

2

Healthy living



Have you ever needed to use research skills? 'Research' is what you undertake when you need to find out more about a topic that interests you. For instance, when you buy a mobile phone, it helps to research the options before deciding which to buy.

What subjects would you like to research? What skills would you need?

Take healthy living for example. How much do you know about what keeps you healthy? How would you find out? How do you make choices, such as whether to walk or get the bus, whether to eat salad or chips, whether to have a beer or an orange juice?

What you will do

In this unit you will practise locating information in your local library, taking notes and producing a project. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill

- ☐ Presenting information
- ☐ Planning discussion

Skill code

SLc/L2.2, 4
SLd/L2.1

Reading and writing

Skill

- ☐ Finding out how to use the library system
- ☐ Summarising information for a 'healthy living' project
- ☐ Choosing texts from the library and on the Internet
- ☐ Compiling information for a 'healthy living' project

Skill code

Rt/L2.6, 7
Rt/L2.1, 7, 8
Rt/L2.6, 7
Wt/L2.1, 3, 4, 7; Ws/L2.1, 4; Ww/L2.1, 2

Project work

By the end of the unit, you will be able to gather and present information to help others to choose a healthier lifestyle.

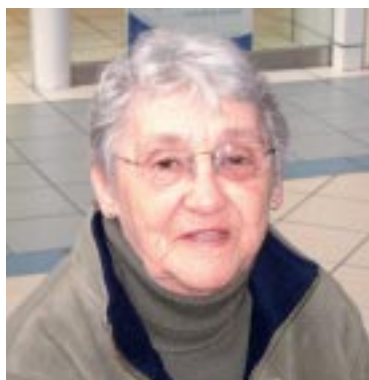
The main point

Activity A • Speaking and listening

In this unit, you will be collecting information about healthy living. You will present your findings as a project, aimed at a particular target group.

First you have to make a plan:

- 1 Decide on your target group (the people whose health needs you are addressing).
What age group are they? Are they male or female? What interests or lifestyles do they have? Do they have a particular type of job?
- 2 Decide on the health interests of your target group, such as diet and exercise, children's health or healthy retirement.
- 3 Choose three topics from the health interests of your target group for detailed research.
- 4 Work out how to find information about your chosen topics, including the facilities and help available in your area. Fill in the chart below to help organise your ideas.



Topic	Information needed	Where the information might be found	Other possible places for research

- 5 If you are working in a group, you can divide tasks between yourselves so that you each look at different topics or different areas for research. Place the topics and tasks in order of priority so that you do the most important things first.

Activity B • Reading

Researching a topic can start with books and reading. It is important to choose carefully what to read to gain information. Skim reading to get the gist of an article or book is vital. It is a quick way of obtaining the **main points** without wasting time. From skimming you can decide whether it is worth reading the piece in closer detail.

Below is a paragraph from a text about an aspect of healthy living. Skim the text and choose the best answer for the question below.



Most people know that we should be eating more fruit and vegetables. Yet still most of us aren't eating enough. Fruit and vegetables should make up about one third of the food you eat each day. Five portions a day is a good, achievable target. Your portions of fruit and vegetables can be fresh, frozen, tinned or juiced. However, remember that potatoes don't count, because they are a starchy food. Eating one or two portions of fruit and vegetables with each meal and having fruit as a snack food will make it easy to achieve the five-a-day target.

- 1 Choose one of the sentences below that best sums up the main point of this paragraph.
 - a Fruit and vegetables can be fresh, frozen, tinned or juiced.
 - b Potatoes are a starchy food.
 - c Five portions of fruit or vegetables a day should be your target.
- 2 Discuss the evidence for your answer.
- 3 Re-read the text carefully. With a highlighter pen, highlight the single most important sentence – the one that gives you the main point or idea.
- 4 Using a different coloured highlighter pen, highlight the phrases or sentences that give you **specific details** about the main point.
- 5 Look at the sentences that have not been highlighted. Which ones are they? What purpose do they perform?

Activity C • Reading and writing

The passage on page 3 was adapted from information produced by the Food Standards Agency. Here is more advice from the Food Standards Agency about healthy eating.

- Fruit and vegetables are vital in your daily diet because they are sources of many vitamins and minerals. There is some evidence now that eating fruit and vegetables will help protect against chronic illnesses such as heart disease and some cancers. Fruit and vegetables are also very low in fat so make a much healthier snack food.
- Five portions a day is the recommendation. The definition of one portion is one apple, banana or similar-sized fruit, three tablespoons of vegetables, beans or fruit salad or a glass of fruit juice. You should eat a variety of fruit and vegetables over the course of a day and avoid adding any sugar or rich sauces to your portions.
- To get the best from your fruit and vegetables, be careful not to overcook them. Try using a steamer or microwave to keep most of the goodness intact. Eat fresh fruit and vegetables as soon as possible rather than storing them for a long time – or choose frozen vegetables instead. Use as little water as possible when cooking them and, to capture more of the vitamins and minerals, use the cooking water to make a sauce or soup.

These three short paragraphs contain a lot of information. In the table below, identify the main point of each paragraph and make brief notes of the most important details.

Main point	Specific details

In summary

Activity A • Reading and writing

Picking out the main points not only helps you to choose the right books and articles to read but also helps you to take notes about what you have read. From your notes you can then write a **summary** so that the important information can be passed on to others.

Using the notes you made in Activity C (page 4), write a summary of the article about healthy eating. Your summary should:

- contain only the most important information from the article
- be written in full sentences
- be shorter than the original
- be written in your own words and not copied from the original.

Summaries

A **summary** is a brief version of a longer spoken or written piece. It contains all the most important information whilst cutting out the non-essentials.

a/w photo of adult female smoking a cigarette, with surrounding people looking annoyed and coughing

Activity B • Reading

A useful feature of information texts (reference texts) is that they often use **headings** and **sub-headings** to divide the piece. Headings give you the overall topic of the whole text and sub-headings give you the main point of each separate section.

The article below is about another aspect of healthy living but most of its sub-headings have been removed. Read the whole passage carefully and, in the spaces provided, suggest a suitable sub-heading for each section. Your sub-headings should be short but give an immediate idea of the main point of the section. The first sub-heading has been left as an example for you.

THE HARD FACTS

22 per cent of all male deaths and 11 per cent of all female deaths are caused by smoking. Giving up smoking reduces the risk of developing many smoking-related illnesses. Within 10–15 years of giving up, an ex-smoker's risk of developing lung cancer is only slightly greater than that of someone who has never smoked.

..... (sub-heading)

Tobacco smoke contains over 4,000 chemicals, either naturally from the tobacco or formed when the tobacco is burnt. These chemicals include acetone (nail polish remover), cadmium (poisonous metal used in batteries) and carbon monoxide (poisonous gas).

..... (sub-heading)

Smoking doesn't just affect the smoker. Many thousands of cases of heart disease in the UK each year are due to passive smoking. Children whose parents smoke are at a higher risk of cot death, asthma and other respiratory diseases and are more likely to become smokers themselves. More than 17,000 children under the age of five are admitted to hospital every year because of the effects of passive smoking.

..... (sub-heading)

Young people often start smoking because they think it's glamorous and grown up, and don't think that they'll be smoking for life. But don't underestimate the addictive nature of nicotine – it is as addictive as heroin and cocaine. 70 per cent of adult smokers started when they were aged 11–15. Stopping smoking is not easy and the best solution is never to start in the first place.

When you have thought of three sub-headings, consider a main heading for the whole text. Share your ideas with others in your group.

Activity C • Writing

You are collecting information about healthy living to pass on to your audience so you need to make it as easy to read and as interesting as possible.

Writing notes

When you write notes, you don't need to use full sentences or punctuate accurately.

- 1 Make notes of the main points in the text on page 5 about smoking. Use your sub-headings as titles and collect your notes under those titles.
- 2 Compare your notes with another learner to see if you both chose the same details.
- 3 If there are some differences, why have you chosen different points?
- 4 Come to an agreement about what information would be most useful for other people.
- 5 Use your notes to write a summary in your own words.

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Where to find information

Activity A • Speaking and listening

So far you have practised note taking and writing summaries from the articles provided. To research healthy living topics in more detail and to have more choice of reading materials you will need to find more sources of information. Three places that will have further information about leading a healthy life are:

- a library
 - a health centre, local clinic or doctors' surgery
 - the Internet.
- 1 In pairs or small groups, find the locations of your nearest library, health centre and Internet access point.
 - 2 Discuss what information you think you will be able to gain at each of these places. Are there any other local places that may be able to provide you with useful advice and information about healthy living?
 - 3 Look again at your plan from the start of the unit and add further research sources you can think of.



Activity B • Speaking and listening

Before you visit the library, you need to know what you are looking for. If you are not familiar with the library systems they can appear a little complicated so you may need to ask for help from the library staff.

When asking questions, it is important to be specific about what you require.

- 1 Look at the two questions below:

‘Do you have any books about health, please?’

‘Could you help me find information about healthy eating and food additives, please?’

Which question would be more successful and why?

.....

.....
- 2 With your plan in front of you so you know what your topics are, write some questions that you may need to ask the librarian to be able to find the information you need.
- 3 Visit the library with your prepared questions and topics. Make notes of how the library is organised and where the topics are located so you can go straight to the right place next time.

Remember!

Think carefully about the words you choose for your questions. Be precise, to avoid confusion!

Activity C ● Reading

When you find the right section of the library, you will need to use your skimming and scanning skills to choose a few books that give you information about the topics on your list. In the left-hand column of the table below, there are three text features which are useful when choosing a non-fiction book. How important is each of these features? Tick the relevant boxes to show the use of each feature.

Text features	Uses		
	Attracting you to the book in the first place...	Deciding which book to borrow...	Using the book for research...
Contents page			
Title of book			
Index			

Add to the bottom of the left-hand column, any other features of non-fiction texts that you have found useful when choosing a book or when using a book for research.

Activity D ● Writing

In the space below, make a note of the titles and authors of the books that you have chosen and make a note of their subject section in the library.

Title	Author	Subject heading

Activity E ● Reading

Collect free leaflets from your local health centre, clinic or pharmacy about healthier life options. Find out about any local support groups or events.

Searching the Internet

Activity A • Reading



You will find information about looking after your health on the Internet. If you don't have Internet access in your classroom, your local library should have Internet facilities for public use.

With so much information available online, you have to make sure you select the best websites for your topics. A **search engine** will find sites matching your topic words but then you have to choose the sites that look the best.

www.google.co.uk is the web address of one Internet search engine. Can you name any more search engines that you have heard of or used?

.....

Search engine

A search engine is a website that searches the Internet for the information you want.

Activity B • Reading and writing

In your pairs or small groups, go to the website address of the Google home page above or the home page of your preferred search engine. From here, you can type in key words to search for the topics you are researching. The key words you type in have to be quite specific for the closest results. To find pages about alcohol and health, for example, try a phrase such as 'alcohol healthy living UK' to get a list of results from British websites containing health advice.

Your list of results may be very long so use your skimming and scanning skills to choose the websites that look as if they contain the information closest to what you want.

- 1 Click on the link to connect to the website that looks relevant.
- 2 Complete a table to keep track of the sites that seem most useful (see table below for example). Try to find at least three sites that will give you information and advice about each of your chosen topics.

Web address	Information about topic (e.g. alcohol)	Other useful information
www.doh.gov.uk/alcohol/index.htm	Alcohol and health advice, sensible drinking, suggested weekly and daily limits, help in cutting down drinking	Links to other Department of Health sites about health issues

Activity C • Reading and writing

When you have found three useful sites, revisit each one in turn and make detailed notes of the information and advice found at each one.

Keep in mind your **target audience**. Think about what they are interested in knowing and how your project might be able to persuade them to choose a healthier option.

You may come across words that you are unfamiliar with (e.g. technical or specialist terms). Make a note of them and check them either in a dictionary or on the website itself as it may have a **glossary**.



Glossaries

A glossary is a list of technical words used in a text that have a specific or specialist meaning.

Activity D • Speaking and listening

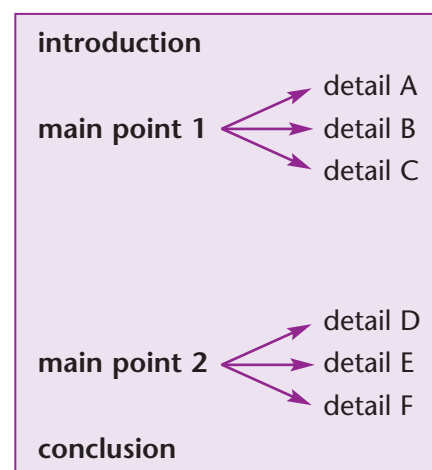
Share the information you have found and the notes you have made with others who have looked at different topics. Take turns to present your information to others so that ideas and information can be shared.

Organise your notes so that what you say makes sense to others who may know nothing of your subject. Think of your main points first and then add more details as needed. Remember to introduce your topic and, at the end, to conclude appropriately.

Your presentation should be no longer than five minutes but be prepared to answer questions as you go along. Know your subject and have other notes to hand for reference.

As a listener, be prepared to ask questions if you are unsure of something someone else has said.

Make your presentations friendly and informative.



Activity E • Reading and writing

Look again at your plan to assess your progress.

- 1 What have you achieved so far?
- 2 Is most of your research complete now?
- 3 Do you have other places you want to look for information?
- 4 Update your plan with your progress so far.

Writing your project

Activity A • Language work

Using a variety of sentence structures in your writing is important. It makes your writing more interesting to read. There are three types of sentence.

The first type of sentence is a simple sentence. It contains one main clause.

Clauses

A clause is a group of words containing a subject and a verb.

A simple sentence has one clause.

Compound and complex sentences have more than one clause.



Here are two **simple** sentences:

Smoking is a cause of lung cancer. Passive smoking is also a health risk.

- 1 Talk about types of writing where it would be best to use mainly simple sentences.

The second type of sentence is a **compound** sentence.

Smoking is a cause of lung cancer **and passive smoking is also a health risk.**

The two different simple sentences are joined together by 'and' to make one long sentence.

- 2 What other joining words (conjunctions/connectives) do you know?

.....

The third type of sentence is called a **complex** sentence. This contains extra clauses which are joined to the main clause to add detail.

Smoking, **which is a cause of lung cancer**, and passive smoking are both health risks.

The section highlighted can be removed without changing the rest of the sentence. It provides additional detail about smoking (the subject of the sentence).

- 3 In your group, discuss the benefits of using a complex sentence in place of a simple sentence.

Conjunction or connective

A conjunction or connective is a word that joins two sentence parts together.

See **Rules and tools** for more information on sentence structures.

Activity B • Writing

Here is an example of a piece of writing that uses simple sentences only.

George's favourite meal is curry and chips. He eats it at least twice a week. He also eats pies nearly every day. He does very little exercise. He is overweight. The doctor has told him to cut down on his calories. He has started taking the dog for a walk every night. He has started to change what he eats.

Rewrite the passage using different types of sentence. It must still give all the same information but you may want to change the order of the sentences. Concentrate on making the passage more interesting to read.

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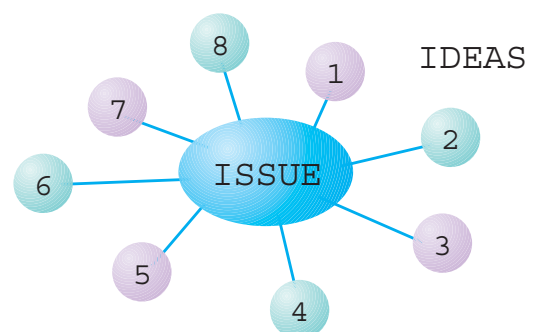
Activity C • Reading and writing

Collect all the notes and information that you have gathered over the course of your research.

You now need to decide what is going into your project and what is not. If you have been working in a group, you will need to make the decisions together.

Scan through your information. As you are looking, ask yourself what your audience would be interested in knowing and what might persuade them to have a healthier life.

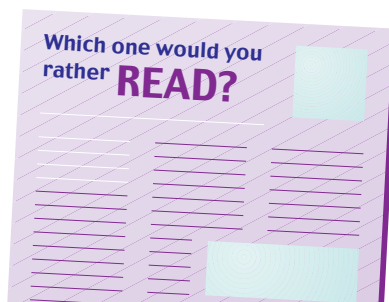
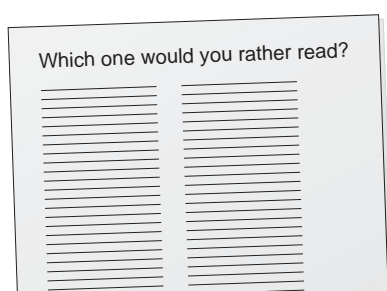
Once you have decided what is going in the project, you then need to think of the best order for the information. Just as you did for the informal presentation, plan your ideas around main points and specific details. Consider headings and sub-headings to organise your ideas. A mind map, organised like this, may also help you organise your thoughts.



Activity D • Writing

When you feel confident that you know what you are including and in what order, have a go at writing your first draft. As before, think about your target audience – you need to make your ideas sound interesting so that your audience continues to read.

- 1 Write the information in your own words. Use your notes and summary skills.
- 2 Use a variety of simple, compound and complex sentences, as appropriate for your target audience.
- 3 Use headings and sub-headings to break up your information and make it easier for the reader to locate particular advice.
- 4 Think about the page layout. Include pictures, graphs or text boxes to make it look more inviting.



- 5 When you have written a first draft for your piece, swap your work with another person so that you can help each other with proofreading. Check any spellings you are unsure about in a dictionary or by asking your teacher.

Checking your punctuation

Commas are used:

- to separate items in a list (e.g. fish, meat, bread and cheese)
- to separate parts of complex sentences.

Apostrophes are used:

- when words are shortened and letters are missing (e.g. don't)
- to show one item belongs to another (e.g. George's healthy diet).

Inverted commas are used to show quotation or speech.

Activity E • Reading and writing

Your work can be drafted and reworked as many times as you like, until you (and your group) are happy with it. When you are satisfied, produce your final version using the word-processing software available.

Your finished project can be displayed for other learners to see and read. You can also seek feedback from your target group by circulating your project in print, or by displaying it on a website.



Spelling

Activity A

Some words that sound similar have different spellings and meanings.

Read these two sentences aloud and highlight the two words that sound similar but are spelt differently.

Smoking affects people other than the smoker.

Many children are admitted to hospital each year due to the effects of passive smoking.

Even though they sound the same, the spellings are different and they have different meanings. In this case, one of them is a **noun** and one is a **verb**.

Which is the noun?

Which is the verb?

Look up the words 'affect' and 'effect' in a dictionary to check your answers and make a short note of the definitions of each.

affect

effect

Complete the sentences below with 'affects' or 'effects'.

The of drinking alcohol are well documented.

Drinking alcohol your concentration.

Activity B

Homophones are words that have the same sound. 'Practise' and 'practice' are homophones. Again, one of them is a noun and one a verb. Check in a dictionary for the meaning of each one.

practise

practice

A way of remembering the difference between these two is to connect them to 'adv**ice**' and 'adv**ise**', because they have the same endings. Read the words 'advice' and 'advise' aloud to a friend. There is a slight difference in the way they sound. 'Advice' rhymes with 'ice' and 'advise' rhymes with 'eyes'.

'Advice' is a noun, as is 'practice' – You have collected **advice** for your project.

'Advise' is a verb, as is 'practise' – Your project is to **advise** other people.

In pairs, write two sentences, one using 'practice' (the noun) and one using 'practise' (the verb), to show the difference between them.



Activity C

Connecting the homophone to the meaning is important if you are to remember the word you intended.

Mnemonics are sayings that can help you remember both the spelling and meaning of words.

For example, to remember the different spellings of 'piece' and 'peace', you could use the following mnemonics.

A **piece** of **pie**

people **everywhere** **are** celebrating **peace**



In pairs, think of some of your own mnemonics to help you to spell any words that you find particularly difficult to remember, or other homophones, such as:

allowed / aloud

great / grate

through / threw

Activity D

When you are spelling homophones, concentrate on learning one word at a time.

Connect the spelling to other words that have the same shape of letters and letter pattern and rhyme with it: e.g. sight, light, night site, kite, bite

Learn one of these patterns at a time.

You can build silly rhymes to connect the same sound and letter pattern together: e.g. He had a **bite** to eat at the building **site** before flying his **kite**.

Write a silly sentence using words with the 'ight' letter pattern and rhyming with 'sight'. Write more sentences for other word families you find difficult to remember.

Activity E

Other useful ways to remember the spellings are finding words within words and connecting words to their meanings. For instance, 'aloud' contains the word 'loud' and 'allowed' is the past tense of 'allow'. Practise finding words within words in the spellings you have practised in this unit.

[[AW 2.13: Cartoon image of man eating, at a building site, dreaming of flying a kite]]

Images

Using images is a good visual strategy for getting words into the long-term memory.



Integrated skills

Choose a subject that you are interested in finding out more about. For example:

- a hobby or pastime
- a sport or team
- an historical event
- something of local interest, such as an event or place.

It needs to be a broad topic so that you can find different sources of information.

Plan what you want to find out, and where you will look, and put your tasks in order of priority. You may find it useful to use a chart such as the example below.

Topic

Information needed	Where to find it	Priority number

Using the research skills you have practised in this unit, find out as much information as you can about your chosen subject.

Use your local or college library for books, magazines and newspapers, and videos. Search the Internet for websites containing useful information. Use any other relevant local sources of information.

Make notes of the main points and details. Keep track of which sources you have used and where information has been found. Follow your plan and update it as you find things out or achieve tasks.

Draft a newsletter or display a poster of the information you find, using your notes to summarise your findings in your own words. Write headings and sub-headings to help your reader. Consider your layout: make it interesting and eye-catching by using bold headings, colours and appropriate pictures. Check spelling, grammar and punctuation in your draft before producing a neat final copy for display in your classroom.



Check it

Write a summary

Identify the key points and specific detail in the passage below.

Research suggests that people drinking about one unit of alcohol a day have a lower risk of heart attacks and heart trouble than those who do not drink or those who are heavier drinkers. But this does not apply to everyone! For men under 40 or women before the menopause, there is no benefit to be gained by drinking, as they have a very low risk of heart disease to start with. For men over 40 and women past the menopause, drinking one or two units a day may help protect against heart disease. Drinking more than this does not offer extra protection – on the contrary, by raising blood pressure, it increases the risk of heart disease and stroke.

Use your notes to write a summary of the passage. Give it a heading and use sub-headings if you want.

Search for information

Explain briefly what information each of these features of reference texts provides.

- 1 Title of the book
- 2 Contents page
- 3 Index

Search for websites

Find three websites containing information about protecting your skin against strong sunshine.

- 1
- 2
- 3

Complex sentences

Below is a short passage written in complex sentences. On a separate sheet of paper, rewrite this in simple sentences, while keeping all the information.

Saira, who had two young children, was concerned about the amount of exercise they undertook. Being worried about the safety of the busy roads they had to cross to go to school, she always drove them there each day. Every evening, Mani, the older boy, would spend much of his time on the computer, while Neena was happy playing in her room. Saira, after discussion with her husband, decided they would all walk to and from school each day to ensure they all benefited from at least some exercise.



Review

Look back at the skills listed on page 1 and then complete the sentences below.

I am confident with

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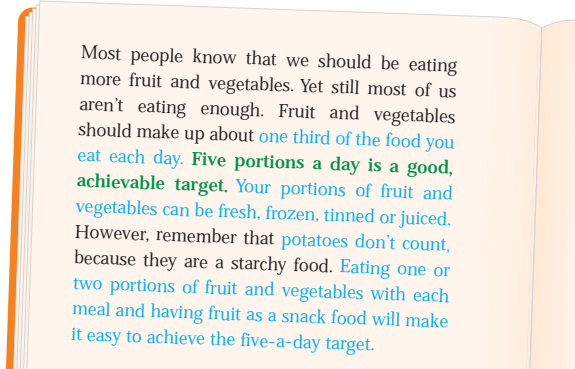
I need more practice with

.....

Date

Page 3 Activity B

- Five portions of fruit and vegetables a day should be your target.



- Sentence containing the main point is highlighted in green.
- Specific details are highlighted in blue.

Page 4 Activity C

Sample answers

Main point	Specific details
Eating fruit and vegetables has health benefits.	They provide vitamins and minerals. They offer protection against heart disease and some cancers. They are low in fat.
You should eat five portions of fruit and vegetables a day.	One portion can be: one piece of fruit the size of an apple or banana or three tablespoons of fruit salad, vegetables or beans, or a glass of fruit juice. You should eat a variety of fruit and vegetables over a day. You should avoid adding sugar.
Take care to get the best out of your fruit and vegetables.	Do not overcook them. Try to steam or microwave. Eat soon after purchase or choose frozen vegetables if you wish to store them. Use as little water as possible to cook, to retain the vitamins and minerals. Use the cooking water for sauce or soup.

Page 5 Activity B • Reading

Examples of sub-headings:

- What's in a cigarette?
- Passive smoking
- Young smokers.

Example of title

- The dangers of smoking.

Page 8 Activity C

	When you first see the book on the shelf...	When deciding which book to borrow...	When using the book for research...
Contents page	not helpful (won't have seen it yet)	very useful, chapter titles give a good idea of content	very useful, points you to the bits you want, without reading whole text
Title of book	most important, has to sum up the content of book	less important once you have picked the book and opened it	not particularly useful now
Index	not helpful (won't have seen it yet)	possibly, if you wanted a very specific item	useful for looking at specific pieces of information

Page 11 Activity A • Reading

- Simple sentences would be used when writing for children, or writing instruction leaflets to convey difficult information as easily as possible.
- Other conjunctions include *and*, *but*, *because*, *or*, *as*, *that*, *why*, *if*, *unless*, *although*, etc.

Page 12 Activity B

An example of the passage rewritten

George's favourite meal is curry and chips, which he likes to eat at least twice a week. He also eats pies nearly every day. As a result of his diet and the fact that he does very little exercise, he is overweight. The doctor has told him to cut down on his calories so he has started taking the dog for a walk every night. Alongside the increased exercise, he has also started to change what he eats.



Page 14 Activity A

Which is the noun? effects

Which is the verb? affects

Page 14 Activity B

practise verb

practice noun

Page 17 Write a summary

Research suggests that people drinking about one unit of alcohol a day have a lower risk of heart attacks and heart trouble than those who do not drink or those who are heavier drinkers. But this does not apply to everyone! For men under 40 or women before the menopause, there is no benefit to be gained by drinking, as they have a very low risk of heart disease to start with. For men over 40 and women past the menopause, drinking one or two units a day may help protect against heart disease. Drinking more than this does not offer extra protection – on the contrary, by raising blood pressure it increases the risk of heart disease and stroke.

Sentence containing the main point is highlighted in green.

Specific details are highlighted in blue.

Page 17 Search for information

- 1 Title of the book – a brief idea of the topic of the book.
- 2 Contents page – chapter and section headings give lots of information about the book's content.
- 3 Index – very useful for looking up specific pieces of information.

Page 17 Complex sentences

An example of the passage rewritten:

Saira had two young children. She was concerned about their lack of exercise. She drove them to school each day. The roads were too busy for them to walk. Mani, the older boy, spent much of his time on the computer. Neena was happy playing in her room. After a discussion, Saira and her husband decided they would all walk to and from school each day. This would ensure they all benefited from some exercise.