5 Health





UNIT OUTCOMES

- Identify parts of the body
- Communicate symptoms
- Identify and analyze health habits
- Analyze nutrition information
- Interpret fitness information
- Compare health-related careers

Answer the questions.

1. What activities are good for you?
2. What activities are not good for your health?

People participate in an outdoor yoga class while a woman sits on a bench reading at a park in Washington, DC.

1. How many people are participating in the yoga class?
2. What other activities can you see in the photo? Are they healthy activities?
3. Is the woman reading in the photo doing a healthy activity?

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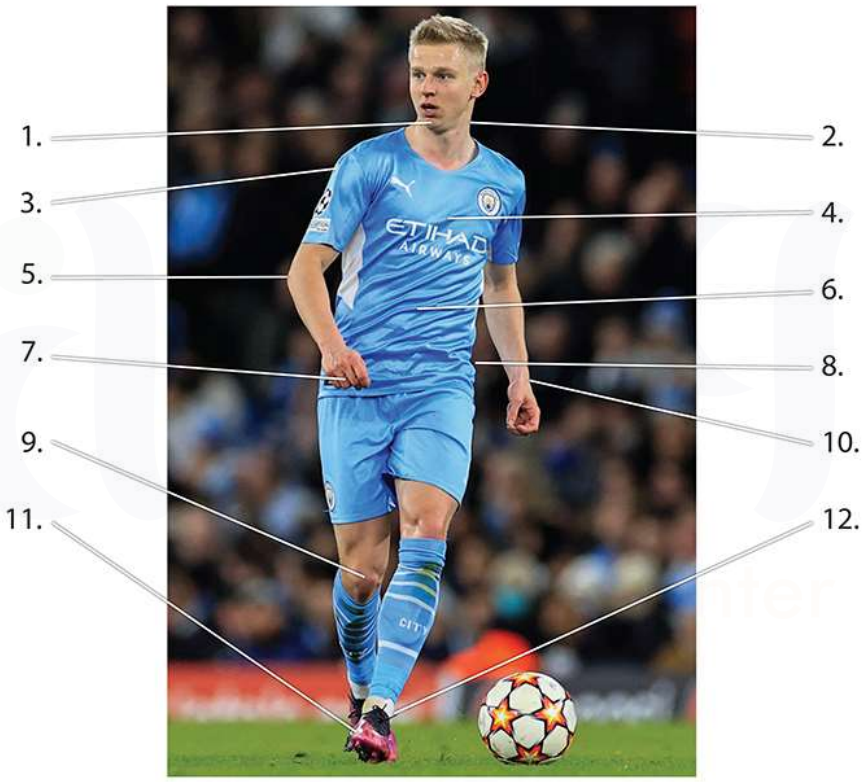
LESSON 1

The Human Body

GOAL ▸ Identify parts of the body

A **Label the parts of the body using the words from the box.**

ankle	~~chin~~	finger	knee	shoulder	toe
chest	elbow	hip	neck	stomach	wrist



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

B **RECALL** **What other parts of the body can you name? Work with a partner. Label other parts of the body by drawing a line from the body part and writing its name.**

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C **Match the doctor with the specialization. Add one more to the list. Then compare answers with a partner.**

c 1. podiatrist	a. allergies and asthma
_____ 2. dermatologist	b. children
_____ 3. gynecologist/obstetrician	c. feet
_____ 4. cardiologist	d. teeth
_____ 5. ophthalmologist	e. mental health
_____ 6. pediatrician	f. heart
_____ 7. dentist	g. eyes
_____ 8. allergist	h. women and childbirth
_____ 9. psychiatrist	i. skin
_____10. _____	j. _____

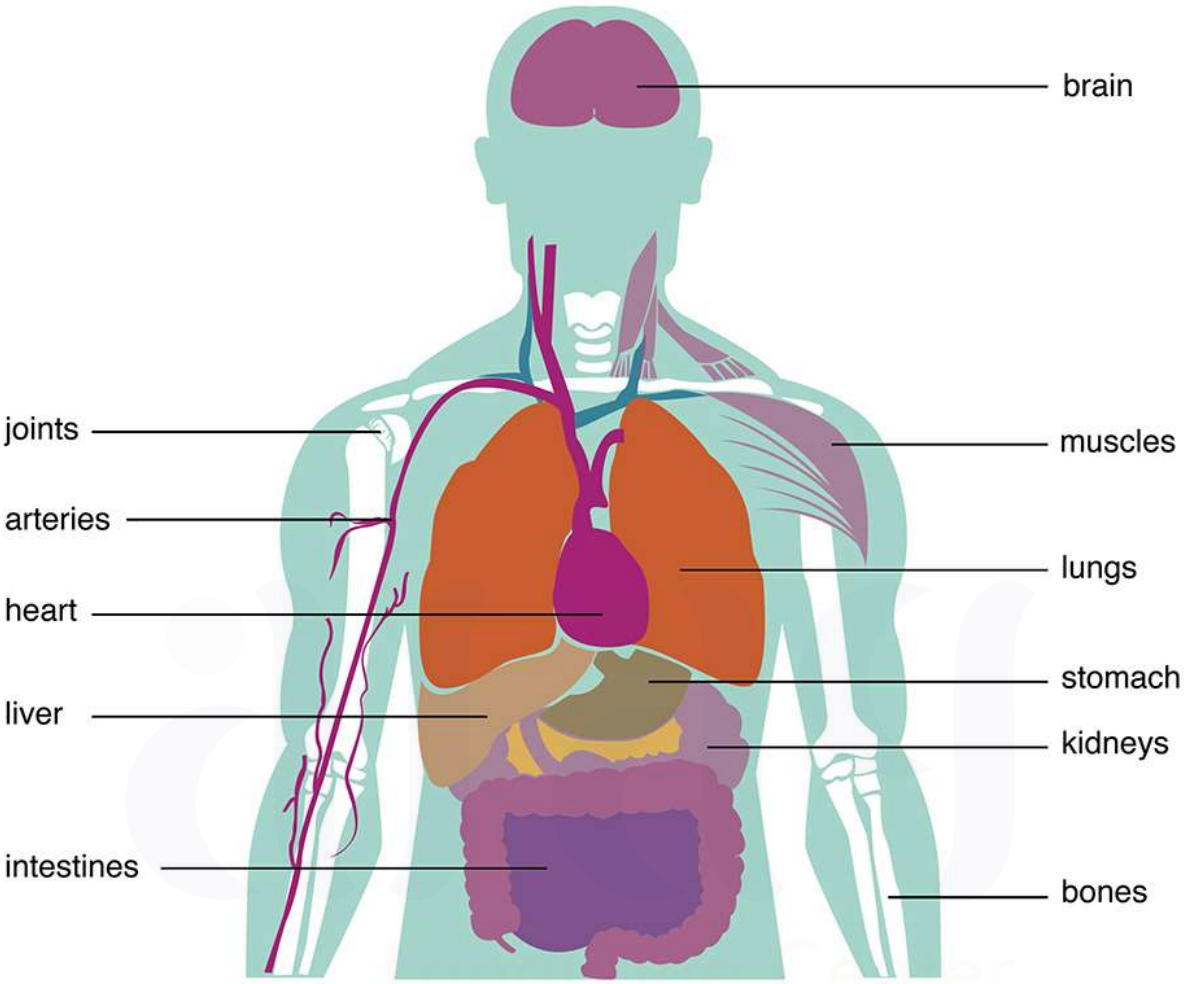
D **SUGGEST** **Talk with a partner. Use the statements to make recommendations about which type of doctor to see.**

EXAMPLE: **Student A:** My mother's feet hurt.
Student B: She should see a podiatrist.

1. My father is worried about his heart. _____
2. My six-year-old daughter has a fever. _____
3. My nose is running and my eyes are itchy. _____
4. My eyes hurt when I read. _____
5. I feel depressed. _____
6. They have a rash on their necks. _____
7. I think I have a cavity. _____
8. _____ _____

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E **Look at the illustration of the internal parts of the human body. Practice saying the words with a partner.**



F **Can you talk to your doctor about your medical history? Match the condition or disease with the correct part of the body. Then add one idea of your own.**

1. b high blood pressure	a. brain
2. _____ asthma	b. heart and arteries
3. _____ ulcers	c. joints
4. _____ stroke	d. stomach
5. _____ arthritis	e. lungs
6. _____ _____	f. _____

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LESSON 2

Illnesses and Symptoms

GOAL ▶ Communicate symptoms

A Read the conversation and answer the questions.

Doctor: What seems to be the problem?
Ali: I have a terrible backache.
Doctor: I see. How long have you had this backache?
Ali: I've had it for about a week.
Doctor: Since last Monday?
Ali: Yes, that's right.

1. What is the matter with Ali? _____

2. When did his problem start? _____

B Practice the conversations. Make new conversations using the pictures below.

Student A: What's the matter?
Student B: I have a headache.
Student A: How long have you had this headache?
Student B: For five hours.

Student A: What's the matter?
Student B: My back hurts.
Student A: How long has your back hurt?
Student B: Since yesterday.

Past Participle

Base Verb	Past Participle
be	been
have	had
feel	felt
hurt	hurt



1. I have a headache. (five hours)



2. My eyes are red. (last night)



3. My shoulder hurts. (two weeks)



4. I feel tired. (Monday)



5. My throat is sore. (three days)



6. My back hurts. (yesterday)

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C **Study the chart with your teacher.**

Present Perfect				
Subject	***Have***	**Past Participle**	**Illness**	**Example Sentence**
I / You / We / They	have	been felt	sick. ill.	I **have been** sick.
		had	a backache. a headache.	You **have had** a headache.
He / She / It	has	hurt	her arm. his leg.	He **has hurt** his leg.
Use the present perfect for events starting in the past and continuing up to the present.				

D **Complete the sentences with the present perfect form of the verb in parentheses.**

1. She _____ (be) tired since last week.
2. John's leg _____ (hurt) for three days.
3. Karen _____ (have) a sore throat since last night.
4. I _____ (feel) sick since Monday.
5. The girl's arm _____ (hurt) for two days.
6. The twins _____ (be) sick for a week.

E **Study the chart with your teacher. Complete the sentences with *for* or *since*.**

For—Length of Time	*Since*—Point in Time
five minutes	last night
three days	Thursday
one week	November
two years	2020
a long time	I was a child

1. I have been sick _____ Tuesday.
2. The boy's arm has hurt _____ a week.
3. You have felt ill _____ last night.
4. He has had a backache _____ two weeks.

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F **Make sentences using the present perfect and *for* or *since*. Listen and check your answers.**

1. Ali has a backache / Monday

   Ali has had a backache since Monday.

2. I have a cold / three days

   _____

3. my leg hurts / last night

   _____

4. Julie feels dizzy / a week

   _____

5. Peter is sick / two weeks

   _____

G **DESCRIBE** **Work in pairs. Write symptoms for each illness below.**

Illness	Symptoms
a cold	
the flu	
a cough	
allergies	
depression	

H **Practice the conversation. Make new conversations. Use the information from the chart in G.**

Student A: What's the matter?

Student B: I'm coughing and sneezing.

Student A: How long have you been coughing and sneezing?

Student B: I've been coughing and sneezing for a week.

Student A: Do you have a runny nose?

Student B: Yes.

Student A: Sounds like you might have a cold.

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LESSON 3

Health Habits

GOAL ▶ Identify and analyze health habits

A **ANALYZE** **Look at the picture. What are the people doing? What is healthy and what is unhealthy?**



B **Match the health habits with the effects.**

j	1. be very stressed	a. have healthy lungs
_____	2. drink too much alcohol	b. not be well rested
_____	3. stay in the sun too long	c. damage your liver
_____	4. eat junk food every day	d. not have strong bones
_____	5. exercise at least three times a week	e. get lung cancer
_____	6. not get enough calcium	f. protect your skin
_____	7. not sleep eight hours every night	g. get skin cancer
_____	8. smoke too much	h. be fit and healthy
_____	9. stay away from smoking	i. gain weight
_____	10. wear sunscreen	j. have high blood pressure

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C Study the chart with your teacher.

Future Conditional Statements	
Cause: *If* + Present Form	**Effect: Future Form**
If you **are** very stressed,	you **will have** high blood pressure.
If you **don't get** enough calcium,	you **won't have** strong bones.
We can connect a cause and an effect by using a *future conditional* statement. The *if* clause (or the *cause*) is in the present tense and the *effect* is in the future tense.	
You **will have** high blood pressure	**if** you **are** very stressed.
You can reverse the clauses, but use a comma only when the *if* clause comes first.	

D Complete the sentences with the correct form of the verbs in parentheses.

1. If you wash (wash) your hands a few times a day, you will not / won't get (not get) so many colds.
2. If Ann _____ (get) her teeth cleaned regularly, she _____ (not have) so many cavities.
3. My dad _____ (not lose) weight if he _____ (keep) eating foods that are high in fat.
4. My skin _____ (burn) if I _____ (not use) sunscreen.
5. If people _____ (not stretch) after they exercise, they _____ (have) sore muscles.
6. Bang Vu _____ (not be able to) talk tomorrow if he _____ (not rest) his voice.



Fast food is cheap and convenient, but it is unhealthy and can make people gain weight.

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E **With a partner, practice making conditional statements with the information from B. Use different subjects (*I*, *you*, *we*, *they*, *he*, *she*, *it*).**

1. If we are very stressed, we will have high blood pressure.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

F **REFLECT** **Think about your good and bad health habits. Make two lists.**

My Good Health Habits	My Bad Health Habits

G **Write future conditional statements about good health habits that you want to have. Share your ideas with a partner and agree on the four most important ones.**

1. If I get more sleep, I will concentrate better on my work.
2. _____
3. _____
4. _____
5. _____
6. _____

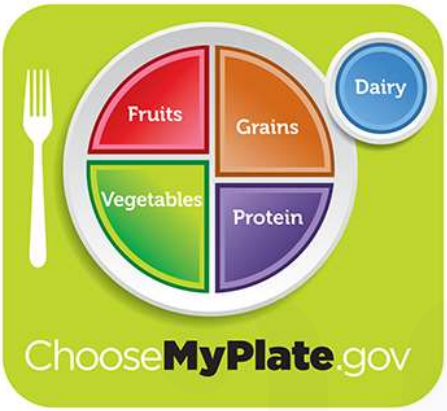
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LESSON 4

Nutrition Labels

GOAL ▶ Analyze nutrition information

A **MyPlate can help you make good decisions about daily food choices. Study the picture and answer the questions.**



1. Which food group should you eat the most of?

_____

2. Which food group should you eat the least of?

_____

B **Read the information in the table and answer the questions.**

Fruits	Eat a variety of fresh, canned, frozen, or dried fruit. Limit fruit juice.
Vegetables	Eat a variety of green vegetables like spinach and broccoli. Drink 100% vegetable juice.
Grains	Eat more whole grains. Grains are made from wheat, rice, oats, cornmeal, and barley.
Proteins	Eat a variety of lean proteins. Proteins are meat, poultry, seafood, beans, peas, eggs, nuts, and seeds.
Dairy	Consume dairy to help add calcium to your diet. Dairy products are made from milk.

1. Which food group is rice in? _____

2. Which food group are nuts in? _____

3. What is an example of a green vegetable? _____

4. Why do you think you should limit fruit juice? _____

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C **EVALUATE** **Read the tips for healthy eating. Check (✓) the tips you follow or would like to follow. Then discuss your answers with a partner.**

Tips for Healthy Eating	Follow	Would Like to Follow
1. Keep raw vegetables in the refrigerator to eat as a snack.		
2. Eat a variety of foods to get all the nutrients you need.		
3. Eat lean meats like fish and chicken.		
4. Choose fat-free or low-fat dairy products.		
5. Try not to drink beverages with a lot of sugar such as soft drinks.		
6. Flavor foods with herbs and spices instead of salt.		
7. Pay attention to serving sizes.		
8. Choose foods that have less saturated fat.		

D **ANALYZE** **Look at the nutrition label for macaroni and cheese.**

Macaroni & Cheese Nutrition Facts

Amount Per Serving	
Calories 250	**Calories from Fat** 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Cholesterol 30g	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

E **Listen to Darla explain nutritional information to her grandmother.**

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F **Listen to each part of the conversation again and answer the questions. Check (✓) the box next to the correct answer.**

1. What does Grandma need to look at if she wants to watch her salt intake?
   ☐ sodium ☐ saturated fat
2. How many servings are in this box of macaroni and cheese?
   ☐ two ☐ four
3. How many calories should an average adult have each day?
   ☐ 200 ☐ 2,000
4. What should Grandma avoid to have a healthy heart?
   ☐ cholesterol and saturated fat ☐ carbohydrates and saturated fat
5. What should a diabetic look for on a food label?
   ☐ sugar ☐ salt
6. What nutrient helps digestion?
   ☐ iron ☐ fiber

G **Read the nutrition guidelines and answer the questions about the macaroni and cheese label in D.**

Recommended Amount of Calories and Fat Per Day
- 2,000 calories per day
- 20 or fewer grams saturated fat
- 65 grams total fat

Quick Guide to % Daily Value* for Nutrients
5% or less is LOW 20% or more is HIGH

*Percent Daily Values are based on a 2,000-calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

1. Is macaroni and cheese high in fat?
2. Is macaroni and cheese low in sodium?
3. Does it contain any protein? How much?
4. What vitamins does it contain? Is it high in vitamins?
5. Is macaroni and cheese a good source of calcium?
6. Do you think macaroni and cheese is a healthy food choice? Why or why not?

H **PLAN** **Work with a partner and plan three meals based on MyPlate in A.**

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LESSON 5

Healthy Living

GOAL ▸ Interpret fitness information

A **You are going to read a text about physical fitness. On a separate piece of paper, write one piece of advice that you think it will contain. Then read the article.**

Be physically active each day



Being physically active and maintaining a healthy weight are necessary for good health. Children, teens, adults, and the elderly can improve their health by including moderate physical activity in their daily lives.

Try to get at least 30 minutes (adults) or 60 minutes (children) of moderate physical activity most days of the week, preferably daily. No matter what activity you choose, you can do it all at once, or spread it out over the day.

How to make physical activity a regular part of your routine

Choose activities that you enjoy and that you can do regularly. Some people prefer activities that fit into their daily routines, like walking to the grocery store or gardening. Others prefer a regular exercise program, such as going to the gym or taking a weekly class. Some do both. The important thing is to be physically active every day.

B **Decide if the statements are *True* or *False*. Check (✓) the correct answers.**

	True	False
1. Physical exercise is necessary for good health.	☐	☐
2. Elderly people do not need to exercise.	☐	☐
3. Adults should exercise every day.	☐	☐
4. It is better to exercise throughout the day.	☐	☐
5. Gardening is a good way to exercise regularly.	☐	☐
6. The most important thing is to exercise regularly.	☐	☐

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Walking is a healthy exercise. The step counter on your phone is a useful way to check the amount of walking that you do.

C **Discuss these questions with your partner.**

1. Do you exercise more or less than recommended in the article?
2. Does your workplace offer physical activity programs? What are they?

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D **Look at the examples of physical activities. Which is an example of a routine activity? Which is an example of a recreational activity?**



Mike rides his bicycle to the office every day.



Ana plays tennis twice a week with her friend.

E **Read the list of routine activities. Check (✓) the activities you have tried. Put an *X* next to the activities you would like to try. Add two more activities.**

- ☐ Walk or ride a bike to work
- ☐ Walk upstairs instead of taking an elevator
- ☐ Get off the bus a few stops early and walk the remaining distance
- ☐ Garden
- ☐ Push a stroller
- ☐ Clean the house
- ☐ Play actively with children
- ☐ Take a brisk ten-minute walk or bike ride in the morning, at lunch, and after dinner
- ☐ _____
- ☐ _____

F **Read the list of recreational activities. Check (✓) the activities you have tried. Put an *X* next to the activities you would like to try. Add two more activities.**

- ☐ Walk, jog, or cycle
- ☐ Swim or do water aerobics
- ☐ Play tennis or racquetball
- ☐ Do pilates or yoga
- ☐ Kayak or paddle board
- ☐ Hike
- ☐ Play basketball
- ☐ Dance
- ☐ Take part in an exercise program at work, home, school, or a gym
- ☐ _____
- ☐ _____

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G **Read the article. Then discuss the questions below with a partner.**

Health Benefits of Physical Activity

Being physically active for at least 30 minutes on most days of the week reduces the risk of developing or dying of heart disease. It has other health benefits as well. No one is too young or too old to enjoy the benefits of regular physical activity.

Two types of physical activity are especially beneficial:

1) Aerobic activities: These are activities that speed your heart rate and breathing. They help cardiovascular fitness. Running, swimming, and walking are aerobic activities.

2) Activities for strength and flexibility: Developing strength may help build and maintain your bones. Carrying groceries and lifting weights are strength-building activities. Gentle stretching, dancing, or yoga can increase flexibility.

1. Why are aerobic activities good for you?
2. What are some examples of aerobic activities?
3. Why are activities for strength good for your bones?
4. What are some examples of strength-building activities?
5. What types of activities can increase your flexibility?
6. What are some activities you do for strength and flexibility?

H **Read about more benefits of physical activity. Then discuss the questions with a partner.**

More Health Benefits of Physical Activity

- Increases physical fitness
- Helps build and maintain healthy bones, muscles, and joints
- Builds endurance and muscular strength
- Helps manage weight
- Lowers risk factors for cardiovascular disease, colon cancer, and Type 2 diabetes
- Helps control blood pressure
- Promotes psychological well-being and self-esteem
- Reduces feelings of depression and anxiety

1. What diseases can exercise help prevent?
2. How does exercise help your circulatory system?
3. How does exercise affect your mood and your mental health?
4. What are some other benefits of exercise?

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LESSON 6

Explore the Workforce

GOAL ▶ Compare health-related careers

A **There are many health-related careers that don't require a doctoral degree. Look at the list of jobs below. Which ones have you heard of? What do you think each person does?**

athletic trainer	massage therapist	physical therapist
dietitian / nutritionist	occupational therapist	physical therapist assistant / aide

B **Study the chart below and write the correct occupation in the first column.**

Occupation	Job Summary	Education Needed	2020 Median Pay
	Prevent, diagnose, and treat muscle and bone injuries and illnesses	Bachelor's degree	$49,860
	Plan nutritional programs to help people lead healthy lives	Bachelor's degree	$63,090
	Use touch to manipulate the muscles and other soft tissues of the body	Postsecondary certificate	$43,620
	Treat patients who have injuries, illnesses, or disabilities through the therapeutic use of everyday activities	Master's degree	$86,280
	Supervised by physical therapists to help patients regain movement and manage pain after injuries or illnesses	High school diploma (aide) or Associate degree (assistant)	$49,970
	Help injured or ill people improve movement and manage pain	Doctoral or professional degree	$91,010

C **SEQUENCE** **List the jobs in order of pay, from the lowest median pay to the highest.**

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

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D **What education is required for each job? List the job under the correct column.**

Certificate	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree

There is one job that you only need a high school diploma for. Which one is it?

_____

E **Read each scenario and work with a partner to decide which health care professional would be best.**

Example: The football team at a local university needs someone to help the athletes when they get injured. Athletic trainer

1. Su Jin gained 20 pounds when she was pregnant with her daughter. She wants to learn how to eat healthier and lose the extra weight. _____
2. Danilo was in a car accident and got whiplash. _____
3. Lizetta ran a half marathon last week and her body is really sore. _____
4. Asha had a traumatic brain injury and needs to learn how to walk again.

_____

F **REFLECT** **Which of the health careers from the table is most interesting to you? Why? Write a short paragraph.**

_____

_____

_____

_____

_____

_____

G **Share your paragraph with a partner.**

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H **Study the table on dietitians and nutritionists and answer the questions that follow.**

QUICK FACTS

Dietitians and Nutritionists

2020 Median Pay	$63,090 per year $30.33 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-Job Training	Internship / residency
Number of Jobs, 2020	73,300
Job Outlook, 2020-30	11% (faster than average)
Employment Change, 2020-30	7,800

1. What experience is needed to become a dietitian?

   a. a bachelor's degree b. none c. internship d. it doesn't say

2. What is the median pay?

   a. $30.33 per year b. $63,090 per year c. $73,000 per year d. it doesn't say

3. How many jobs were there in 2020?

   a. a 63,000 b. 73,300 c. 7,800 d. it doesn't say

4. Is this a growing job field?

   a. yes b. no c. possibly d. it doesn't say

5. What level of education do you need?

   a. Bachelor's degree b. Master's degree c. Associate degree d. it doesn't say

6. What state has the most job openings for dietitians?

   a. Texas b. California c. New York d. doesn't say

I **ANALYZE** **Work with a partner and write four reasons why this would be a good job to have.**

1. _____
2. _____
3. _____
4. _____

J **Share your ideas with the class.**

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Review

A **Match each condition with the doctor who treats it. Then use the information to practice the conversation and make new conversations.**

1. b My skin is very red and itchy.	a. dentist
2. _____ My heart is beating quickly.	b. dermatologist
3. _____ My husband is always sneezing.	c. gynecologist / obstetrician
4. _____ My baby is coughing.	d. cardiologist
5. _____ My mother's toe hurts.	e. pediatrician
6. _____ There is something in my eye.	f. ophthalmologist
7. _____ My brother has a cavity.	g. podiatrist
8. _____ I feel nervous all the time.	h. allergist
9. _____ My sister is pregnant.	i. psychiatrist

Student A: My skin is very red and itchy. What should I do?

Student B: You should see a dermatologist.

B **Make sentences using the present perfect and *for* or *since*.**

1. Hugo has a backache / Monday
   Hugo has had a backache since Monday.
2. my neck hurts / two days
   _____
3. Maria feels dizzy / yesterday
   _____
4. my children have a cold / Friday
   _____
5. Pedro is sick / two weeks
   _____
6. I have an earache / 10:00 a.m.
   _____
7. they are absent from work / one month
   _____

Learner Log

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

I can communicate symptoms. ☐ Yes ☐ No ☐ Maybe

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C Complete each future conditional statement.

1. If you eat out every night, you will spend a lot of money.
2. _____ if he goes to the best doctors in the country.
3. If _____, they will look and feel great.
4. If Paulo smokes a pack of cigarettes a day, _____.
5. If _____, you will get sick.
6. If _____, you will improve your flexibility.
7. If you read nutritional labels, _____.
8. If _____, you will have a lot of cavities.

D Read the information. Then decide if the statements below are *True* or *False*. Check (✓) the correct answer.

Find your balance between food and physical activity



- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 30 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

Know the limits on fats, sugars, and salt (sodium)

- Make the most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

	True	False
1. Children need to exercise for only 20 minutes a day.	☐	☐
2. Choose foods that are low in added sugar.	☐	☐
3. If you want to lose weight, you should exercise between 60 and 90 minutes a day.	☐	☐
4. Fish and nuts are good fats.	☐	☐

Learner Log

I can identify and analyze health habits.

☐ Yes ☐ No ☐ Maybe

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Review

E **With a partner, ask and answer questions about the nutrition information on a package of frozen peas. Decide if frozen peas are a healthy choice.**

Frozen Peas Nutrition Facts	
Ingredients: green peas, salt	
Serving size: 2/3 cup (88g)	
Servings Per Container: About 5	
Calories 70	
Calories from Fat 5	
Total Fat 0.5g	**1%**
Sat. Fat 0g	**0%**
Cholesterol 0mg	**0%**
Sodium 100mg	**4%**

Amount/Serving	**%DV***
Total Carbohydrate 12g	**4%**
Fiber 4g	**16%**
Sugars 6g	
Protein 5g	
Vitamin A	**6%**
Vitamin C	**15%**
Calcium 0%	**0%**
Iron 4%	**4%**

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

1. Are the peas high in fat?
2. Are the peas low in sodium?
3. Do they contain any protein? How much?
4. What vitamins do they contain? Are they high in vitamins?
5. Are the peas a good source of calcium?
6. Do you think peas are a healthy food choice?

F **Look back at the article in D on page 139. Write two pieces of advice that you would like to follow.**

1. _____
2. _____

G **Make a chart in your notebook. Put each word into the correct category. Use a dictionary to check your answers.**

active	cough	gain	hospital	~~ophthalmologist~~	sore	stretch
ankle	dentist	gentle	~~itchy~~	protect	stay	tired
cholesterol	diabetes	healthy	maintain	raw	stress	~~worry~~

Noun	Verb	Adjective
ophthalmologist	worry	itchy

Learner Log

I can analyze nutrition information. ☐ Yes ☐ No ☐ Maybe

I can interpret fitness information. ☐ Yes ☐ No ☐ Maybe

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Create a Healthy-Living Plan

SOFT SKILL ▶ Collaboration

You are a team of doctors and health-care professionals who have decided to make a healthy-living plan to give patients when they leave the hospital.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name
Student 1: Health Advisor	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write down information for the plan with the help of your team.	
Student 3: Designer	Design plan layout and add artwork.	
Students 4/5: Health Representatives	Help writer and designer with their work.	

2. Make a list of all the information you want to include in your plan (healthy habits, fitness and nutrition advice, etc.).
3. Create the different sections of your plan, for example, a guide to reading nutritional labels, a guide to exercise, a list of doctors and their specializations, and a guide to common symptoms and diseases.
4. Add artwork to the plan, for example, maps of parks and gyms in your area, or a drawing of the food pyramid.
5. Make a collage of all your information.
6. Share your healthy-living plan with the class.

Collaboration:

Express disagreements politely

It is important to make your voice heard when in a group discussion, but be polite. Look at the examples below:

"I think it would be better if we put _____ in our plan."

"Maybe we should reconsider putting _____ in our plan. How about _____ instead?"



Some people try to eat locally grown food to stay healthy and help their community.

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Reading Challenge

A **PREDICT** **Look at the photo. What is the man doing? How old do you think he is?**

B **Look at the list. Discuss which items are the most important for living a long life.**

- being active
- spending time with family and friends
- living alone in a city
- having a sense of humor
- eating healthy food
- retiring early

C **You are going to read about *blue zones*. There are five places in the world considered blue zones. Write them on the map below.**

- Ikari, Greece
- Loma Linda, USA
- Nicoya, Costa Rica
- Okinawa, Japan
- Sardinia, Italy



D **Read about blue zones.**

E **ANALYZE** **Discuss the vocabulary below. Which words in the text are positive? Which words are negative? Which words are neither positive nor negative? Why?**

Alzheimer's	elders	locally grown
celebrated	isolated	reduce stress
disease	laughter	

F **What does the reading NOT list as a reason that Sardinians live so long?**

a. Sardinia is an isolated island.

b. Elders are celebrated.

c. Physical activity is a way of life.

d. Many of them have heart disease and Alzheimer's.

G **Life expectancy is how long people are expected to live. What blue zone principles raised the life expectancy in Minnesota? Discuss and make a list on a separate piece of paper.**

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Blue Zones

What would you say if someone told you that by making a few changes in your life, you could live longer and spend less time at the doctor's office? Chances are, if you live in a blue zone, you already live this life. Blue zones are areas in the world where people live longer and have almost no chronic diseases like cancer, obesity or dementia.

One blue zone is Sardinia, Italy. Sardinians live longer than most people. In fact, Sardinia has ten times more centenarians (people who have lived to 100 years old) than the United States. One of the reasons for this is that Sardinia is a very isolated island. In addition, Sardinians are culturally isolated as well. This has led to a very traditional lifestyle: family is important, their food is locally grown, and physical activity is a part of daily life. Today, they hunt, fish, and harvest their food in the same way they have always done. They eat a diet high in omega-3 fatty acids, which possibly helps protect them from heart disease and Alzheimer's.* They are very close with their family and friends, and social gatherings are important. Elders are always celebrated and laughter helps reduce their stress. They use their legs for transportation and their bodies for physical labor, keeping them physically fit. All of these lifestyle characteristics are why the island of Sardinia is considered a blue zone.

In 2009, they tested the blue zone principles in a mid-western city, Albert Lea, Minnesota. The residents there learned how to move more, eat better, connect with one another and have a positive outlook. The results? The life expectancy increased by three years and this lowered health care costs by almost 40%. Could something like this happen in your community? There's only one way to find out!

Think about it: if you follow these lifestyle characteristics yourself, you will live longer!

Alzheimer's a disease that leads to memory loss

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