read the labels on the medicine carefully. The doctor is helping her understand them.

Life ONLINE

Comparison Shop for Medicine

Different pharmacies can have very different prices for prescription medicines. There are websites and apps that can help you find the best prices in your area. Some of these services also give you coupons and discounts on your prescriptions.

E Read the statements. Choose *True* or *False*.

1. Cristela has a backache. True False
2. The doctor gives Cristela a prescription. True False
3. Cristela should read the medicine labels. True False

F Read the labels.



G Listen to Cristela reading the medicine labels. Write each medicine from F in the order you hear it.

1. _____ 2. _____ 3. _____

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H **Study the charts.**

Should for Advice			
Subject	***Should***	**Base Verb**	**Example Sentence**
I / You / He / She We / They	should	rest	You **should rest.**
		stay	He **should stay** home.
		see	They **should see** a doctor.
		take	I **should take** a pain reliever.

Should Not for Advice			
Subject	***Should***	**Base Verb**	**Example Sentence**
I / You / He / She We / They	should not (shouldn't)	drive	You **shouldn't drive** and take this medicine.
		drink	She **should not drink** alcohol with this medicine.
		go	We **shouldn't go** out.

I **Read each problem and give advice. Use *should* and *shouldn't*.**

1. Roberto has a cold.

   He should take cold medicine, and he shouldn't go out.

2. Anh and Nam have colds.

   They _____.

3. Michael has a sore throat.

   He _____.

4. Ayumi has a fever.

   She _____.

5. Oscar feels tired.

   He _____.

6. Marina has a stomachache.

   She _____.

J **APPLY** **Work in a group. Make a list of medications you have in your home and what they are good for. Should you buy anything else?**

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LESSON 4

There's an Emergency!

GOAL ▶ Ask for information

A **PREDICT** Look at the photo. What is the problem? Listen and practice the conversation.



Operator: What's the emergency?

Victor: There's a car accident.

Operator: Where's the accident?

Victor: It's on Fourth and Bush.

Operator: What's your name?

Victor: It's Victor Karaskov.

Operator: Is anyone hurt?

Victor: Yes. Please send an ambulance.

B **Study the chart.**

Wh- Questions				
Question Word	***Be***		**Example Question**	**Example Answer**
Who	is	calling?	Who's calling?	It's Victor Karaskov.
What		your name? the emergency?	What's your name? What's the emergency?	It's Victor Karaskov. There's a car accident.
Where		the accident?	Where's the accident?	It's on Fourth and Bush.

C **Make new conversations with the information in the chart.**

Student A: 911. What's the emergency?

Student B: _____.

Student A: Where is it?

Student B: It's _____.

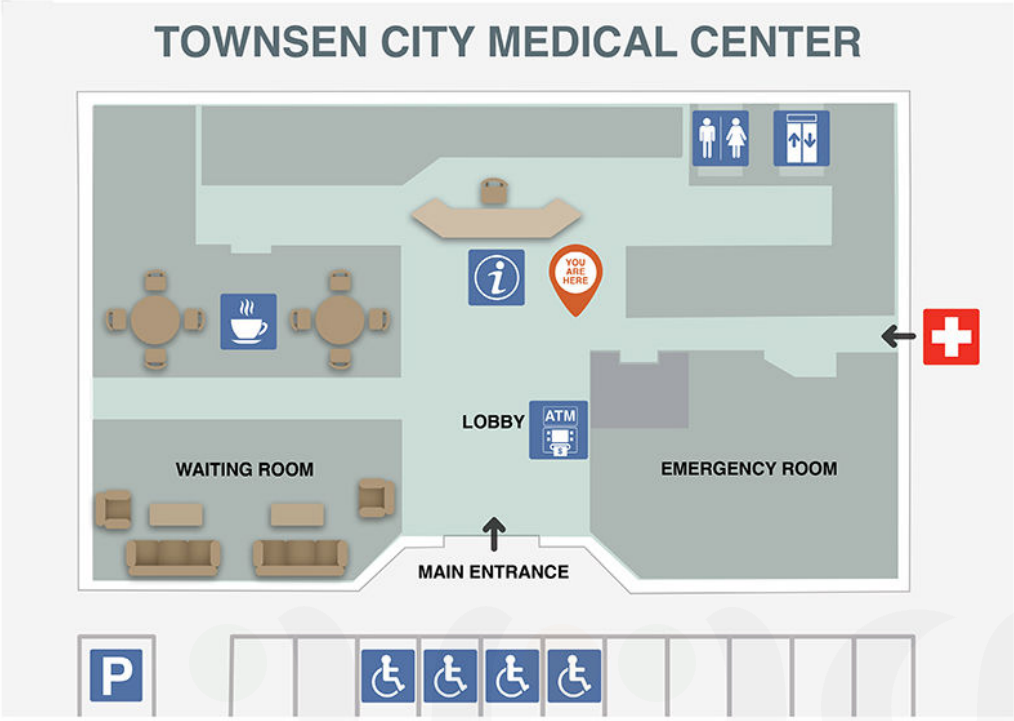
Student A: What's your name?

Student B: It's _____.

Emergency	Location
There's a car accident.	on Fourth and Bush
A tree fell on a car.	at 333 Main Street
A house is on fire.	at 237 Broadway

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D **INTERPRET** Look at the map. Then match the places to the correct symbols.



a. the cafeteria
b. the elevators
c. the emergency entrance
d. accessible parking
e. the information desk
f. the restrooms

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

is / are

Where **is** the information desk?
It is here.
Where **are** the restrooms?
They are here.

E **Practice the conversations with a partner. Then ask new questions about the map.**

Student A: Excuse me, where is the information desk?
Student B: It's here. (Student B points to the map.)

Student B: Excuse me, where are the elevators?
Student A: They are here. (Student A points to the map.)

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F **Listen to the conversations. Complete the sentences.**

1. The elevators are next to the _____.
2. The emergency entrance is near the _____.
3. The cafeteria is across from the _____.
4. The ATM is in the _____.

G **Work with a partner. Take turns asking for information. Ask about the elevators, the emergency entrance, the cafeteria, and the ATM.**

Student A: Where are the restrooms?

Student B: They are next to the elevators.

H **CREATE** **In groups of four, prepare a role-play that takes place at the hospital information desk.**

Student 1: You work at the information desk.

Student 2: You are very sick.

Student 3: You are a family member of a patient.

Student 4: You have an emergency.

I **Find a hospital map online. Share the information you find with the class.**



The Rockefeller University Hospital in New York, New York

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LESSON 5

Staying Healthy

GOAL ▶ Develop exercise goals

A **Look at the photo. Why is exercise important? Read about exercise.**



We need to exercise. It is good for our hearts, muscles, flexibility, and weight. Everyone should exercise. People can run, swim, clean the house, or work in the yard. Doctors say we should exercise every day.

B **Match the pictures to the words that describe them.**

_____ 1. muscles _____ 2. weight _____ 3. flexibility _____ 4. heart

a.



b.



c.



d.



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C ANALYZE Study the pie chart and answer the questions.



Source: Gymless.org

1. What percentage of people don't exercise?

   a. 0% b. 11% c. 20% d. 39%

2. What percentage of people exercise one or two times a week?

   a. 8% b. 11% c. 22% d. 39%

3. What percentage of people exercise every day?

   a. 0% b. 8% c. 11% d. 20%

D Listen. Match the number of the conversation to the correct photo.

a. 

_____

b. 

_____

c. 

_____

d. 

_____

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E **Study the chart.**

Verb + Infinitive			
Subject	**Verb**	**Infinitive (*to* + Base Verb)**	**Example Sentence**
I / You We / They	want	to run to exercise to walk to ride to do to go	I **want to run**. We **want to exercise** every day. They **want to walk**.
He / She	wants		He **wants to ride** a bicycle. She **wants to do** yard work. She **wants to go** to the gym.

F **APPLY** **Write three exercise goals. Use the chart in E to help you.**

1. I want to _____.
2. _____.
3. _____.

G **Ask three classmates about their exercise goals. Write their goals.**

1. She / He wants to _____.
2. _____.
3. _____.

H **SURVEY** **Talk to four classmates. Complete the chart.**

Student A: How much do you exercise every week?

Student B: I exercise about one hour every week.

Hours of Exercise per Week					
Name	**0**	**0–1**	**1–2**	**2–3**	**More Than 3**

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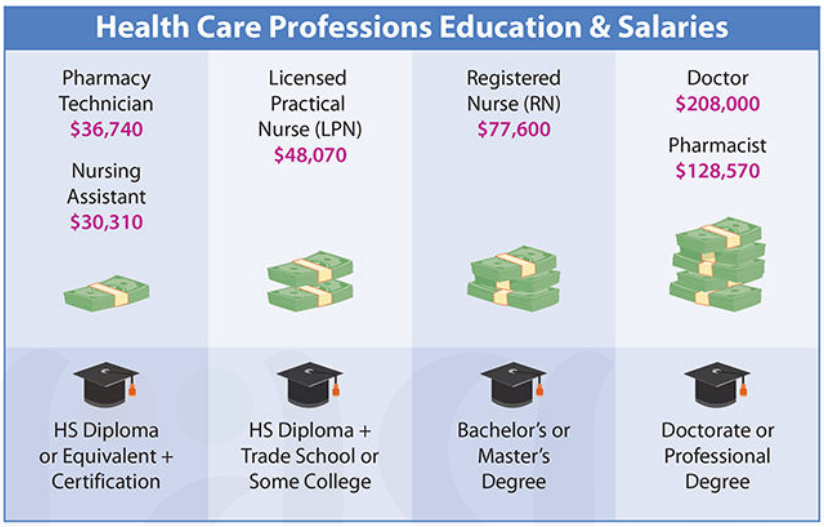
LESSON 6

Explore the Workforce

GOAL ▶ Identify employment opportunities in health care

A **INTERPRET** **Read the infographic on health care professions. Answer the questions.**

1. What degree does a pharmacist need?
   a. high school only
   b. high school and some college
   c. a bachelor's degree
   d. a doctorate
2. What is the average salary for a nursing assistant?
   a. $36,740
   b. more than a pharmacy technician
   c. less than a pharmacy technician
   d. the same as a pharmacy technician
3. What education does a registered nurse need?
   a. a doctorate
   b. more than a licensed practical nurse (LPN)
   c. less than an LPN
   d. the same as an LPN



Source: U.S. Bureau of Labor Statistics

B **Study the chart.**

More Than / Less Than		
Doctors need	**more** education **than**	registered nurses.
Registered nurses need	**less** education **than**	doctors.
Doctors make	**more** money **than**	registered nurses.
Registered nurses make	**less** money **than**	doctors.

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C **Work with a partner. Practice making true and false statements about A.**

EXAMPLE: **Student A:** Pharmacy technicians need more education than nursing assistants.
Student B: False.

D **Read about pharmacists.**

Pharmacists can have many different types of jobs. Some work in pharmacies. You see them when you pick up your medications. Other pharmacists work on new medications. They work for companies in laboratories or offices.

E **COMPARE** **Read the chart. Which job looks best to you?**

Community Pharmacists	• work in a local pharmacy • fill prescriptions • talk to people about their prescriptions
Clinical Pharmacists	• work in hospitals and clinics • work with patients • work on a team with doctors
Industry Pharmacists	• work for companies • research new medicines
Professors	• work in schools • train students in pharmacy technology

F **Match the descriptions to the jobs. Write the numbers.**

1. I like to help patients and work with a group of people.
2. I like to investigate new ideas.
3. I work for a company.
4. I work in a hospital.
5. I work in a store.
6. I work in education.
7. I like to work with customers.
8. I like to work with students.

Community Pharmacists	Clinical Pharmacists	Industry Pharmacists	Professors
	1		

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G **Write the statements from F that are true about you.**

_____

_____

_____

_____

H **REFLECT** **Read the sentences. Which sounds most like you? Write *1–3*. 1 is the most like you.**

_____ Doctors are good at thinking and making decisions.

_____ Nurses are good at helping people and taking care of people.

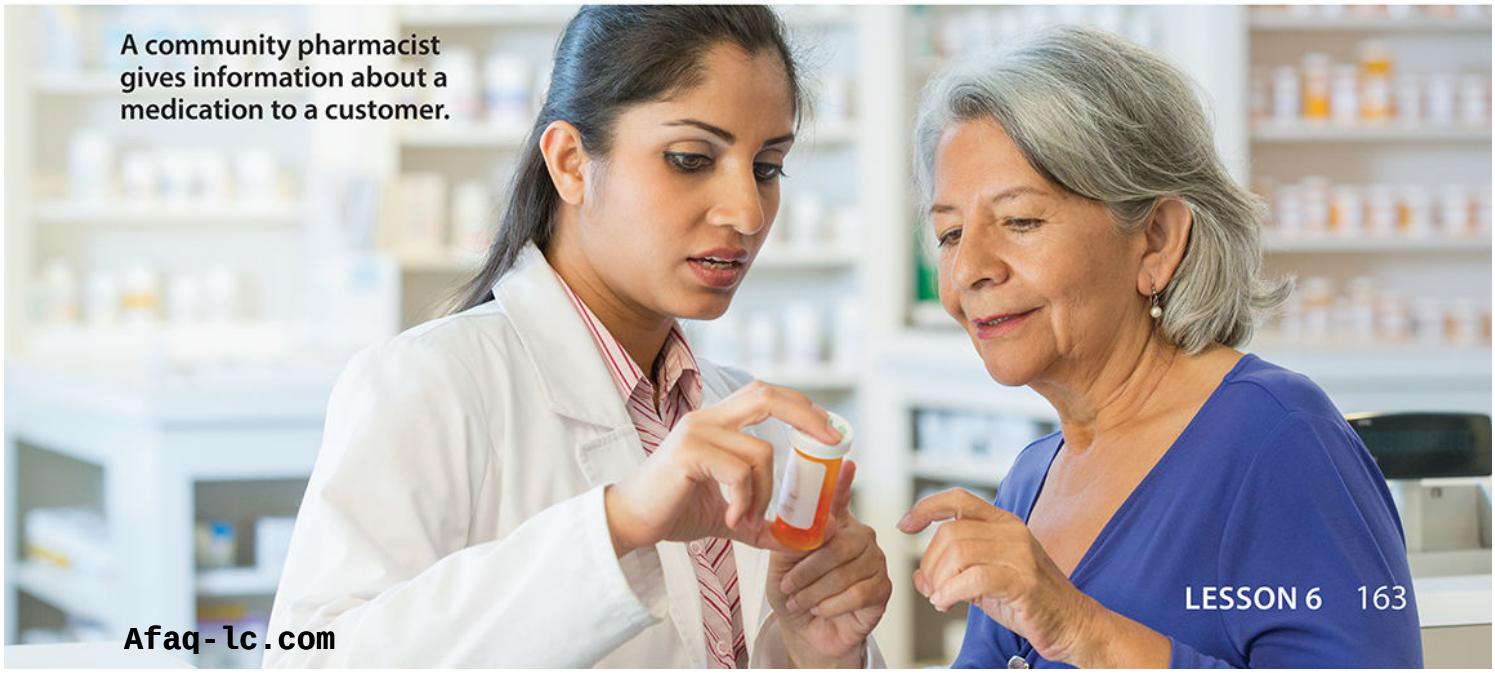
_____ Pharmacists are good at remembering details and talking to people.

I **Work with a partner. Ask: *What job is best for you: a doctor, a nurse, or a pharmacist?***

J **How much education do you want? Check (✓) what is true about you.**

- ☐ I only want to learn English in school.
- ☐ I want to learn English and then get a high school diploma.
- ☐ I want to learn English and then take classes in college.
- ☐ I want to learn English and then study in college and get a degree.
- ☐ I want to learn English and then go to a special school for _____.
- ☐ I can stay in school for only a short time.
- ☐ I can stay in school for a long time.

K **Choose a job title from A. Go to a job search site online and see if there are any openings within 25 miles of your school or home.**



A community pharmacist gives information about a medication to a customer.

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Review

A **Look at the photo. Write the body parts.**



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

B **Look at the photos and complete the sentences.**



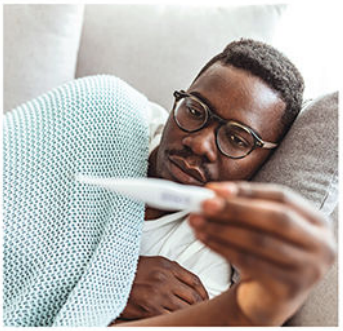
1. My _____ hurt.



2. I have a _____.



3. I have a _____.



4. I have a _____.



5. My _____ hurts.



6. My _____ hurts.

Learner Log

I can identify parts of the body.
☐ Yes ☐ No ☐ Maybe

I can identify illnesses and health problems.
☐ Yes ☐ No ☐ Maybe

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C **Match the symptom to the best remedy.**

_____ 1. feel tired	a. throat lozenges
_____ 2. cough	b. cough syrup
_____ 3. sore throat	c. rest
_____ 4. fever	d. pain reliever

D **Practice the conversation with a partner. Then make similar conversations with the information from C.**

Student A: What's the matter?

Student B: I have a headache.

Student A: You should take a pain reliever.

Student B: Thanks. That's a good idea.

E **Read the medicine bottles and complete the chart.**

1.



2.



3.



	How Many / Much?	How Often?
1.	10 mL	every four to six hours
2.		
3.		

Learner Log

I can give advice.

☐ Yes ☐ No ☐ Maybe

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Review

F **Match the questions with the answers.**

_____ 1. Where is the accessible parking?	a. Across from the main entrance.
_____ 2. Who is calling?	b. There is a fire.
_____ 3. What is the emergency?	c. Franco Natali.
_____ 4. Where is the accident?	d. On Seventh Street and Grand Avenue.

G **Read the conversation and put the sentences in the correct order.**

_____ **Victor:** There's a car accident.
__1__ **Operator:** 911, what is the emergency?
_____ **Victor:** Yes.
_____ **Victor:** It's on Fourth and Bush.
_____ **Operator:** OK, Fourth and Bush. Is anyone hurt?
_____ **Operator:** OK. The police and ambulance are on the way.
_____ **Operator:** Where is the accident?

H **Write six things you can find at a hospital.**

_____ _____ _____

_____ _____ _____

I **Ask three classmates about their exercise goals. Complete the chart.**

Name	What exercise do you want to do?	When do you want to do this exercise?	How long do you want to do this exercise?
Nadia	swim	8 a.m. on Saturdays	40 minutes

Learner Log

I can ask for information. ☐ Yes ☐ No ☐ Maybe

I can develop exercise goals. ☐ Yes ☐ No ☐ Maybe

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Create a Role-Play about an Emergency

SOFT SKILL ▶ Collaboration

In this project, you will create a role-play. Members of your group will be a patient, a 911 operator, a doctor, and one or two family members of the patient.

1. Form a team of four or five students. In your team, you need:

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	Write out the role-play with help from the team. Make sure there is a part for everyone.	
Student 3: **Director**	Direct the role-play. Lead the practice.	
Students 4/5: **Spokespeople**	Give a short introduction to the role-play and explain which student is playing each role.	

2. Choose an accident or illness. Write down the injured or sick person's symptoms. Who is the patient in your group? What is his or her name in the role-play?
3. Write a conversation between a 911 operator and a family member of the patient.
4. Write a conversation between the patient and a doctor. In the conversation, the doctor gives a prescription to the patient and gives directions for how to take the medicine.
5. Write a conversation between the patient and a family member.
6. Put the conversations together and practice the role-play. The director needs to lead the practice and make suggestions.

   Director: Can you speak a little louder?
   Can we practice that part again?
7. Perform the role-play for the class.

COLLABORATION:

Making Polite Suggestions

When we work with others, we sometimes want to make suggestions. It is important to be polite and respectful when making suggestions. Using questions is one way to make a suggestion more polite. For example, if the director of the role-play wants to suggest that someone in the group speak louder, they can say:
Can you speak a little louder?

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Reading Challenge

A **Take a survey about yourself.**

1. I sleep well.

   a. all the time b. usually c. sometimes d. never

2. I think clearly.

   a. all the time b. usually c. sometimes d. never

3. I'm happy.

   a. all the time b. usually c. sometimes d. never

4. I'm tired.

   a. all the time b. usually c. sometimes d. never

B **Use a dictionary. Match the word or phrase with the correct definition.**

_____ 1. psychological — a. movement of the body that uses energy

_____ 2. physical activity — b. a way to show where some information comes from or who said it

_____ 3. according to — c. relating to the mind and how people think and feel

C **PREDICT** **Read the title and look at the photo. What do you think the "best medicine" is? Read the text.**

D **Choose the correct answer.**

1. What percentage of people in the United States do physical activity?

   a. 25%–35% b. 65%–75% c. 30% d. 70%

2. What is the "best medicine" according to the text?

   a. exercise b. medicine c. food d. dancing

E **INFER** **Work in a group. Which statement do you think the author of the text agrees with most?**

1. You need to exercise for a long time every day.
2. It is not healthy to sit down all day every day.
3. The most important thing about physical activity is that it makes you stronger.

F **Do you think exercise is more important than eating healthily? Talk with a partner.**

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The Best Medicine

Do you want to sleep better? Do you want to be happier? What can you do about it? The answer isn't medicine, and it isn't something you eat. It is physical activity and exercise! According to the American Psychological Association, 25 to 35% of Americans don't do any physical activity at all. This can cause a lot of health problems, so exercising is very important.

Even if you can only exercise 10 minutes a day, you will feel better. Make it part of your routine.* Get off the bus early and walk a few extra blocks. Take the stairs instead of the elevator. Go dancing, go roller skating, or do both like the woman in this photo. She is getting some exercise at a disco event in Central Park in New York City. Even housework like vacuuming helps. So, it's time to exercise and to feel better!

routine the activities you usually do



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