

The background is a collage of various-sized orange triangles. Scattered across this background are several paper airplanes. Most are a teal color, while one in the upper center is white. They are arranged in a way that suggests movement or flight.

# FLAGSHIP

7



Pearson

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Flagship Level 7

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# SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
 <p><b>Eating Well</b> PAGE 6</p>	<ul style="list-style-type: none"> <li>Talk about food passions</li> <li>Make an excuse to decline food</li> <li>Discuss lifestyle changes</li> <li>Describe local dishes</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition terminology</li> <li>Food passions</li> <li>Excuses for not eating something</li> <li>Food descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use to / used to</li> <li>Negative yes / no questions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Use to / used to: use and form, common errors</li> <li>Be used to vs. get used to</li> <li>Repeated actions in the past: would + base form, common errors</li> <li>Negative yes / no questions: short answers</li> </ul>
 <p><b>About Personality</b> PAGE 20</p>	<ul style="list-style-type: none"> <li>Get to know a new friend</li> <li>Cheer someone up</li> <li>Discuss personality and its origin</li> <li>Examine the impact of birth order on personality</li> </ul>	<ul style="list-style-type: none"> <li>Positive and negative adjectives</li> <li>Terms to discuss psychology and personality</li> </ul>	<ul style="list-style-type: none"> <li>Gerunds and infinitives</li> <li>Gerunds as objects of prepositions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Gerunds and infinitives: other uses</li> <li>Negative gerunds</li> </ul>
 <p><b>The Arts</b> PAGE 34</p>	<ul style="list-style-type: none"> <li>Recommend a museum</li> <li>Ask about and describe objects</li> <li>Talk about artistic talent</li> <li>Discuss your favorite artists</li> </ul>	<ul style="list-style-type: none"> <li>Kinds of art</li> <li>Adjectives to describe art</li> <li>Objects, handicrafts, and materials</li> <li>Passive participial phrases</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice               <ul style="list-style-type: none"> <li>Form, meaning, and usage</li> <li>Statements and questions</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Transitive and intransitive verbs</li> <li>The passive voice: other tenses</li> <li>Yes / no questions in the passive voice: other tenses</li> </ul>
 <p><b>Living in Cyberspace</b> PAGE 48</p>	<ul style="list-style-type: none"> <li>Troubleshoot a problem</li> <li>Compare product features</li> <li>Describe how you use the Internet</li> <li>Discuss the impact of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Ways to reassure someone</li> <li>The computer screen, components, and commands</li> <li>Internet activities</li> </ul>	<ul style="list-style-type: none"> <li>The infinitive of purpose</li> <li>Comparisons with as... as               <ul style="list-style-type: none"> <li>Meaning and usage</li> <li>Just, almost, not quite, not nearly</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Expressing purpose with in order to and for</li> <li>As... as to compare adverbs</li> <li>Comparatives / superlatives: review</li> <li>Comparison with adverbs</li> </ul>
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<p><b>Reference Charts</b> PAGE 76</p>	<p><b>Grammar Booster</b> PAGE 79</p> <p><b>Writing Booster</b> PAGE 88</p>	<p><b>Lyrics</b> PAGE 93</p>	

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Provide an emphatic affirmative response with "Definitely."</li> <li>Offer food with "Please help yourself."</li> <li>Acknowledge someone's efforts by saying something positive</li> <li>Soften the rejection of an offer with "I'll pass on the ____."</li> <li>Use a negative question to express surprise</li> <li>Use "It's not a problem." to downplay inconvenience</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to personalize</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Sound reduction: <u>used to</u></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A food guide</li> <li>Descriptions of types of diets</li> <li>A magazine article about eating habits</li> <li>A lifestyle survey</li> <li>Menu ingredients</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Summarize</li> <li>Compare and contrast</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a persuasive paragraph about the differences in present-day and past diets</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting ideas: subordinating conjunctions</li> </ul>
<ul style="list-style-type: none"> <li>Clarify an earlier question with "Well, for example,..."</li> <li>Buy time to think with "Let's see."</li> <li>Use auxiliary <u>do</u> to emphasize a verb</li> <li>Thank someone for showing interest.</li> <li>Offer empathy with "I know what you mean."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for specific information</li> <li>Classify information</li> <li>Infer information</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Reduction of <u>to</u> in infinitives</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A pop psychology website</li> <li>A textbook excerpt about the nature / nurture controversy</li> <li>Personality surveys</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand vocabulary from context</li> <li>Make personal comparisons</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write an essay describing someone's personality</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> </ul>
<ul style="list-style-type: none"> <li>Say "Be sure not to miss ____" to emphasize the importance of an action</li> <li>Introduce the first aspect of an opinion with "For one thing,..."</li> <li>Express enthusiasm for what someone has said with "No kidding!"</li> <li>Invite someone's opinion with "What do you think of ____?"</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Listen to take notes</li> <li>Infer point of view</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Emphatic stress</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Museum descriptions</li> <li>A book excerpt about the origin of artistic talent</li> <li>An artistic survey</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Recognize the main idea</li> <li>Identify supporting details</li> <li>Paraphrase</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a detailed description of a decorative object</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Providing supporting details</li> </ul>
<ul style="list-style-type: none"> <li>Ask for assistance with "Could you take a look at ____?"</li> <li>Introduce an explanation with "Well,..."</li> <li>Make a suggestion with "Why don't you try ____ing?"</li> <li>Express interest informally with "Oh, yeah?"</li> <li>Use "Everyone says..." to introduce a popular opinion</li> <li>Say "Well, I've heard ____" to support a point of view</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for the main idea</li> <li>Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Stress in <u>as...as</u> phrases</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A social network website</li> <li>An internet user survey</li> <li>Newspaper clippings about the Internet</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Relate to personal experience</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write an essay evaluating the benefits and problems of the Internet</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Organizing ideas</li> </ul>
<ul style="list-style-type: none"> <li>Say "You think so?" to reconfirm someone's opinion</li> <li>Provide an emphatic affirmative response with "Absolutely."</li> <li>Acknowledge thanks with "Don't mention it."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to infer information</li> <li>Listen for main ideas</li> <li>Understand vocabulary from context</li> <li>Support ideas with details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Blending of <u>d + y</u> in <u>would you</u></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A personal values self-test</li> <li>Print and online news stories about kindness and honesty</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Summarize</li> <li>Interpret information</li> <li>Relate to personal experience</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write an essay about someone's personal choice</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Introducing conflicting ideas: <u>On the one hand; On the other hand</u></li> </ul>

UNIT

1

# Eating Well





### COMMUNICATION GOALS

- 1 Talk about food passions.
- 2 Make an excuse to decline food.
- 3 Discuss lifestyle changes.
- 4 Describe local dishes.

### KEY VOCABULARY

- Food passions
- Food descriptions

### KEY GRAMMAR

- Use to / used to
- Negative yes / no questions

# Eating Well

## A HEALTHY DIET

The right balance of foods will keep you healthy.



### VOCABULARY

**Calcium:** Dairy products and leafy green vegetables provide calcium for healthy bones and teeth.

**Carbohydrates:** Grains, pasta, and bread are sources of healthy carbohydrates.

**Protein:** Meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.

**Vitamins:** Vitamins A, B, C, and D come from a variety of foods, and they are important for good health.

- A** Look at the suggestions above for eating a healthy diet. Do you think this diet is healthy? Why or why not?
- B** Complete the chart about the foods you eat each day. Compare charts with a partner.
- C DISCUSSION** How are the Healthy Diet suggestions different from your chart? Which do you think is a healthier diet? Explain.

2-3 servings a day
3-5 servings a day
More than 5 servings a day





## D PHOTO STORY Read and listen to people talking about food choices.



**Rita:** Didn't you tell me you were avoiding sweets?

**Joy:** I couldn't resist! I had a craving for chocolate.

**Rita:** Well, I have to admit it looks pretty good. How many calories are in that thing anyway?



**Joy:** I have no idea. Want to try some?

**Rita:** Thanks. But I think I'd better pass. I'm avoiding carbs.\*

**Joy:** You? I don't believe it. You never used to turn down chocolate!

**Rita:** I know. But I'm watching my weight now.



**Joy:** Come on! It's really good.

**Rita:** OK. Maybe just a bite.

**Joy:** Hey, you only live once!

\*carbs (informal) = carbohydrates

## E FOCUS ON LANGUAGE Find an underlined sentence or phrase in the Photo Story with the same meaning as each of the following.

1 I don't know. ....

2 I should say no. ....

3 I couldn't stop myself. ....

4 I'm trying not to get heavier. ....

5 I really wanted ... ..

6 I agree ... ..

7 say no to ... ..

8 I'll try a little. ....

**SPEAKING** Read the descriptions of diets.  
Would you ever try any of them? Why or why not?

“ I don't believe in the Atkins Diet. A lot of meat, eggs, and cheese doesn't sound like the right balance of foods for good health.”



### The Mushroom Diet

**For weight loss.**  
Replace lunch or dinner every day—for two weeks—with a mushroom dish.

### The Vegan Diet

**For better health and prevention of disease.**  
Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.



### The Atkins Diet

**For weight loss.**  
Eat high-protein foods such as meat, eggs, and cheese. Avoid foods that are high in carbohydrates, such as potatoes, bread, grains, and sugar.

### The Juice Fast

**For better health and prevention of disease.**  
Instead of food, drink four to six glasses of fresh vegetable and fruit juices for anywhere from three days to three weeks. Get plenty of rest and avoid exercise during the fast.





A



VOCABULARY • Food passions Read and listen. Then listen again and repeat.



B



LISTEN TO ACTIVATE VOCABULARY Circle the correct words to complete each statement about the speakers' food passions.

- 1 She (is crazy about / doesn't care for) sushi.
- 2 He (loves / can't stand) asparagus.
- 3 She (is a mango lover / doesn't care for mangoes).
- 4 He (is a big pasta eater / isn't crazy about pasta).
- 5 She (is an ice cream addict / can't stand ice cream).



sushi



mangoes



pasta



ice cream



asparagus

C PAIR WORK Tell your partner about some of your food passions.

“I'm really a seafood lover,  
but I'm not crazy about clams.”

GRAMMAR • Use to / used to

Use **use to** and **used to** + the base form of a verb to describe things that were true in the past but are no longer true in the present.

I **used to be** crazy about candy, but now I don't care for it.

She **didn't use to eat** cheese, but now she has it all the time.

Did you **use to eat** a lot of fatty foods?

Yes, I did.

OR

Yes, I used to.

No, I didn't.

No, I didn't use to.

What **did** you **use to have** for breakfast? (Eggs and sausage. But not anymore.)

Why **did** you **use to eat** so much? (Because I didn't use to worry about my health.)

Be careful!

They used to ... BUT

They didn't use to ...  
Did they use to ... ?

GRAMMAR BOOSTER p. 79

Use to / used to: use and form, common errors

Be used to vs. get used to

Repeated actions in the past:

would + base form, common errors

**GRAMMAR PRACTICE** Use the context to help you complete each sentence with used to or didn't use to. Then write two sentences about yourself.

- Gary ..... go out to eat a lot, but now he eats at home more often.
- Nina ..... eat a lot of pasta, but now she does.
- Vinnie ..... drink a lot of coffee, but now he's a coffee addict.
- Anton ..... eat a lot of vegetables, but now he doesn't.
- Cate ..... hate seafood, but now she's crazy about fish.

- Ted ..... eat a lot of fatty foods, but now he avoids them.
- Burt ..... drink a lot of water, but now he has several glasses a day.
- May ..... like salad, but now she has salads several times a week.
- (used to) I .....
- (didn't use to) I .....



**PRONUNCIATION • Sound reduction: used to**

Notice how the pronunciation of to in used to changes to /tə/ in natural speech. Read and listen. Then listen again and repeat. Practice the sentences on your own.

- I used to be a big meat eater.
- Jack used to like sweets.
- Sally used to be crazy about fries.
- They didn't use to like seafood.



**A CONVERSATION MODEL** Read and listen to two people talking about their food passions.

- A: Are you a big coffee drinker?  
 B: Definitely. I'm crazy about coffee. What about you?  
 A: I used to drink it a lot. But recently I've cut back.  
 B: Well, I couldn't live without it.



**B RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**NOW YOU CAN**

Talk about food passions

**A NOTEPADDING** Complete the notepad with foods you like and dislike.

**B CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, exchanging information about your food passions. Talk about what you used to and didn't use to eat or drink. Use your notepad and the Vocabulary from page 10.

- A: Are you a big ..... ?  
 B: ..... What about you?  
 A: .....

**DON'T STOP!**

- Ask about more foods and drinks.

**C CHANGE PARTNERS** Talk about other food passions.



**My food passions**

Foods I'm crazy about	Foods I can't stand



- A** **3:26 CONVERSATION MODEL** Read and listen to a dinner guest make an excuse to decline food.

A: Please help yourself.  
 B: Everything looks great! But I'll pass on the chicken.  
 A: Don't you eat chicken?  
 B: Actually, no. I'm a vegetarian.  
 A: I'm sorry. I didn't know that.  
 B: It's not a problem. I'll have something else.

- B** **3:27 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



- A** **3:29 EXCUSES FOR NOT EATING SOMETHING** Read and listen. Then listen again and repeat.



Coffee doesn't agree with me.



I'm on a diet. / I'm trying to lose weight.



I don't eat beef. It's against my religion.



I'm allergic to chocolate.



I'm avoiding sugar.



I don't care for broccoli.

## LISTENING

- B** **3:30 LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation. Write the letter to complete each statement. Then listen again to check your work.

_____ 1 Cindy ...	a is a vegetarian.
_____ 2 Frankie ...	b is avoiding fatty, salty foods.
_____ 3 Marie ...	c is trying to lose weight.
_____ 4 Susan ...	d is allergic to something.
_____ 5 George ...	e doesn't care for seafood.

- C PAIR WORK** Talk about foods or drinks you avoid. Explain why.

“ I usually don't eat fried foods. I'm trying to lose weight. ”

Use negative yes / no questions...

- to confirm information you think is true.  
Isn't Jane a vegetarian? (Yes, she is.)  
Didn't he go on a diet last week? (Yes. He's trying the Atkins Diet.)
- when you want someone to agree with you.  
Don't you love Italian food? (Yes, it's delicious!)  
Wasn't that a terrible dinner? (Actually, no. I thought it was good.)
- to express surprise.  
Aren't you going to have cake? (I'm sorry, but I'm on a diet.)  
Hasn't he tried the chicken? (No. He's a vegetarian.)

**GRAMMAR BOOSTER** p. 80  
Negative yes / no questions: short answers

**GRAMMAR PRACTICE** Complete each negative yes / no question.

- 1 A: ..... you allergic to tomatoes?  
B: Me? No. You're thinking of my brother.
- 2 A: ..... that lunch yesterday delicious?  
B: It was fantastic!
- 3 A: ..... we already have steak this week?  
B: Yes, we did.
- 4 A: ..... your husband been on a diet?  
B: Yes. But it's driving him crazy.
- 5 A: ..... asparagus disgusting?  
B: Actually, I like it.
- 6 A: ..... you like your pasta?  
B: Actually, it was a little too spicy for me.

**NOW YOU CAN** Make an excuse to decline food.

**A NOTEPADDING** Look at the photos. On a separate sheet of paper, use the Vocabulary to write an excuse to decline each food.

**B CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to role-play a dinner conversation. Use the photos to offer foods. Use your notepad to make excuses to decline that food. Then change roles. **OPTION:** Role-play a dinner conversation with more than one classmate.

A: Please help yourself.

B: Everything looks ..... ! But I'll pass on the .....

A: Don't you eat ..... ?

B: Actually, ..... .

A: I'm sorry. I didn't know that.

B: ..... I'll have .....

**DON'T STOP!**

- Offer drinks and other foods.
- Talk about food passions.



octopus



shellfish



tofu



steak



broccoli



beets



chocolate

**RECYCLE THIS LANGUAGE.**

be crazy about \_\_\_\_ can't stand \_\_\_\_  
be a big \_\_\_\_ eater / drinker be not crazy about \_\_\_\_  
be a(n) \_\_\_\_ addict / lover not care for \_\_\_\_

**C CHANGE PARTNERS** Practice the conversation again.

**BEFORE YOU READ** • *Explore your ideas* Do you think people's eating habits are better or worse than they used to be? Explain with examples.



READING

## How Can It Be?

Americans gain weight . . . while the French stay thin

**Have you ever wondered why** Americans struggle with watching their weight, while the French, who consume all that rich food—the bread, the cheese, the wine, and the heavy sauces—continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S. provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty, or they have reached the end of their favorite TV show.

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and, therefore, spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he argues that, by tradition, the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal. In contrast, Americans tend to drive their cars to huge supermarkets to buy canned and frozen foods for the whole week.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today, the rate of obesity—or extreme overweight—among adults is only 6%. However, as American fast-food restaurants gain acceptance, and the young turn their backs on older traditions, the obesity rate among French children has reached 17%—and is growing.



**A UNDERSTAND FROM CONTEXT** Use the context of the article to help you choose the same meaning as each underlined word or phrase.

- Have you ever wondered why Americans struggle with watching their weight . . .
  - have an easy time
  - have a difficult time
  - don't care about
- . . . while the French, who consume all that rich food, . . .
  - fatty, high-calorie food
  - low-fat, low-calorie food
  - expensive food
- . . . continue to stay thin?
  - worry about their weight
  - not become overweight
  - gain weight
- Researchers concluded that the French tend to stop eating when they feel full.
  - like they can't eat any more
  - worried about their weight
  - hungry
- . . . the French see eating as an important part of their lifestyle.
  - a personal care and appearance
  - culture or daily routine
  - meals



- B SUMMARIZE** According to the article, why do the French stay thin while Americans gain weight? Write a four-sentence summary of the Reading. Then share your summary with the class.

Compared to Americans, the French stay thin because ...

- C COMPARE AND CONTRAST** In your country, do people generally stay thin or do they struggle with watching their weight? Are lifestyles in your country closer to those of France or the U.S., as described in the article?

“ I think people here are more like people in France. They like to eat, but they don't gain weight easily. ”



## NOW YOU CAN

Discuss lifestyle changes

- A FRAME YOUR IDEAS** Complete the lifestyle self-assessment.

	1 Have you ever changed the way you eat in order to lose weight? <input type="radio"/> yes <input type="radio"/> no
	If so, what have you done?
	<input type="radio"/> ate less food <input type="radio"/> cut back on desserts <input type="radio"/> avoided fatty foods <input type="radio"/> other (explain) _____
	Were you successful? <input type="radio"/> yes <input type="radio"/> no Why or why not? Explain. _____ _____
	2 Have you ever changed the way you eat in order to avoid illness? <input type="radio"/> yes <input type="radio"/> no
	If so, what changes have you made?
	<input type="radio"/> stopped eating fast foods <input type="radio"/> started eating whole grains <input type="radio"/> started eating more vegetables <input type="radio"/> other (explain) _____
	Were you successful? <input type="radio"/> yes <input type="radio"/> no Why or why not? Explain. _____ _____
	3 Have you ever tried to lead a more active lifestyle? <input type="radio"/> yes <input type="radio"/> no
	If so, what have you done?
	<input type="radio"/> started working out in a gym <input type="radio"/> started running or walking <input type="radio"/> started playing sports <input type="radio"/> other (explain) _____
	Were you successful? <input type="radio"/> yes <input type="radio"/> no Why or why not? Explain. _____ _____

- B CLASS SURVEY** On the board, summarize your class's lifestyles.

- C DISCUSSION** How do you think your classmates compare to most people in your country? Are they generally healthier or less healthy? What do you think people need to do to have a healthy lifestyle?

### How many students ...

- want to make some lifestyle changes?
- have gone on a diet to lose weight?
- have changed their diet to improve their health?
- have been successful with a diet?
- lead an active lifestyle?

“ I think my classmates are healthier than most people in this country. Too many people eat fast foods. They need to eat healthier food and exercise more. ”

### Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.  
For example: “gain weight.”