

English III 203203

Unit 2 Health and Quality of Life



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English III 203203

Unit 2 Health and Quality of Life



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THE CENTER FOR LIBRARY RESOURCES AND EDUCATIONAL MEDIA
SURANAREE UNIVERSITY OF TECHNOLOGY

Objectives

By the end of this unit, you should be able to

Listening:



- listen for key words
- listen for specific information
- take notes while listening

Reading:



- read for the main ideas
- read for specific information
- learn new words in context

Grammar:



- understand the use of 'reduced relative clauses'
- understand the use of 'prefixes' and 'suffixes'

Vocabulary:



- understand the meaning and the use of vocabulary concerning health

Writing:



- read a passage from the Internet and take notes
- write a sentence to define something
- write a paragraph about solving a problem

UNIT 2

Health & Quality of Life



Section 1: Listening

Exercise 1.1

Instructions: You are going to hear a conversation between a mother and a daughter. First look up the following words in a dictionary if you don't know them. Then read the questions that you will answer after you listen to the talk. You will hear the conversation twice.

healthy

intelligent

stress

1. Who are talking in this conversation?

Josie and her mother

2. Who is Josie's friend from school?

Wendy

3. What does her mother think of Josie?

Intelligent but too thin

4. What seems to be Josie's problem?

She believes that her classmates think of her as fat and stupid.

Exercise 1.2

Instructions: You are going to hear ways to deal with stress. First, look up the following words or phrases in a dictionary if you don't know them. As you listen, take notes in the space provided.

stress management

tension and stress

feel overwhelmed

on a regular basis

a lack of sleep

vicious cycle

nutrition

for maximum effects

Ways to deal with stress	How?
Friends	
Parents	
Sports and exercise	
Sleep	
Nutrition	

Exercise 1.3

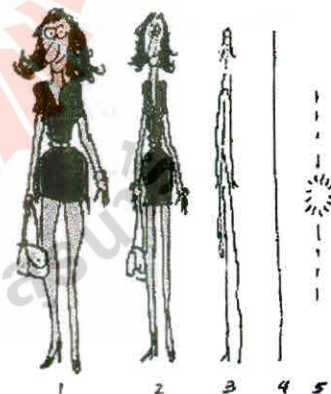
Instructions: You are going to listen to a radio program. First, look up the following words or phrases in a dictionary if you don't know them. Then read the questions that you will answer after you listen to the talk. You will hear the conversation twice.

suffer stress the breakup of a relationship
 stable research eating disorder
 particularly result a biochemical component
 poor self-image

1. What is the topic of this talk?
 - a. Stress and relationships
 - b. Health today
 - c. Eating disorders

2. Who is the speaker?
 - a. Dr. Davidson
 - b. Dr. Robinson
 - c. Dr. Williamson

3. Where does the talk take place?
 - a. On radio
 - b. On TV
 - c. At a conference



4. According to the text, which one is not the cause of stress?
 - a. Problems at work
 - b. Stable relationships
 - c. A breakup of a relationship

5. What is the most recent cause of eating disorders found in research?
 - a. Biochemical components
 - b. Stress
 - c. Emotional problems

Exercise 1.4

Instructions: You are going to hear a talk about eating disorder. First, look up the following words in a dictionary if you don't know them. Then read the questions that you will answer after you listen to the talk. You will hear the talk twice.

notice treat extremely psychological
 weight loss force argument concern

1. Who is the speaker?

2. Who are the target audience?

3. What should parents do if their children have an eating disorder problem?

<i>Do's</i>	<i>Don'ts</i>

4. What will the speaker talk about next?



Section 2: Reading

Text 1

As a teenager, do you know what kind of problems teenagers usually have?

Do you ever feel stressed? When?

What do you do to help you cope with stress?

Nutrition and Stress

1 How can nutrition help with your stress? Stress creates malnutrition and malabsorption of vitamins and minerals because deficiencies can form. Restoring those nutrients is necessary to the proper functioning of the adrenal gland, which undergoes atrophy with continual stress. This can be alleviated or even prevented by eating a balanced diet made up mostly of



fresh fruits or vegetables and rich in vitamins and minerals. Stay away from processed foods high in sodium (such as soft drinks, junk food, fast foods, etc.) as these put an inordinate amount of stress upon your system. Caffeine is also something you should avoid because it adds to your stress level and hampers sleeping which is necessary for proper stress recovery. Potassium is critical to proper adrenal gland function. Fresh fruits and fresh vegetables, as well as unprocessed meats contain useful amounts of potassium. Also necessary are vitamin C, vitamin B6, zinc, magnesium and pantothenic acid. Pantothenic acid is found in legumes, cauliflower, broccoli, salmon, liver, yams and tomatoes.

2 Many plant also make antioxidants which they themselves use as protection against their own stress. Some helpful herbs for coping with stress are *kava kava*, which relaxes the mind as well as the entire body, *chamomile*, which is a gentle relaxant and a sleeping aid, *valerian root*, which keeps the nervous system from being overwhelmed and is also another useful sleeping aid and *ginseng root* which enhances adrenal gland function and improves stress reactions.

A. Fill in the following table using the information from the text.

What should you eat?	What shouldn't you eat?	Why? or Why not?

Text 2

Do you know what an eating disorder is?

Do you know anyone who has an eating disorder?

Have you ever felt like you eat too much or too little?

If you had a friend with an eating disorder, what would you do to help him/her?

Anorexia & Bulimia

1 Anorexia is characterized by a significant weight loss resulting from excessive dieting. Most women and an increasing number of men are motivated by the strong desire to be thin and a fear of becoming **obese**. Anorexics consider themselves to be fat, no matter what their actual weight is. Often anorexics do not recognize they are underweight and may still "feel fat" at 80 lbs. Anorexics close to death will show you on their bodies where they feel they need to lose weight. In their attempts to become even thinner, the anorexic will avoid food and taking in calories at all costs, which can result in death.

2 Anorexics usually strive for perfection. They set very high standards for themselves and feel that they always have to prove their competence. They usually put the needs of others ahead of their own needs. A person with anorexia may also feel the only control they have in their lives is in the area of food and weight. If they cannot control what is happening around them, they can control their weight. Each morning the number on the scale will determine whether or not they have succeeded or failed in their



goal for thinness. They feel powerful and in control when they can make themselves lose weight.

3 Bulimia is characterized by a cycle of binge eating followed by purging to try to get rid of unwanted calories. Purging methods usually involve vomiting and laxative abuse. Other forms of purging can involve excessive exercise, fasting, use of diuretics and diet pills. Bulimics are usually people that do not feel secure about their own self worth. They usually strive for the approval of others. They tend to do whatever they can to please others, while hiding their own feelings. Food becomes their only source of comfort. Bulimia also serves as a function for blocking or letting out feelings. Unlike anorexics, bulimics do realize they have a problem and are more likely to seek help.

A. Answer the following questions

1. Does anorexia happen with women only?

2. What are anorexics like?

3. What does "obese" (paragraph 1) mean?

4. What is the true reason anorexics want to lose weight?

5. What do bulimics do to get rid of unwanted calories?

6. What are bulimics like?

7. How are bulimics different from anorexics?

B. Match the word with the meaning.

- | | |
|----------------|--|
| A. significant | 1) exceeding a normal, usual, reasonable, or proper limit |
| B. excessive | 2) include |
| C. underweight | 3) to eject (contents of the stomach) through the mouth |
| D. binge | 4) to eat very little |
| E. vomit | 5) a period of excessive or uncontrolled indulgence in food or drink |
| F. involve | 6) ability |
| G. fast | 7) weighing less than is normal, healthy, or required |
| H. competence | 8) having a major effect |
| I. purge | 9) to get rid of |

C. Complete the following sentences using the words from the list below.

vomit	binge	vulnerable	underweight	monitor
severe	deficiency	adequate	fast	panic

- An earthquake has hit the capital, causing damage to buildings and _____ among the population.
- The doctor uses this machine to _____ patients' heartbeats.
- _____--eating disorder applies to individuals who eat a large amount of food within a two-hour period of time or an average of two days a week in a period of six months.
- After a serious fire, there was _____ damage to the house.
- Nearly a third of the children in Ethiopia were severely _____.
- Muslims _____ for a month for religious reasons.
- She is allergic to dairy products. Any products made from cow's milk makes her _____.
- A balanced diet will provide you with _____ vitamins and minerals.
- They carried out blood tests on him to see if he has a vitamin _____.
- Children from broken homes are more _____ to drug addiction than other children.

Text 3

Read the text quickly and match the headings to the paragraphs.

- A. Identifying the Risks
- B. The Family's Role
- C. Clearing the Smoke
- D. The Startling Truth
- E. The Health Hazards of Tobacco Use
- F. Protecting Today's Children
- G. A Dangerous Connection

Clearing the Smoke!

To Parents and Young People:



As healthcare providers, we care about the health and well-being of all of your family members--regardless of their age. Many things can affect their health. One behavior that can cause some of the most significant health problems is tobacco use. The best way to prevent problems caused by the use of tobacco is by "clearing the smoke" that surrounds this deadly drug.

The underage use of tobacco should be seen as a warning sign for parents, since underage smoking frequently paves the way for the illegal use of alcohol and other drugs. But, it's much more than that. Tobacco is not just a "gateway" drug. It's a major killer!

Each year, approximately 419,000 people die in this country from causes related to smoking cigarettes, cigars or pipes, or using smokeless or "spit" tobacco. In fact, more people die each year from tobacco-related causes than from alcohol and other drug use, murders, suicides, drownings, car crashes, fires and AIDS combined. Even nonsmokers are at risk, as constant exposure to secondhand smoke accounts for more than 50,000 deaths each year.

Most adults who smoke started the habit while in their early teen years. In South Carolina, children typically begin experimenting with cigarettes around the age of 12 and with spit tobacco around the age of 11.

The startling truth is that the tobacco industry needs 4,000 new smokers every day to replace the ones who die from smoking-related illnesses. These new smokers are mostly young people --today's children and teenagers.

In addition to causing hundreds of thousands of deaths each year, tobacco use is also associated with many other health risks. These include:

- heart disease (the nation's leading killer);
- lung cancer;
- cancer of the mouth, throat, esophagus, pancreas, uterus, cervix, kidney and bladders;
- emphysema;
- cerebrovascular disease;
- chronic bronchitis;
- colds;
- gastric ulcers; and
- sudden infant death syndrome (crib death) among babies whose mothers smoked during pregnancy.



Many of today's youth who smoke cigarettes will become addicted to nicotine. But that's not all. Underage smokers are much more likely than non-smokers to use alcohol and other drugs. For example, underage smokers in South Carolina are:

- three times more likely to drink alcohol;
- seven times more likely to smoke marijuana;
- 15 times more likely to use cocaine; and
- 41 times more likely to use hallucinogens.

It's extremely important for everyone to understand that *all* young people are at risk of using tobacco products, no matter what their family background or income level. And, it's important for everyone to work together to change society's views about tobacco in order to prevent its use among underage youth. Families can do a lot to make this happen. Parents have a powerful influence on their children. In fact, research consistently shows that *parents are the number one influence in the lives of their children.*

Children model their lives after the people they value the most. This can be good--when the parents model positive, healthy behaviors--or it can be bad--when they model unhealthy behaviors that send the wrong messages to their children.



Many factors in the home and in the community can have a negative influence on today's young people and give them the impression that no one really cares--that underage tobacco use really isn't a problem.

Several of these "risk factors" can be identified by answering the following questions. Any "yes" response suggests the need to examine the risks surrounding today's children.

Yes No

- Do any members of the family smoke or approve of smoking or the use of spit tobacco by others?
- Do any family members abuse alcohol or use other drugs, such as marijuana or cocaine?
- Do the children go unsupervised and undisciplined?
- Do the children have close friends who smoke, use spit tobacco, drink alcohol or use other drugs?
- Is it easy for the children to purchase or obtain tobacco in the community?
- Does the family tolerate the children's rebellion against authority?
- Are school problems common among the children?
- Are family values, norms and expectations unclear or inconsistent in the family?
- Do the children feel isolated or alienated from the family, the school or the community?
- Are the children around smokers at school or recreational events?

Some of the risk factors identified above can be reduced when certain "protective factors" are present. Unlike in the previous section, "yes" responses to these statements indicate that today's children are receiving strong, positive messages that can help protect them from getting involved with alcohol, tobacco and other drugs.

Yes No

- The family has clear, healthy and consistent rules and standards for their children.
- The parents have a close and nurturing relationship with their children.
- The parents encourage their children to go to school or get job training.
- The family understands its history of alcohol, tobacco and other drug abuse.
- The children have other positive and supportive relationships outside of the immediate family.
- The children have a resilient temperament and are able to "bounce back" from problems.
- The children have positive social interaction with others.
- The family shares responsibilities and chores together.
- The parents listen to their children and discuss family issues with them on a regular basis.

Both parents and young people can take many actions to help clear the smoke about this important issue. People of all ages and from all walks of life can help today's young people safely avoid problems that often begin with what seems like an innocent act--smoking cigarettes or using other tobacco products.

Together, everyone can help prevent today's children from suffering the health problems often caused by the use of tobacco.

**This brochure was developed by the
American Academy of Pediatrics
South Carolina Academy of Family Physicians
South Carolina Chapter of the American Academy of Pediatrics
South Carolina Department of Alcohol and other Drug Abuse Services
<http://www.scpresents.org/web/infosite/readroom/clearing.html>**



A. Find the sentence using the following words from the text and write the sentence in the space given.

1. startle (v.)

If something sudden and unexpected **startles** you, it surprises and frightens you slightly.

2. illegal (adj.)

If something is **illegal**, the law says that it is not allowed.

3. suicide (n)

People who commit **suicide** deliberately kill themselves because they do not want to continue living.

4. exposure

Exposure to something dangerous means being in a situation where it might affect you.

5. associate

If you **associate** someone or something with another thing, the two are connected in your mind.

6. pregnancy

Pregnancy is the condition of being pregnant or the period of time during which a female is pregnant.

7. addicted (adj.)

Someone who is **addicted** to a harmful drug cannot stop taking it.

8. likely (adj.)

If someone or something is **likely** to do a particular thing, they will very probably do it.

9. risk (n.)

If something that you do is a **risk**, it might have unpleasant or undesirable results.

10. influence (n.)

To have an **influence** on people or situations means to affect what they do or what happens.

11. identify (v.)

If you **identify** something, you discover or notice its existence.

12. approve (v.)

If you **approve** of someone or something, you like and admire it.

B. Use the information from the text to fill in the following table.

What should we do to help protect children from getting involved with alcohol, tobacco and other drugs?

Families should ...	Parents should ...	Children should ...
1.	1.	1.
2.	2.	2.
3.	3.	3.

C. Look for facts about drinking, smoking or use of drugs among Thai adults and teenagers from the Internet and put the information in the following table.

Facts about _____
1.
2.
3.
4.
5.



Section 3: Grammar

Postmodification by nonfinite clauses

A. Postmodification by *-ing* participle clause

[1]The person who	<i>will write</i> <i>will be writing</i> <i>writes</i> <i>is writing</i> <i>wrote</i> <i>was writing</i>	the speech is my classmate.
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[2]The person	<i>writing</i>	the speech is my classmate.
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The nonfinite clauses *writing the speech* in [2] may be interpreted, according to the context, as equivalent to one of the more explicit versions in [1].

Other examples:

1. The dog *barking next door* sounded like an Alsatian. [which was barking next door]
2. A tile *falling from a roof* shattered into fragments at his feet. [which fell from a roof]
3. You should look for woman *carrying a large umbrella*. [who will be carrying a large umbrella]

B. Postmodification by -ed participle clause

[1]The speech which	<i>will be written</i> <i>has been written</i> <i>is written</i> <i>was written</i>	by my classmate will be read at the ceremony.
---------------------	--	---

[2]The speech	<i>written</i>	by my classmate will be read at the ceremony.
---------------	----------------	---

The -ed participle clause [2] will be interpreted, according to the context, as equivalent to one of the finite clauses in [1].

Other examples:

1. A report *written by my colleague* appeared in the newspaper last week. [that was/has been written by my colleague]
2. The car *repaired by that mechanic* is now in a garage. [which was/has been repaired by that mechanic]
3. One of the factors *involved in eating disorders* is a biochemical component in the body. [which are involved in eating disorders]

Instructions: The following sentences are from the reading text. Do you understand what they mean. Write your interpretation in the space given.

1. The best way to prevent problems caused by the use of tobacco is by "clearing the smoke."

2. Approximately 419,000 people die in this country from causes related to smoking.

3. Any "yes" response suggests the need to examine the risks surrounding today's children.

4. Some of the risk factors identified above can be reduced when certain "protective factors" are present.

5. Together, everyone can help prevent today's children from suffering the health problems often caused by the use of tobacco.



Section 4: Vocabulary

Word Formation

a. The prefix *in-* is a common negative prefix in English. Throughout the unit you find a number of them. What do they mean?

inappropriate
inadequately

Do you know any other words with the prefix *in-*?

independent
indigestible e.g. Fried food is very indigestible.
indirect
inedible
inefficient
inexpensive

b. The prefix *mal-* is a negative prefix in English. Throughout the unit you find a number of them. What do they mean?

malnutrition
malabsorption

Do you know any other words with the prefix *mal-*?

malfunction (v.) (n.)

There must have been computer malfunction. If a machine or part of the body malfunctions, it fails to work properly.

malformation (n.)

A malformation in a person's body is a part which does not have the proper shape or form.

Instructions: Go back to the reading texts. Look for more words with prefixes.

Part of speech

Instructions: Put the following words into the correct column according to part of speech.

suffer stress relationship stable research
 disorder particularly maximum result treat
 component self-image notice extremely tough
 argument concern healthy tension
 regular lack nutrition psychological

Noun	Verb	Adjective	Adverb



Section 5: Writing.

A. Writing a definition

Definition is very common in scientific English because it is often necessary to explain the meaning of persons, objects, substances. Definitions of terms are basic. If you do not understand the terms, you will not be able to understand the theories based on them. You can define something as follows.

Term	Verb	Class	Differentiating characteristics
Anxiety	is	a feeling	that is caused by the fear that something bad will happen.
Psychology	is	a science	which studies human mind.
A psychologist	is	a person	who is trained in psychology.

Anxiety is a feeling that is caused by the fear that something bad will happen.
 Psychology is a science which studies the human mind.
 A psychologist is a person who is trained in psychology.

Instructions: Define the following terms using the information you have been given.

a. Anorexics

Anorexics are persons who consider themselves to be fat, no matter what their actual weight is.

b. Bulimics

Bulimics are people who do not feel secure about their own self worth.

c. Anorexia

Anorexia is an illness in which a person has an overwhelming fear of becoming fat, and so refuses to eat enough and becomes thinner and thinner.

d. bulimia

B. Paragraph writing

Instructions: Choose one problem of teenagers which you think is the most serious. Think of causes and solutions and write a paragraph based on your outline.

Problem _____

- Causes
1. _____
 2. _____
 3. _____

- Solutions
1. _____
 2. _____
 3. _____

Your paragraph:

In my opinion, the most serious problem of teenagers is _____.

This problem has several causes. Firstly, _____

Secondly, _____

Thirdly, _____

To solve this problem we can do the following. First, _____

Secondly, _____

Finally, _____



Appendix

Core vocabulary

adequate	concern	cycle	component	exposure
healthy	involve	lack	maximum	monitor
nutrition	regular	relationship	regular	research
result	significant	stress	suffer	tension
treat				

Computer lab activities

1. Listening

Go to www.brainpop.com

-Click on 'Health'.

-Do the activities on 'Body weight' and 'Nutrition'.

-Try other topics if you have time.

2. Grammar practice: Prefix-Suffix

Go to <http://www.spelling.hemscott.net/>.

-Choose the exercises concerning prefixes and suffixes.

Listening Scripts

(script1.1)

- Mother: You never seem to eat anything these days, Josie. Is there something wrong with you?
- Josie: No, of course not, Mum. I just don't feel hungry that's all.
- Mother: Well, don't forget, it's more important to be healthy than thin.
- Josie: Don't go on, Mum. I'm perfectly healthy.
- Mother: Is everything okay at school?
- Josie: Er...yes, except my friend Wendy now has a boyfriend and she doesn't seem to want to spend much time with me.
- Mother: Why don't you make friends with someone else then?
- Josie: It's not that easy, mum. I'm sure all the girls in my class think I'm fat and stupid.
- Mother: How silly, Josie! You're one of the most intelligent girls in the class and nobody could say you were fat. Why? I would say you were too thin really.

(script1.2)

Welcome back to the second part of our program. We will continue our talk about how to cope with stress. Stress management isn't getting all the stress out of your life (which is impossible) but rather, letting you deal with the stress in a way where you find yourself relaxing. How can you relax? There are many methods for relaxing and reducing tension and stress. Friends might be the first answer. Your friends can help reduce tension by taking your mind off of your stress. Your friends or support group can hold you up when you feel everything is falling down. Just make sure that you visit the right kind of friends. Your parents or teachers can also be great friends to help you through those tough times when you feel overwhelmed by stress. In addition, sports and exercise reduces stress. For maximum effect, you must exercise on a regular basis. If you set aside some time everyday for a sport or exercise, you will not only feel healthier – you will be more relaxed. Getting enough sleep is also important. Sleep is valuable escape, where every part of your body is at rest –even your mind. Lack of sleep and a lot of stress form a vicious circle that it is important to break. Stress creates a lack of sleep and a lack of sleep creates stress which starts the circle back over again. After the break we'll come back to find out how nutrition can help you deal with stress.

(script1.3)

A: Hello, everyone. Welcome to our program 'Health Today'. A number of our listeners have written to us to ask about the causes of eating disorders. As a large number of young people, especially girls, are suffering from eating disorders, we have asked a well-known doctor, who is a specialist in eating disorders, to join us tonight. I would like to introduce Dr. Davidson to you. Dr. Davidson, please could you try to explain to us why it is so many young people suffer from eating disorders today?

B: Yes, well, there are of course many factors to consider. Eating disorders can often be the result of stress, for example. Stress, of course, can occur as a result of problems at work or as a result of the break-up of a relationship. Some people have a poor self-image or a low opinion of themselves. This can also result in eating disorders. People who have difficulty with their emotions and forming stable relationships sometimes suffer from eating disorders. What is particularly interesting is that recently new research has suggested that one of the factors involved in eating disorders is a biochemical component in the body.

(script1.4)

I've been asked to talk to you today about eating disorders. I am the school doctor and we want you as parents of the children at this school to know what sort of problems teenagers are likely to suffer from. Many children have problems that we do not know anything about. However, you are more likely to notice problems at home. It is also important to know how to treat eating disorders. It is very easy to make the situation worse by treating the problem in the wrong way. If, for example, your child is eating extremely little, try to talk to her or him alone and explain why you are concerned. Try not to give advice about weight loss or get into an argument about eating habits. Above all never try to force a child to eat. Next let's think about the psychological problems.



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