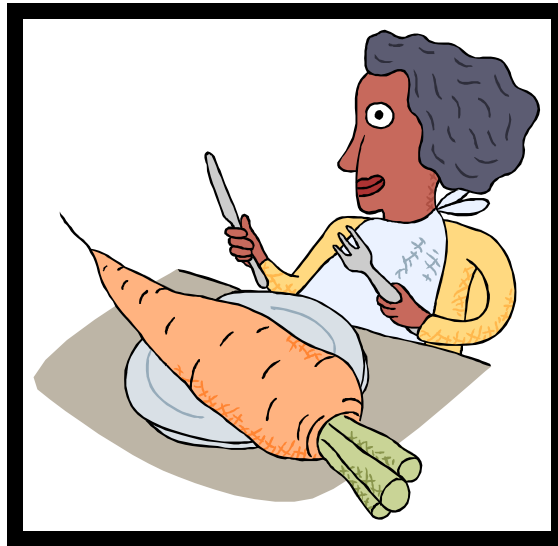


ESL Health Unit

Unit Four Healthy Aging



Advanced Beginning

**Concept by Shelley Reece and Oscar Jimenez
with additional activities and
materials by Lisa Minetti, Melissa Halaway and Sharon Nicolary**

Made possible by a generous grant from MetLife Foundation.

Additional support provided by Temple University and San Jose State University.

This unit was developed as part of the SHINE-MetLife Foundation Health Literacy Initiative, as one component of Project SHINE, Center for Intergenerational Learning.

For more information about this project, go to www.projectshine.org

Students
Helping
In the
Naturalization of
Elders

MetLife Foundation



Acknowledgments

Thematic units were developed by ESL practitioners teaching ESL Health Literacy classes to elder immigrants at five senior centers in Philadelphia. Each instructor selected two topics of greatest interest to their class from a list of health literacy topics, identified by immigrant elders participating in focus groups in Philadelphia and San Jose. SHINE staff conducted regular curriculum development meetings at which teachers discussed themes emerging from their classes and methods for encouraging learners to write about these topics. Many of the lesson activities within the units are based on learner narratives, in which elder immigrants share their experiences accessing healthcare in the US.

The project would like to thank the elder immigrants who participated in the ESL Health Literacy classes and who shared their stories and health concerns with us. Many thanks to the teachers who taught the classes, participated in the curriculum development process, formulated the topics upon which the units are based and developed many of the activities in the units. We would also like to express our gratitude to Gail Weinstein for her work on the *Learners' Lives as Curriculum* framework, which provided the inspiration for this curriculum development process. Many thanks to Marni Baker Stein, Hilary Bonta, Lisa Minetti, Melissa Halaway and Sharon Nicolary for their careful work in developing additional activities and instructional materials, ensuring that activities were at consistent proficiency levels, and standardizing the format of units.

The initial concept and activities for this unit were developed by Shelley Reece and Oscar Jimenez, in collaboration with elder learners at the Philadelphia and Norris Square Senior Centers and the Vietnamese Association on Aging in Philadelphia. Additional activities and revision by Marni Baker Stein, author of *Talk it Through: Listening, Speaking and Pronunciation* (Houghton Mifflin) and Lisa Minetti, Melissa Halaway and Sharon Nicolary of the English Language Program at the University of Pennsylvania. Patricia Dillon, RN, PhD, of Temple's School of Allied Health, provided input on health content.

Healthy Aging

A Thematic Unit for Basic Level Learners

Table of contents

<i>Lesson One: Nutrition</i>	5-49
<i>Reading and Writing Practice</i>	5-24
Goals for this Lesson	5
Before You Read	6-9
Grammar Tip: Count VS Non-count nouns	10-18
Reading One	19-20
Nutrition Risk Test	21-22
Health Watch: What you can do to improve your nutritional health	23-24
<i>Listening and Speaking Practice</i>	25-43
Goals for this Lesson	25
Before You Listen!	26-27
Listening One: Healthy Recipes	28-33
Talk About It!	34-43
<i>Real Practice</i>	44-48
Goals for this Lesson	44
Real Practice	45-48
Checklist for Learning	49
<i>Lesson Two: Exercise</i>	50-77
<i>Reading and Writing Practice</i>	50-57
Goals for this Lesson	50
Before You Read!	51-52
Reading Two	53-59
Fitness Quiz	57-59
<i>Listening and Speaking Practice</i>	60-70
Goals for this Lesson	60
Before You Listen!	61-62
Listening Two: What is Tai Chi?	63-65

Talk About It!	66-70
<i>Real Practice</i>	71- 77
Goals for this Lesson	71
Real Practice	72-76
Checklist for Learning	77
<i>Lesson Three: Managing Stress</i>	78-109
<i>Reading and Writing Practice</i>	78-84
Goals for this Lesson	78
Before You Read!	79-81
Reading One: Stressed Out About Retirement	82-83
Reading Two: Stress After an Injury	84-85
<i>Listening and Speaking Practice</i>	86-104
Goals for this Lesson	86
Before You Listen!	87-88
Listening Three: Healthy Bodies Fight Stress Better	89-94
Talk About It!	94-104
<i>Real Practice</i>	105-
Goals for this Lesson	109
	105
Real Practice	106-
	108
Checklist for Learning	109

Note to Teachers!

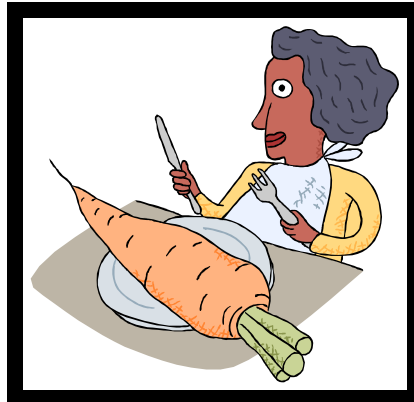
The following websites were used in developing this site. You may find them useful references to support your instruction.

- *Helpguide.com*
http://www.helpguide.org/aging_well.htm
- *U.S. Food and Drug Administration*
<http://www.fda.gov/>

ESL Health Unit

Unit Four Healthy Aging

Lesson One Nutrition



Source: http://www.clipartheaven.com/clipart/health_&_medical/cartoons/hospital_meal_3.gif

Reading and Writing Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

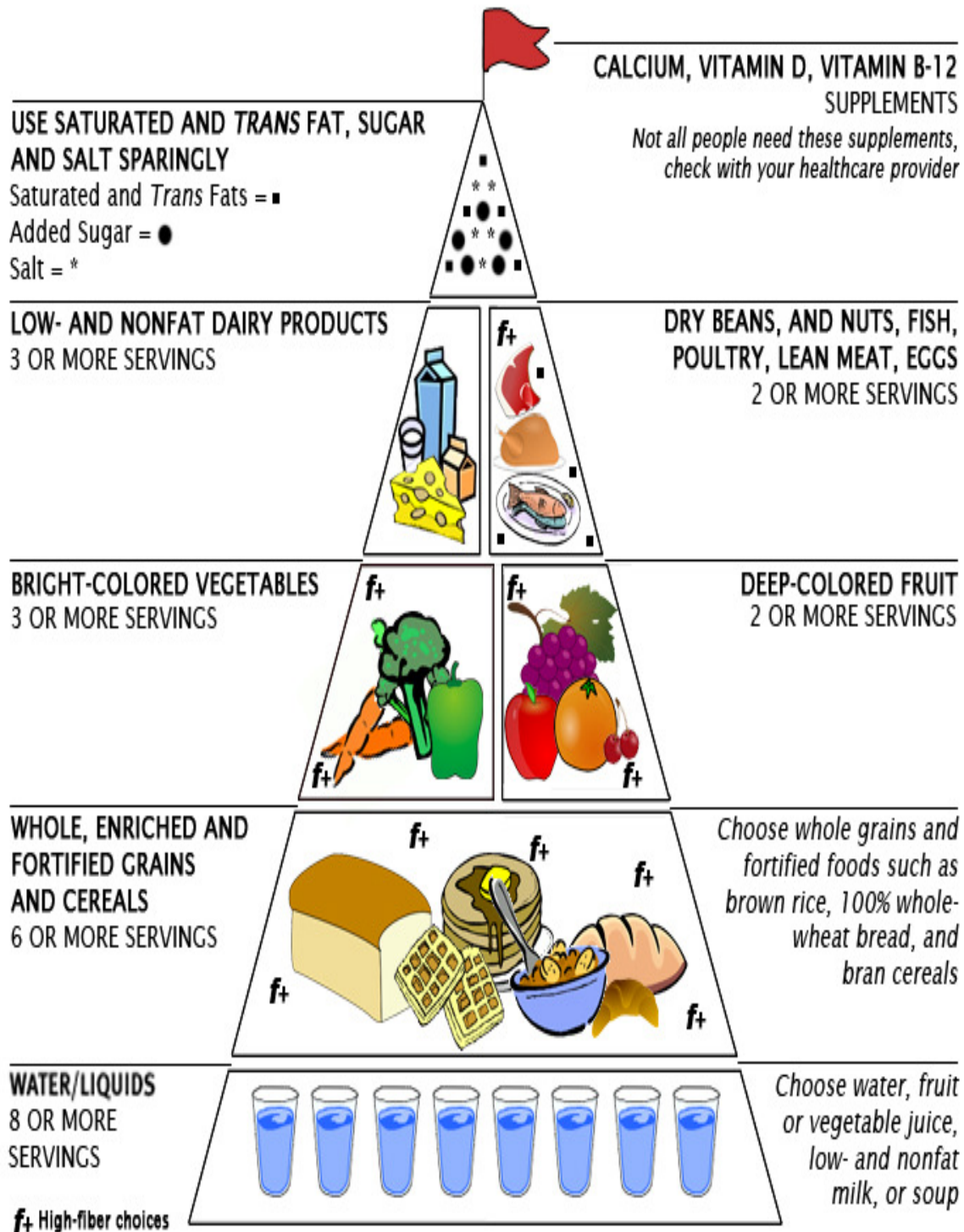
- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns.
- Be able to use the phrase “used to.”

Lesson One: Nutrition

Reading and Writing Practice

Before You Read!

In this lesson, you will read about Eleanor's problem with her diet. Eleanor went to the doctor. The doctor gave her this food pyramid and asked her to follow it. Before you read Eleanor's story, study the pyramid. Answer the questions that follow with your classmates and teacher.



*Adapted from <http://mainegov-images.informe.org/dhhs/beas/nutrition/pyramid.gif>, Tufts University 2002

Activity One:

1. *Look at each section of the pyramid. Make a list of some of the foods that you see in each food group.*

Food group: ***Examples of foods:***

<i>Water/liquids</i>	
<i>Grains and Cereals</i>	
<i>Bright colored vegetables</i>	<i>broccoli</i>
<i>Deep colored fruit</i>	<i>apples</i>
<i>Dairy products</i>	<i>milk</i>
<i>Dry beans, nuts, fish, poultry, meat and eggs</i>	
<i>Fats, salt, sugars</i>	
<i>Vitamin supplements</i>	<i>calcium</i>

2. *Which food groups should you eat the most of?*

3. *Which food groups should you eat the least of?*

4. *What are your favorite foods? Which food groups do your favorite foods belong to?*

Grammar Tip: Count vs. non-count nouns

When we are talking about food, it is important to know the difference between count and non-count nouns. In this grammar focus, you will learn to

- Use the noun plural ending **-s** correctly
- Use words that express quantities, such as **some, many, a little...**

Count vs. Non-count

There are two kinds of nouns: those that can be counted and those that cannot be counted.

Count nouns refer to things that can be divided up into smaller parts. We can see or hear these things and count them. Count nouns can be made plural by adding a final **-s** to the nouns. Here are some nouns that you can count:

Count nouns	Plural count nouns
apple	(two) apples
bottle	(three) bottles
carton	cartons
hamburger	hamburgers

Non-count nouns refer to things that cannot be counted because they are whole things which cannot be divided into parts.

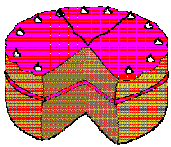
Illustration: Think of the batter you use to bake a cake. Before you put the batter into the oven, you cannot divide it into its parts because it is a liquid mix. Think of the liquid mix as a non-count noun.



Picture taken from: http://www.asahi-net.or.jp/~bd9y-ktu/test/ishi/people_f/ill_f/nkitchen_f/batter.GIF

After you bake the cake, it becomes solid and you can cut it into pieces.

Now you can think of the pieces of cake as the count nouns. We can count the cake and its pieces.



Picture taken from: http://www.cut-the-knot.org/do_you_know/cake.gif

Non-count nouns **cannot** be made plural. For example: *milk* cannot become → “*milks*”. If we divide non-count nouns into parts, we need to use a quantifier. Here are some examples of non-count nouns and quantifiers:

Non count nouns	Non-count nouns with quantifiers
meat	some meat
bread	a package of bread
water	a glass of water
milk	two cartons of milk

Quantifiers

Quantifiers are words that give us more information about nouns. They tell us how many or how much. To choose the correct quantifier you need to know whether the word is a count or a non-count noun. Look at the examples for the count noun *eggs* and the non-count noun *water*.

*Use these quantifiers with **count***

nouns:

several eggs

few eggs

none of the eggs

*Use these quantifiers with **non-count***

nouns:

a little water

very much water

no water

*Use these quantifiers with **both count and non-count nouns:***

all of the eggs/water

some eggs/water

a lot of eggs/water

Note: with foods, some non-count words such as water, coffee or meat, we can add a counting phrase to talk about quantities, like:

A cup/two cups of milk

A glass/two glasses/a couple of glasses of water

A package/two packages of meat

Practice One

Look at the list of nouns and identify if they are count or non-count.

Pluralize the count nouns.

<i>Noun</i>	<i>Count or non-count?</i>	<i>Plural form</i>
1. apple		
2. jar		
3. meat		
4. hamburger		
5. milk		
6. coffee		
7. egg		
8. bottle		
9. broccoli		

Practice Two

Look at the nouns in the following sentences and decide if they are correct or not. Check (✓) the appropriate column

Correct Incorrect

<i>1. The mother gave some milks to her children.</i>		
<i>2. Today at lunch I ate a couple of apple.</i>		
<i>3. I have a lot of jars in my kitchen.</i>		
<i>4. Every afternoon we go to the café to have a cup of coffee.</i>		
<i>5. My friend likes to eat eggs for breakfast.</i>		
<i>6. We used three broccolis in the recipe.</i>		
<i>7. McDonald's sells hamburgers all over the world.</i>		

Practice Three

How much food should we eat according to the food pyramid? Choose which quantifier is most appropriate in the following sentences.

1. Drinking _____ coffee can be unhealthy.
a. several b. two cups of

2. To stay healthy, we should try to eat _____ fruit every day.
a. some b. several

3. We should eat _____ nuts.
a. a lot of b. few

4. Adding _____ broccoli to your diet is healthy.
a. some b. few

5. The food pyramid recommends that we eat _____ fat.
a. a lot of b. a little

6. Eating _____ bright colored vegetables is healthy.

a. very much

b. a lot of

7. My doctor recommends that I eat _____ whole grains.

a. six servings of

b. a little

8. Drinking _____ liquids prevents dehydration.

a. very much

b. a lot of

Activity Two:

What do you usually eat each day? In the space below, describe your diet and share it with your partner. As you list the foods you eat be sure to use plural forms and quantifiers.

1. What do you eat for breakfast?
2. What do you eat for lunch?
3. What do you eat for dinner?
4. Do you have snacks during the day? What are they?
5. How much water/liquid do you drink each day?

Reading One

This story was generated by the course developer for instructional purposes.

Next read Eleanor's story and answer the questions that follow with your classmates and teacher.

My name is Eleanor and I am 80 years old. I used to cook for myself. I used to walk to the store everyday with my friend Celia to buy the things I needed. But last year my eyesight got bad and I couldn't walk to the market anymore. Since then my diet has not been very good. I often skip meals. When I do eat, I eat a lot of junk food, especially sweets.

The last time I went to the doctor, she said I gained 15 pounds and I was dehydrated. I

have diabetes and must keep my weight low. She told me I needed to change my diet. First, I have to drink more every day. I have to eat more fruits, vegetables and whole grains. I need to eat less meat and less fat. I also need to take a vitamin supplement.

New words

Skip meals: not eat meals

Junk-food: food with little nutritional value

Dehydrated: the effect of not drinking enough water

I am worried about my diet now but I don't know what to do. I can't walk to the market anymore and I can't see well enough to cook for myself.

1. Why did Eleanor change her eating habits?
2. Why is Eleanor's doctor worried about her weight gain?
3. Eleanor needs to change her diet. What foods should she eat more?
4. What foods should Eleanor eat less?
5. Do you think Eleanor will follow her doctor's advice? Why or why not?

Nutrition Risk Test

Could your diet put you at risk for serious health problems? Answer the following questions with your classmates and teacher and then discuss your nutritional health score.

Read the statements below and check "Yes" for those that apply to you.

1. I have a medical condition that made me change the food I eat.	<input type="checkbox"/> Yes
2. I eat fewer than 2 meals per day.	<input type="checkbox"/> Yes
3. I eat few fruits, vegetables, or milk products.	<input type="checkbox"/> Yes
4. I have tooth or mouth problems that make it hard for me to eat.	<input type="checkbox"/> Yes
5. I don't always have enough money to buy the food I need.	<input type="checkbox"/> Yes
6. I am not always physically able to shop, cook and/or feed myself.	<input type="checkbox"/> Yes

Now total your nutritional score.

0-2 You have no need to change your diet. Take this quiz again in 6 months.

3-5 See what you can do to improve your diet and lifestyle. Bring this quiz with you the next time you visit a medical professional or social services agency. Ask for help to improve your nutritional health.

Discuss your score with your classmates. Do you or any of your classmates have problems with your diet? Work together to make a list of suggestions for what everyone can do to improve their nutrition. If you can't think of any solutions to this problem, read through the Health Watch box below for ideas.

Health Watch: What you can do to improve your nutritional health

It is important to pay attention to the warning signs of poor nutritional health. If you have any of these problems, read what you can do to improve your health.

Problem: Can't chew (*biting your food with your teeth*)

Do you have trouble chewing? If so, you may have trouble eating foods like meat and fresh fruits and vegetables.

What to do: Try other foods.

Instead of:	Try:
fresh fruit	fruit juices and soft canned fruits, like applesauce
raw vegetables	vegetable juices and cooked vegetables
meat	ground meat, eggs, and foods made with milk, like cheese, yogurt and cream soups
sliced bread	cooked cereals, rice, bread pudding

Problem: Can't shop

You may have problems shopping for food. Maybe you can't drive anymore. You may have trouble walking or standing for a long time.

What to do:

- Ask the local food store to bring groceries to your home.
- Ask a family member or neighbor to shop for you.
- Sign up for help with a local volunteer center, church or synagogue.

Problem: Can't cook

You may have problems with cooking. It may be hard for you to hold cooking utensils, and pots and pans. Or you may have trouble standing for a long time.

What to do:

- Use a microwave oven to cook frozen foods and foods cooked by the store.
- Join a group meal program offered through senior citizen programs.
- Have meals brought to your home.
- Move to a place where someone else will cook, like a family member's home.

To find out about senior citizen group meals and home-delivered meals, call (1-800) 677-1116. These meals cost little or no money.

Adapted from information from the U.S. Food and Drug Administration

ESL Health Unit

Unit Four Healthy Aging

Lesson One Nutrition



Listening and Speaking Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns.
- Be able to use the phrase “used to.”



Lesson One: Nutrition

Listening and Speaking Practice!

Before You Listen!

Vocabulary

*Study these new vocabulary words before you listen. Read the sentences and guess the meaning of the **bold** words from context. Discuss the words with your teacher.*

- 1. My father is the **chef** in the family. He cooks delicious foods.*
- 2. The four main **ingredients** in bread are flour, salt, yeast and water.*
- 3. My mother always uses **recipes** when she cooks. She likes to follow the instructions very carefully.*
- 4. My doctor advises me to **avoid** salt and fat in my diet. I should stay away from these ingredients.*
- 5. Antonio cooks delicious **fried** chicken. He cooks the chicken in oil.*
- 6. Salt and pepper are typical **seasonings**. They add **flavor** to food. They make food taste better.*

Activity One:

Answer the following questions and then review them together as a class.

1. Do you like to cook? If so, do you cook with recipes?
2. What kinds of ingredients are most common in a healthy diet?

Listening One: Healthy recipes

****Note to teacher:** Do **not** pass out the written text below until students are ready for the “Talk About It!” activity. Record it onto a cassette and have students listen to the recording (if you have time, it may be helpful to ask a friend or family member to record this message so that your learner(s) can practice listening to an unfamiliar voice). Play once or twice before they begin to listen for specific information.

Listen to the conversation from a call-in radio talk show. A chef is talking about how to cook healthy foods. Listen to the conversation and then answer the questions that follow with your classmates and teacher.

Chef Wong: Welcome to the show. Today, we are talking about how to cook healthier foods. We all know that to stay healthy, we need to eat more fruits, vegetables and whole grains. We also need to limit the fat, salt and sugar in our diet. How can we control our diet? Cook at home, using simple recipes and fresh ingredients. Today we’ll discuss making your favorite recipes healthier. Let’s talk about cooking! Ok, looks like we have a call. Hello? Are you there, caller?

Maria: Hello? Yes?

Chef Wong: Hi. Welcome to the show. Please introduce yourself.

Maria: My name is Maria and I'm calling from Philadelphia. I recently learned that I have high blood pressure, and my doctor told me I need to lose weight. I love cooking and eating, so I am worried about using my old recipes. Maybe they are not healthy for me. Can you help me?

Chef Wong: Sure. Don't worry! Learning to cook healthy food is simple. Do you have a favorite recipe you'd like to talk about?

Maria: Yes. I really love to cook fried chicken with rice. My mother taught me how to make it.

Chef Wong: Well, your basic ingredients, chicken and rice, sound healthy. Tell me more about your recipe. How do you cook this dish?

Maria: Well, first I season my chicken with lots of salt and spices, you know, to give it flavor. Then I heat one cup of olive oil in a frying pan and I add the chicken.

Chef Wong: Ok, let's start with your seasoning. Try to reduce the amount of salt. Use healthier seasoning like pepper instead. Also, one cup of oil is too much! You can fry chicken with only 2 tablespoons of oil.

Maria: If I make these changes will my dish still have the same flavor?

Chef Wong: No. For more flavor, try adding some vegetables to your recipe, like broccoli or tomatoes. Add only healthy ingredients. Remember the food pyramid! We should all avoid eating too much salt and fat.

Maria: Ok, that sounds like a good idea. I will try it this weekend. Thank you, Chef Wong.

Chef Wong: You're welcome, Maria. Good luck!

Activity Two

Choose whether the following statements are true or false based on the listening:

1. To stay healthy we should eat more fruits and vegetables. T F
2. Maria has diabetes and needs to lose weight. T F
3. Maria loves cooking and eating. T F
4. Chef Wong advises Maria to use less oil. T F
5. If she follows Chef Wong's advice, the flavor of Maria's dish
will remain the same. T F
6. Maria will try the new recipe. T F

Activity Three:

Listen again and try to fill in the missing nouns from the following segments from Chef Wong. When you finish compare answers with your neighbor.

Can you identify the count and non-count nouns?

Segment One

Welcome to the show. Today, we are talking about how to cook healthier _____ . We all know that to stay healthy, we need to eat more _____ , vegetables and whole grains. We also need to limit the _____ , salt and sugar in our diet. How can we control our diet? Cook at home, using simple recipes and fresh _____ . Today we'll discuss making your favorite _____ healthier.

Segment Two

No. For more flavor, try adding some _____ to your recipe, like broccoli or _____ . Add only healthy ingredients. Remember the food pyramid! We should all avoid eating too much _____ and fat.

Activity Four

Practice the dialogue with a partner. Take turns being Maria and Chef

Wong.

Talk About It!

Grammar Tip: Used To

We use “*used to*” to talk about things we did in the past but do not do anymore. For example:

- I *used to* do my own grocery shopping, but now my eyes are bad and I can't see well enough.
- Juan *used to* think he could not cook, but now he cooks for himself every day and he enjoys it!

Structure: *used to* + main verb

Pronunciation note: Rhythm

When you pronounce the verb phrase with *used to*, the word ‘to’ is reduced.

In spoken English, it sounds like “ta”. The main verb gets stressed. Listen to your teacher pronounce the examples in the grammar explanation above, and repeat the verb phrase.

- I *used to* ride my bicycle to school.
- We *used to* cook all our meals at home.

Activity One:

Read the following stories about Juan and Elise.

Juan's Story

Last year, I moved to a new town where my daughter lives. My new home was not near a supermarket or a restaurant, so I began to eat less. In my hometown, I used to eat with my friends at their house. Sometimes I used to eat at a neighborhood café. I never learned how to cook.

One afternoon, I had a headache and felt dizzy. My daughter called 911. When I got to the hospital they told me I was extremely dehydrated. I told them about my change in diet and they introduced me to a nutritionist. The nutritionist told me that I needed to eat more calories and drink more water every day. My daughter taught me to cook my favorite food. I used to be nervous about cooking, but now I cook well! I make dinner for myself every day. Sometimes I invite my daughter to eat with me.

Which statements are true about Juan's past habits? Check (✓) them.

- Juan used to eat with his friends.
- Juan used to live in another town.
- Juan used to cook his own meals.
- Juan used to feel dizzy.
- Juan used to be nervous about cooking.

Elise's Story

Six months ago I found out my sister has diabetes. She saw a nutritionist. The nutritionist told her that eating too much fat could increase her chances of heart disease. We needed to cut the fat from her diet. It wasn't easy because fat is in everything we like to eat - red meat, butter, cheese, ice cream! We used to eat these things every day. I never thought about fat in our diet.

I tried to change our favorite recipes, and cut back on sugar and butter. We both used to love to bake cakes. We also used to bake cookies all the time. At first making these changes was hard, but now we find ways to make foods we like. We have so much extra energy from eating our new healthy diet. I think our lives have changed for the better!

Which statements are true about Elise's and her sister's past habits? Check (✓) them.

- Elise's sister used to have diabetes.
- They used to eat ice cream.
- Elise used to think about the fat in her diet.
- Both sisters used to love baking.
- They used to have extra energy from their diet.

Activity Two:

Skim the stories in Activity Two above. Underline the verb phrases which contain 'used to.' Read each phrase out loud, and focus on reducing 'to.'

Activity Three:

Complete the following statements about your past dietary habits. Try to use count and non-count nouns and quantifiers in your answers. Remember to reduce 'to' in the verb phrase.

1. In my home country, my mother used to make

2. When I was a young child I used to like eating

3. When I was a teenager, I used to drink

4. When I first came to the US, I used to like eating

Activity Four:

*Ask several classmates about their past dietary habits. After each one write three to four sentences about what they **used to do** but do differently now.*

Your question: What kinds of foods did you use to eat but no longer eat today?

Your partner's answer: I used to

Write your classmates' responses in the chart below:

Your partner's name Your partner's response

ESL Health Unit

Unit Four Healthy Aging

Lesson One Nutrition



Real Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns.
- Be able to use the phrase “used to.”



Lesson One: Nutrition

Real Practice!

Keeping a Food Diary

Instructions

The information you write in your food diary will help you and your doctor make an eating program to meet your special needs. Follow these instructions to get the most out of your food diary.

How much:

In this space, write the amount of the food item you ate. Give the size, the volume (1/2 cup), the weight (2 ounces) and/or the number of items (12) of that type of food.

What kind:

In this column, write down the type of food you ate. Be as specific as you can. Include "extras," such as soda, salad dressing, butter, sugar and ketchup.

Time:

Write the time of day you ate the food.

Where:

Write where you were when you ate. If you ate in a restaurant or your car, write that location.

Alone or with whom:

If you ate by yourself, write "alone." If you were with friends or family members, list them.

Activity:

In this column, list any activities you were doing while you were eating (for example, working, watching TV).

Mood:

How were you feeling while you were eating (for example, sad, happy, depressed)?

Helpful Hints:

1. Don't change your eating habits while you're keeping your food diary.
2. Tell the truth. Your doctor can help only if you record what you really eat.
3. Record what you eat on all days your doctor recommends.
4. Be specific. Write details before you forget them.
5. **Be sure to bring the completed forms back with you to your next doctor's appointment.**

Sample Food Diary

Food or Drink						
How much	What kind	Time	Where	Alone or with whom	Activity	Mood
3	chocolate chip cookies	3:25 p.m.	office	alone	working on report	bored
1	cheeseburger	6:15 p.m.	Burger King	Claire, Jackie	talking	happy
1	regular french fries					
1	vanilla shake					
1 cup	ice cream	10:00 p.m.	kitchen	alone	watching TV	tired

*A Thematic Unit for Intermediate Level ESL Teachers
Advanced Beginning Level, Unit Four: Healthy Aging
Lesson One: Nutrition*

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns
- Be able to use the phrase “used to”
- _____

ESL Health Unit

Unit Four Healthy Aging Lesson Two Exercise



Reading and Writing Practice

Advanced Beginning

Checklist for Learning:

*Below are some of the goals of this lesson. Which ones are your goals too?
Check (✓) them.*

- Understand the benefits of exercising
- Learn about ways to safely increase your activity level
- Use stress to pronounce “can” and “can’t.”

Students
Helping
In the
Naturalization of
Elders

MetLife Foundation



Lesson Two: Exercise

Reading and Writing Practice

Before You Read!

Before you begin reading, complete the following activity with your classmates and your teacher.

Answer these questions with a partner:

1. How much exercise do you get every week?
2. What kinds of exercise do you enjoy?
3. Do you think you should exercise more? Why or why not?

Vocabulary

*Study these new vocabulary words before you read. Read the sentences and guess the meaning of the **bold** words from context. Discuss the words with your teacher.*

- 1. My doctor checks my health during my **physical**.*
- 2. My **neighbor** lives near me. She talks to me almost every day.*
- 3. I do not want to exercise **on my own**. I prefer to exercise with other people.*

Reading Two

This story was generated by the course developer for instructional purposes.

Cecilia's Story: Finding Friends at the YMCA

My name is Cecilia and I am 63 years old. At my last physical, my doctor told me I should exercise every day to stay healthy. I didn't know what to do. My neighbor suggested going to the YMCA. She saw some older people in an exercise class there. We went there together and liked it very much.

Now I go 2 times a week. I take a senior dance class and a water exercise class. I really enjoy exercising at the YMCA. I like the other people. They're older like me, and I've made some new friends. I do not like to exercise on my own, so exercising with other people is great for me. I have felt a lot better since I joined the YMCA!

Choose whether the following statements are true or false based on the reading:

1. Cecilia's doctor told her to exercise more. T F
2. Cecilia goes to the YMCA with her neighbors. T F
3. Cecilia takes a water dance class. T F
4. The people in Cecilia's exercise classes are older. T F
5. Cecilia feels better now that she exercises. T F

Now discuss these questions with your partner.

1. Do you know anyone who takes exercise classes?
2. Have you ever taken an exercise class? If yes, where have you taken the class?

Now read about Victor. Underline any words you don't know and discuss them with your classmates and your teacher.

Victor's Story: Learning How to Walk Again

This story was generated by the course developer for instructional purposes.

My name is Victor and I am 63 years old. I'm from Ukraine and have lived in the US for 10 years. I recently went to my doctor because my back started to hurt and my knees felt very stiff. He told me that I need to exercise at least 30 minutes a day.

In my home country, I never thought about exercising. I had an active lifestyle. I used to walk to work and to the store every day. Now I live in the US and I never walk. I drive my car everywhere.

So my son bought me a dog; his name is Misha. Now Misha and I walk together. My grandson sometimes comes with us too. Misha must walk every day, whether I want to or not. I have been feeling much better and I have more energy, just like I used to feel in Ukraine.

Choose whether the following statements are true or false based on the reading:

1. Victor went to the doctor because he felt dizzy. T F
2. The doctor told Victor to exercise an hour every day. T F
3. Victor used to walk a lot. T F
4. Victor's grandson bought him a dog. T F
5. Victor's dog Misha wants to walk every day. T F
6. Victor feels better now that he has an active lifestyle. T F

Now discuss these questions with your partner.

1. How much do you walk every day?
2. How can you add more exercise into your lifestyle?

*Cecilia and Victor have both increased the amount of exercise they do each week. They are becoming **fit** (in good shape) and healthy. How **fit** are you? How much do you know about exercising? Take the following Fitness Quiz. After you finish, discuss your answers with your classmates and teacher.*



Fitness Quiz

You can be fit over 50. Learn more about senior fitness by taking this quiz, based in part on the President's Council for Physical Fitness and Sports.

1. As we get older, we should limit our physical activities.
 - True
 - False

2. Exercising in the evening will keep you awake at night.
 - True
 - False

3. To become fit, you need to go to the gym.
 - True
 - False

4. One of the best exercises for older adults is walking.

True

False

5. You'll know that you're exercising well if you're breathing hard.

True

False

6. Older people need to drink liquid during exercise.

True

False

Answers to Quiz

1. Answer: **False.** Senior citizens should not stop exercising. Exercising helps you stay healthy. Check with your doctor before beginning an exercise program. Start slowly. Exercise for only 5 to 10 minutes at first, but slowly increase your time to 30 or 60 minutes a day.

2. Answer: **False.** Doing some mild exercise several hours before bed will help you get to sleep.

3. Answer: **False.** There are many safe exercises you can do at home.

4. Answer: **True.** Walking is a great exercise because it's easy on your joints. Walking also strengthens your leg muscles and improves your balance, helping you avoid falls.

5. Answer: **False.** Breathing heavily can mean you're working too hard. You should be able to maintain a conversation at the pace you've set. If you can't, slow down.

6. Answer: **True.** No matter what your age, everyone needs to drink water before, during and after exercise.

Adapted from Author: Dianna Sinovic; Source: President's Council for Physical Fitness and Sports; Online Editor: Phil Fuhrer; Online Medical Reviewer: Cynthia Godsey, M.S.N., F.N.P./C., Gordon Lambert, M.D.

ESL Health Unit

Unit Four Healthy Aging

Lesson Two Exercise



Listening and Speaking

Advanced Beginning

Checklist for Learning:

*Below are some of the goals of this lesson. Which ones are your goals too?
Check (✓) them.*

- Understand the benefits of exercising
- Learn about ways to safely increase your activity level
- Use stress to pronounce “can” and “can’t.”

Students
Helping
In the
Naturalization of
Elders

MetLife Foundation



Lesson Two: Exercise

Listening and Speaking Practice

Before You Listen!

Begin by reading the Health Watch box about the benefits of exercise.

Health Watch - The Benefits of Exercise

At least 30 minutes of activity five or more days a week can improve your overall health.

Some of the benefits from exercising include:

- Weight control
- Better sleep
- More energy
- Reduced stress
- Better ability to fight colds and illness
- Stronger bones and muscles
- Lower risk of diabetes, heart disease, high cholesterol and blood pressure, and colon cancer

Physical activity is a kind of health insurance, only you don't have to buy it. By staying active, you're protecting yourself against disease, disability, and death.

If you already have a chronic health problem, physical activity can help you manage symptoms. For instance, exercise helps people with diabetes control their weight and their blood sugar levels. It also helps prevent heart disease.

Listening Two: What is Tai Chi?

****Note to teacher: Do not pass out the written message in the box below. Record it onto a cassette (if possible with someone to play the second role in the dialogue) and have students listen to the recording. Play once or twice before they begin to listen for specific information.**

Anne is walking her dog in the park, and she sees her neighbor, Theo, doing some strange movements with a group of people. She watches for a while and then talks to Theo about it the next day while they're waiting for the bus.

Anne: So what were you doing yesterday at the park? It looked so strange.

Theo: I was taking my Tai Chi class.

Anne: Tai what?

Theo: Tai Chi. It's a traditional Chinese exercise. I saw the class one day when I was walking in the park. I talked to my doctor about it and I signed up for the class. He wants me to do some sort of regular exercise to help me with my sleep problems.

Anne: Oh, sounds interesting.

Theo: It is! Tai Chi uses the whole body but doesn't hurt your muscles. It's great because I don't feel tired or sore after my class. It gives me energy!

- Anne: But is it good for your health?
- Theo: Yes. Doing Tai Chi helps reduce blood pressure, improve heart health, and make your muscles stronger. It also reduces stress.
- Anne: Wow – that’s really great.
- Theo: The best part is I’m not having so many problems sleeping anymore.
- Anne: It sounds like Tai Chi has really helped you. Maybe I should think about joining the class.
- Theo: Definitely! Why don’t you come with me next week?

Activity One:

Fill-in-the blank with the appropriate answer based on the listening.

9. Theo was _____ in the park with a group of people.
a. walking his dog b. exercising
10. Tai Chi is a traditional _____ exercise.
a. Chinese b. Taiwanese
11. Theo’s doctor told him exercise can help his _____
problems.
a. heart b. sleep

12.Theo feels _____ after his Tai Chi class.

- a. energetic b. tired

13.Anne will join Theo’s Tai chi class _____.

- a. next week b. yesterday

Activity Two:

Practice the dialogue with a partner. Take turns being Theo and Anne.

Talk About It!

Pronunciation Tip: Can and Can't

Sometimes it is difficult for listeners to tell the difference between **can** and **can't** in fast speech. If we pronounce each word slowly, they have almost the same pronunciation. However, when we pronounce them in a sentence, their pronunciation sounds very different.

Pronunciation

can

can't

<ul style="list-style-type: none">• unstressed• short• like /ken/	<ul style="list-style-type: none">• stressed• longer• like /can/
---	--

Listen to your teacher pronounce the following sentences:

I **can** go to the YMCA

I **can't** go to the YMCA

We **can** walk every day.

We **can't** walk every day.

Activity One:

Practice saying the sentences with your teacher. Pay attention to the reduced “can” and the clear “can’t”. Listen and repeat.

1. I can walk two miles.
2. My brother can exercise 30 minutes every day.
3. I can sing.
4. I can ice skate.
5. I can't swim.
6. I can't walk for an hour.
7. I can't do Tai Chi.

Activity Two:

Now with a partner, say one of the following sentences. Your partner should identify which sentence you say, either “A” or “B”.

A

B

I can walk two miles.	I can't walk two miles.
My brother can exercise 30 minutes.	My brother can't exercise 30 minutes.
I can sing.	I can't sing.
I can ice skate.	I can't ice skate.
I can swim.	I can't swim.
I can walk more than 15 minutes.	I can't walk more than 15 minutes.
I can do Tai Chi.	I can't do Tai Chi.

Activity Three:

In this activity, you will read about Tina and discuss ways she can improve her health.

My name is Tina. I am 65 years old. I am a little overweight and I do not exercise very much. I drive my car everywhere. I have a dog who stays outside of my house, in my yard. My neighbors are all my age. We are friends.

Check (✓) three things Tina can easily do to increase her activity and improve her health:

- Walk the dog
- Stop driving everywhere
- Go swimming three times a week
- Join a gym
- Walk with her neighbors

Using the activities previously mentioned, write sentences about what Tina can or can't easily do to increase her activity. For example:

1. *Tina can easily walk the dog every day.*
2. _____
3. _____
4. _____
5. _____

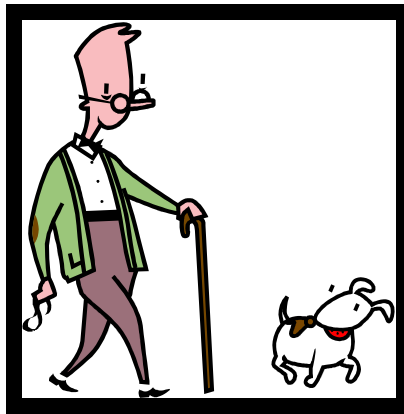
Now imagine that you are Tina and you would like to talk with your doctor about how to increase your physical activity. Write three questions you could ask the doctor. For example:

1. *Can I start walking every day?*
2. _____
3. _____
4. _____

ESL Health Unit

Unit Four Healthy Aging

Lesson Two Exercise



Real Practice

Advanced Beginning

Checklist for Learning:

*Below are some of the goals of this lesson. Which ones are your goals too?
Check (✓) them.*

- Understand the benefits of exercising
- Learn about ways to safely increase your activity level
- Use stress to pronounce “can” and “can’t.”



Lesson Two: Exercise

Real Practice!

Increase your physical activity!

Before you begin keep the following tips in mind:

1. **Talk with your doctor** – Before you begin any new exercise program, talk with your doctor about your condition. He or she will give you advice on how to increase your activity slowly.
2. **If something hurts, stop exercising** - These are some warning signs that mean you should stop what you are doing and consult a doctor:
 - Chest pain or pressure
 - Trouble breathing
 - Continuous or sharp muscle or joint pain
 - Nausea
 - Difficulty with balance

Other important tips

- Start Slowly – Start with 10 minutes a day. Slowly increase your time.
- Be Comfortable – Wear comfortable clothing and shoes.
- Breathe – Remember to breathe when you are doing your exercise.
Don't hold your breath.
- Drink – Drink water before, during and after your activity.
- Warm Up & Cool Down – Always ease your body into and out of exercise. Walk slowly or stretch for at least 5 minutes. (See Online Resources for good stretching techniques.)

Above information take from http://www.helpguide.org/aging/senior_fitness_sports.htm

Choose at least one of the activities below and then report your progress back to class.

Activity One: See your Doctor

If you are worried about starting an exercise program, see your doctor and get advice. List any information he or she gives you and talk to him or her about ideas for exercise activities.

Activity Two: Keep an Activity Journal

Write every kind of activity you do during a week. Fill in the chart for the name of the activity, the amount of time you did it, and how you felt.

Activity	Time Spent	How you felt
<i>Walking in the mall</i>	<i>20 minutes</i>	<i>energized</i>
<i>Stretching while watching television</i>	<i>10 minutes</i>	<i>sore</i>

Activity Three: Chart your Progress

1. See how far you can walk in exactly six minutes. Write down how far you walked -- in feet, blocks, laps, miles, number of times you walked up and down a long hallway, or whatever is convenient for you. Test and record your scores each week.

2. Time yourself as you walk up a flight of stairs as fast as you can safely. Test and record your scores each week.

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- Understand the benefits of exercising
- Learn about ways to safely increase your activity level
- Use stress to pronounce “can” and “can’t.”
- _____

ESL Health Unit

Unit Four Healthy Aging

Lesson Three Managing Stress



Reading and Writing Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Understand the benefits of managing stress
- Understand the benefits of managing stress
- Know the warning signs of stress and depression and what you

Lesson Three: Managing Stress

Reading and Writing Practice

Before You Read!

In this lesson, you will read two stories about seniors who are going through stressful life changes. Before reading about Rodrigo, answer these questions with your classmates and your teacher.

1. As people get older, they experience lifestyle changes. Which lifestyle changes are common for older adults? Check (✓) them.

- | | |
|--|---|
| <input type="checkbox"/> new home | <input type="checkbox"/> new family members |
| <input type="checkbox"/> illness or injury | <input type="checkbox"/> new job |
| <input type="checkbox"/> changes in eating habits | |
| <input type="checkbox"/> changes in exercise habits | |
| <input type="checkbox"/> death of a loved one | |
| <input type="checkbox"/> separation from friends and
family | |

2. When people experience changes in life, they often feel stress. Stress is a physical or emotional reaction in your body that makes you feel bad. Which lifestyle changes above might cause stress?

3. When people feel stress, what can they do to relax?

Vocabulary

*Study these new vocabulary words before you read. Read the sentences and guess the meaning of the **bold** words from context. Discuss the words with your teacher.*

1. Marco stopped working last year. He felt happy to **retire**.
2. It is difficult to **adjust** to all of the changes in your lifestyle when you retire.
3. My grandson isn't hungry at dinner because he **snacks** during the afternoon.
4. If I feel tired during the day, I take a short **nap**.
5. I **volunteered** to drive my neighbor to the grocery store after his car broke down.
6. Every week Rosa meets with her English **tutor** to practice speaking English.

Reading One: Stressed Out About Retirement

This story was generated by the course developer for instructional purposes.

Next read Rodrigo's story and answer the questions that follow with your classmates and teacher.

My name is Rodrigo and I am from Brazil. I retired from my job about 2 years ago. I wanted to enjoy hobbies and spend more time with my wife and our grandchildren. I never knew it would be so difficult for me to adjust.

I spent my whole life working. When I stopped, at first I didn't know what to do all day. I just sat around the house, watching television and snacking. My wife and I argued because we were not used to being together all the time. I often napped during the day. I couldn't sleep well at night.

During my checkup at the doctor's office, I told my doctor about the changes in my lifestyle. She talked to me about stress. She said I should I get more exercise and get out of the house to meet people. Now I volunteer to help with my grandson's school. I tutor children who have problems with math. I met one of my neighbors there, so now we walk to the school

together. Today my lifestyle is more active and I feel much less stress. My wife and I rarely argue and I sleep well at night.

Questions:

1. When did Rodrigo retire from his job?
2. What did Rodrigo want to do when he retired?
3. How did Rodrigo's lifestyle change when he retired?
4. What advice did the doctor give Rodrigo?
5. What does he do now to feel better?

Reading Two – Stress After an Injury

This story was generated by the course developer for instructional purposes.

Now read about Chui Ying, who feels depressed. She is recovering from a broken arm.

My name is Chui Ying and I am 71 years old. I am from China. I moved to the United States 10 years ago to help my son raise my grandchildren. Both my son and his wife work downtown, so I stay home and cook our meals. Two days a week I drive my grandson to after school activities.

One month ago, I broke my arm. My doctor put my arm in a cast and told me it will take 8 weeks to heal. My son and daughter want me to relax until my arm feels better. They asked our church for volunteers to help with cooking.

I feel useless. I cannot move my arm, so I cannot drive or cook anymore. I do not like the food the volunteers bring to our home, so I do not eat very much. I do not understand English very well, so television is not interesting. When my grandson comes home from school, he is busy with his

homework. I don't talk with him as much as I want. I feel lonely all day with nothing to do.

Questions:

1. Why did Chui Ying come to the United States?
2. What activities did Chui Ying do before she broke her arm?
3. After Chui Ying broke her arm, how did her life change?
4. How does Chui Ying feel now?
5. What do you think Chui Ying should do?

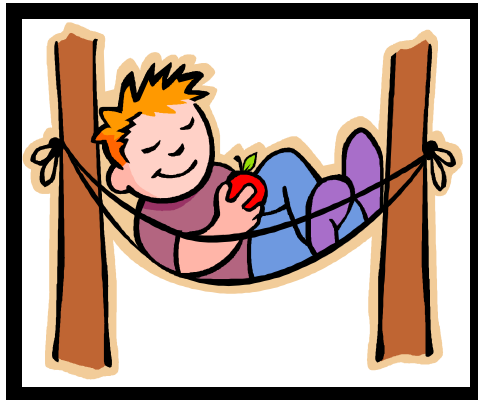
ESL Health Unit

Unit Four

Healthy Aging

Lesson Three

Managing Stress



Listening and Speaking Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Understand the benefits of managing stress
- Understand the benefits of managing stress
- Know the warning signs of stress and depression and what you



Lesson Three: Managing Stress

Listening and Speaking Practice

Before You Listen!

How well do you handle stress?

The following questionnaire will help you understand how you manage stress in your life. Read each statement and check whether the statement is true for you.

Questions	Yes	No
1. I eat at least one hot, balanced meal a day.		
2. I usually get seven to eight hours of sleep.		
3. I spend time with my family regularly.		
4. I exercise at least twice a week.		
5. I have enough money to meet my basic expenses.		
6. I get strength from my religious beliefs.		
7. I have a network of friends and acquaintances.		
8. I am in good health.		
9. I speak openly about my feelings.		
10. I do something for fun at least once a week.		

Now total your score. How many times do you answer, “Yes”?

6 or more Yes

You probably manage stress well. Take this quiz again in 6 months.

5 or less Yes

You may need help managing stress. Add activities from the list that will help you manage stress. Concentrate first on those that are easiest to change - for example, eating a hot, balanced meal daily and having fun at least once a week. Ask your health professional for more ideas on what you can do to manage stress.

Discuss your score with your classmates. Do you or any of your classmates need help managing stress? Work together to make a list of suggestions for what everyone can do to manage stress.

Adapted from University of California, Berkeley Wellness Letter, August, 1985. Scale Developers: Lyle Miller and Alma Dell Smith of Boston University Medical Center.

Listening Three: Healthy Bodies Fight Stress Better

****Note to teacher: Do **not** pass out the written message in the box below. Record it onto a cassette and have students listen to the recording. Play once or twice before they begin to listen for specific information.**

Listen to the following conversation between Ms. Meyers, a social worker, and Maria, her client, about how to fight stress. Then answer the questions that follow with your classmates and teacher.

Maria: Ms. Meyers, I've been feeling so stressed out. I don't eat anymore and I have trouble sleeping.

Ms. Meyers: Let's find a way to help you manage your stress. A healthy body can handle stress better than an unhealthy one. Let me ask you a few questions about your lifestyle. Do you exercise?

Maria: Well, I stay busy, but I don't exercise. I go to work everyday, and go shopping on the weekend. During the evenings, I usually cook at home and stay home with my family.

Ms. Meyers: It definitely sounds like you are busy, but try to add at least 30 minutes of physical activity into your schedule several days a week. Exercise helps your body fight stress. Let's talk about your diet.

Maria: I love cooking and I eat a healthy diet. I am a vegetarian, so I eat lots of whole grains and vegetables. I rarely drink alcohol.

Ms. Meyers: That's terrific, Maria. When you have a healthy diet, you have a healthy body, and that can reduce the effects of stress. Maybe we should talk about your attitudes and feelings now. What do you do for fun?

Maria: Fun? Who has time for fun? I am so busy taking care of my family, I never think about fun.

Ms. Meyers: We all have responsibilities in our lives, but take time to relax and have fun, too. Do something you enjoy: go out with your friends, take a cooking class or volunteer. If you add fun to your life, you might start to feel better about your stress.

Maria: Thanks for your advice, Ms. Meyers. I'll pay more attention to my lifestyle. I hope these changes help me manage my stress!

Activity One:

Choose whether the following statements are true or false based on the listening:

1. Maria went to the social worker because she felt stressed.

T F

2. Ms. Meyers told Maria that only busy people feel stress.

T F

3. Maria exercises every day.

T F

4. Maria eats a healthy diet.

T F

5. A healthy body helps you reduce the effects of stress.

T F

6. A positive attitude helps you reduce the effects of stress.

T F

7. Maria will change her lifestyle to reduce her stress.

T F

Activity Two:

Which lifestyle qualities does the social worker, Ms. Meyers, mention?

Check (✓) them.

- exercise
- religious beliefs
- positive attitude
- having fun
- sleep habits
- family relationships
- speaking about feelings
- money

Activity Three:

Practice the dialogue with a partner. Take turns being Ms. Meyer and Maria.

Talk About It!

Before we begin, let's think about how to talk about similarities in the affirmative by using the words "both", "so" and "too".

Expression	Example
both ... and ...	Both Maria and Chui Ying eat vegetables. Maria eats both whole grains and vegetables.
so	Maria eats vegetables and so does Chui Ying.
too	Maria eats vegetables and Chui Ying does too .

Activity One:

Read the sentences and fill in the blanks with "both," "so," and "too".

1. Rodrigo helps his grandson with school activities.

Chui Ying helps her grandson with school activities.

a. _____ Rodrigo and Chui Ying help their grandsons with school activities.

b. Rodrigo helps his grandson with school and _____ does Chui Ying.

c. Rodrigo helps his grandson with school and Chui Ying does _____ .

2. Maria eats dinner with her family every night.

Chui Ying eats dinner with her family every night.

a. Maria eats dinner with her family every night and Chui Ying does _____ .

b. _____ Maria and Chui Ying eat dinner with their family every night.

c. Maria eats dinner with her family every night and _____ does
Chui Ying.

2. Rodrigo meets friends to have fun.

Maria meets friends to have fun.

a. Maria meets friends to have fun and _____ does Rodrigo.

b. _____ Maria and Rodrigo meets friends to have fun.

c. Maria meets friends to have fun and Rodrigo does _____ .

Now let's think about how to talk about similarities in the negative by using the words "not...either" and "neither/nor".

Expression	Example
not ... either	Maria doesn't exercise regularly. Chui Ying doesn't exercise regularly either .
Neither/nor	Maria doesn't live alone. Neither does Chui Ying. Maria doesn't live alone. Nor does Chui Ying.

Activity Two:

Read the sentences and fill in the blanks with “not ... either,” “neither/nor”.

1. Rodrigo doesn't cook his own meals.

Chui Ying's son doesn't cook his own meals.

a. Rodrigo doesn't cook his own meals. _____ does Chui Ying's son.

b. Rodrigo doesn't cook his own meals. Chui Ying's son doesn't _____ .

2. Maria doesn't argue with her family.

Chui Ying doesn't argue with her family.

a. Chui Ying doesn't argue with her family. Maria doesn't _____ .

b. Maria doesn't argue with her family. _____ does Chui Ying.

3. Rodrigo doesn't drink alcohol.

Maria doesn't drink alcohol.

a. Rodrigo doesn't drink alcohol. _____ does Maria.

b. Maria doesn't drink alcohol. Rodrigo doesn't _____ .

Activity Three:

In this activity, you will ask two classmates questions about their lifestyle.

Check their answers in the charts below.

Partner One's Name: _____

Yes No

1. Do you eat at least one balanced meal a day?		
2. Do you usually get seven to eight hours of sleep?		
3. Do you exercise at least twice a week?		
4. Do you get strength from religious beliefs?		
5. Do you have a network of friends?		
6. Are you in good health?		
7. Do you speak openly about your feelings?		
8. Do you do something for fun at least once a week?		

Partner Two's Name: _____

Yes No

1. Do you eat at least one balanced meal a day?		
2. Do you usually get seven to eight hours of sleep?		
3. Do you exercise at least twice a week?		
4. Do you get strength from religious beliefs?		
5. Do you have a network of friends?		
6. Are you in good health?		
7. Do you speak openly about your feelings?		
8. Do you do something for fun at least once a week?		

Now compare their answers and write sentences about their similarities using “both”, “so”, “too”, “not...either” and “neither/nor”. When you are finished discuss your answers with your classmates and teacher.

1. both...and...

*For example: **Both** Andris **and** Katia have a network of friends.*

2. so

3. too

4. not...either

5. neither

6. nor

Activity Four:

Now think about what you have learned about managing stress in this unit.

Read through your classmates' lifestyle habits in Activity Three. What suggestions can you give your classmates to improve their health and reduce stress? Write down your ideas and share them with your teacher and classmates.

Suggestions:

ESL Health Unit

Unit Four Healthy Aging

Lesson Three Managing Stress



Real Practice

Advanced Beginning

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Understand the benefits of managing stress
- Know the warning signs of stress and depression and what you can do to manage stress and stay healthy.
- Be able to use the phrases “both”, “too”, “so”, “either”, “neither” and “nor” to compare similarities.

Lesson Three: Managing Stress

Real Practice!

Keeping a Stress Journal

How often do you feel stress? To find out how often you feel stress, keep a journal. Try to find positive ways to deal with stress. Write down:

- What caused the stress.
- How you felt and responded to the stressful situation (symptoms of stress).
- What, if anything, you did to cope with the stressful situation.

Here's a sample stress journal:

Day and Time	Stressful event	Reaction (symptoms, thoughts, behaviors)	How you deal with stress
Tuesday, 6:00 AM	Went to fix a cup of tea but we have no more tea.	Yelled at my husband for drinking the last cup of tea without telling me.	Nothing or not sure.
Wednesday, 10:15 AM	Can't find a seat on the crowded bus.	Think badly of all of the young people who don't offer me their seat.	Complain about it later to my neighbor.

Read your notes to learn how often you feel stressed and how you are coping. Think about which ways of dealing with stress work best for you. Keeping notes helps you learn about your stress patterns. Keeping the journal for 1 to 2 weeks is best, although taking notes for even 1 or 2 days can be helpful.

Above adapted from <http://my.webmd.com>

*A Thematic Unit for Intermediate Level ESL Teachers
Advanced Beginning Level, Unit Four: Healthy Aging
Lesson Three: Managing Stress*

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- Know the warning signs of stress and depression and what you can do to manage stress and stay healthy.
- Be able to use the phrases “both,” “too,” “so,” “either,” “neither” and “nor” to compare similarities.
- _____