8

Staying Healthy

Classroom Materials/Extra Practice CD 2 Tracks 46–59 Workbook Unit 8 Unit 8 Unit 8

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Adverbs of frequency
- Verb + gerund as object
- Gerunds

Pronunciation

- Do + another word
- Intonation in questions

Reading

- · Read an article about school lunches
- Read a nutritional label

Writing

 Write a paragraph comparing your diet now with your diet in the past

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? Who is the woman? What is she doing? What kind of food do you see? Is the food healthy? Why do you think so? Call on students to answer the questions.
- Read the preview questions aloud.
- Ask students to share their answers with classmates sitting near them.
- Ask: What are healthy eating habits?
- You may want to summarize your students' ideas by writing them on the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 8.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain eating habits: The way we usually eat. Explain nutritional label: The label on foods that says what's in them and how much fat, how much protein, etc., the foods have. Explain special diet: When someone has a health problem and they have to eat or not eat something to help control the problem.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Community Building

Ask: Who has a family member who is on a special diet? Have volunteers talk about family members who have to eat or not eat something to control a condition. Helping students share personal stories helps create a positive classroom environment.

5 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

- Set the context of the lesson. Write two column headings on the board: healthy food and unhealthy food
- Point to the words. Say: *Describe some foods that go* into these categories.
- Call on volunteers to write some foods under the appropriate category.
- State the lesson objective: We're learning words that relate to eating habits.

Presentation

5 minutes

A Look at the pictures...

- Call on volunteers to say what they think the phrases mean. Ask them for explanations or examples for each phrase.
- Say each phrase and have students repeat.

B Look at the pictures...

- Play CD 2, Track 46.
- Play Track 46 again. Have students repeat.

Expansion: Vocabulary Practice for 1B

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: *The young man is having* a snack. He might be a teenager. Teenagers eat frequently and many of them like snack food!
- Call on volunteers to say one of their sentences.

Learning Strategy: Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the phrases in Exercise 1B.
- Walk around and help students write the phrases and examples of the activity.
- Say: You can remember new vocabulary when you make connections between the activity and examples of the activity. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

If students have been adding their vocabulary cards to their ziplock bag or envelope, it might be getting full. Suggest creating two bags, one with vocabulary cards that they now know, and one for reviewing the words they haven't mastered.

Controlled Practice

15 minutes

Communicative Practice 20 minutes



PRACTICE

Community Building

During Word Play, encourage students to share their ideas and give reasons for their choices. Encourage them to ask each other for their opinions. Write on the board: *Do you think this word should go here or here? Why do you think that?*

WORD PLAY, Look at...

- Draw the diagram on the board. Using picture 1 as an example, ask: Is having a snack an example of an unhealthy habit, a healthy habit, or could it be either?
- Call on volunteers to share their choice. Ask them to say why they think that.
- Write have a snack in the either section of the diagram. Say: I'm going to write this here, because if you have a healthy snack such as carrots or yogurt, then it's healthy. But if you have an unhealthy snack such as candy, it could be unhealthy.
- Walk around and help as necessary.

MULTILEVEL INSTRUCTION for 2

Pre-level Tell students to do the healthy habits first, then the unhealthy habits. Then they can think about which ones are left.

Above-level Tell students to write one extra example of each category.

Show what you know!

GROUPS. Compare your answers...

- When students have completed the task, call on volunteers from each group to write some phrases in the Venn diagram on the board.
- To review, ask each group to say one thing they wrote and give their reason why.

Expansion: Writing Practice for Show what you know!

- Tell students they are going to write five sentences about the phrases.
- Write on the board: Buying fresh fruits and vegetables is a healthy habit because fruits and vegetables are very good for you.
- Form pairs. Each pair chooses five phrases to write about.
- Walk around and help as needed.
- To finish this exercise, call on students to read a sentence until all the phrases have been used.



Talk about eating habits

Getting Started

5 minutes



BEFORE YOU LISTEN

Do you ever skip meals...

- Read the definition of *skip meals* from the book.
- Say: Sometimes I skip breakfast because I'm busy in the morning. Then I'm really hungry before lunch.
- Read the questions in the book.
- · Call on students to answer.

Presentation

15 minutes



LISTEN



A Listen to the radio show...

- Ask: What information are we listening for the first time we listen? (Do most U.S. workers have healthy or unhealthy eating habits?)
- Tell students to jot down what they hear that helps them answer the question.
- Play CD 2, Track 47.
- Call on a student to read the completed statement.
- Ask students to call out anything they heard that confirms that statement.

B Read the statements....

- Read the statements aloud. Read like this: Skipping *meals is . . . good for your health; bad for your* health; or neither good nor bad for your health.
- Play CD 2, Track 47.
- Play Track 47 again. Tell students who finished the first time to write down what they hear.
- To review this exercise, play Track 47 again. Have students raise their hands when they hear the answer. Say the completed statement.

Culture Connection

According to recent studies, 60% of adults in the U.S. are obese. Some studies project a 20% rise in obesity by 2030. Schools, health groups, and workplaces are all making organized efforts to educate their members about healthy eating habits and the importance of regular exercise.

Lesson 2 Talk about eating habits

Presentation

10 minutes

CONVERSATION

- A Listen to the sentences....
- Play CD 2, Track 48. Have students read the sentences.
- Play Track 48 again. Have students repeat.
- Have students read the Pronunciation Watch.
- Read the sentences aloud. Have students repeat.

Expansion: Pronunciation Practice for 3A

• Have students say some questions using Do . . . ? Start them off with: What do you usually drink in the morning? Write the questions on the board. Read the questions, stressing *d'ya*. Have students repeat.

Controlled Practice 15 minutes

- B Listen and read...
- Ask: What do you see in the photo? What is happening?
- Play CD 2, Track 49 twice. Students read along silently.
- To check comprehension, ask: Does the man eat between meals? What does he usually eat?

Expansion: Speaking Practice for 3B

- Write on the board: *Does this man have healthy or* unhealthy eating habits? What might he do to have better eating habits? (unhealthy—he has chips and cookies for a snack; he should eat breakfast and eat fruit for a snack)
- Form pairs. Have students discuss the questions.
- Call on volunteers to share their ideas.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using pronunciation of d'ya.
- Tell students to role-play both A and B. Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

Expansion: Writing Practice for 4A

• Form pairs. Have students change the questions and answers in the conversation. Call on a few pairs to read their conversations.

Communicative Practice 15 minutes

Teaching Tip

To help organize the following discussion, assign roles. Student A: Keep a tally of how many students have each of these eating habits. Student B: Write the group's ideas about the consequences of these habits. Student C: Add to the tally on the board. Student D: Share what the group said the consequences of these habits can be.

B MAKE IT PERSONAL. GROUPS. Look at the...

- Write the eating habits from the exercise on the board. Show students how to keep a tally by drawing lines in groups of five.
- When students have completed the task, have Student C add to the tally on the board. Count how many students have each habit. Write the number next to each habit.
- Call on Student D in each group to share one or two consequences of these habits.
- To finish this exercise, ask what a person could do to change one of the habits. Call on volunteers to answer.

Extra Practice



10 minutes

Controlled Practice

10 minutes

- Write on the board: *I always drink coffee in the morning*. Have students read the sentence aloud. Ask: *How often do I drink coffee in the morning?* (always)
- Write on the board: We never go out to eat during the week. Have students read the sentence aloud. Ask: How often do we go out to eat during the week? (never)
- Write on the board: We are usually in bed by 10:30. Have students read the sentence aloud. Ask: How often are we in bed by 10:30? (usually)
- Say: These are adverbs of frequency. They describe how often we do something.

Presentation

10 minutes

Adverbs of frequency

- Ask students to look at the chart of adverbs of frequency. Say: *The percentage line tells how often we do something using that adverb*. Read the adverbs and have students repeat.
- Ask students to read the sentences in the grammar boxes on the left. Point out the order in the sentences: Adverbs of frequency come before most verbs; adverbs of frequency come after the verb *be*.
- Have students read the Grammar Watch silently.
- Ask above-level students to write the first sentence on the board, using *sometimes* and *usually* at the beginning. (Sometimes we eat a big breakfast. Usually we eat a big breakfast.)
- Ask above-level students to write two sentences on the board, using the expressions *once in a while* and *once a year*. (Examples: Once in a while, we eat a big breakfast. Once a year, we eat at an expensive restaurant.)

Language Note

Help students learn where in the sentence the frequency adverb comes. It usually comes after the verb *be*. It usually comes before other verbs.

PRACTICE

A Underline the adverbs...

- Have students read the paragraph for comprehension first. Ask: What is Jorge's problem? Is it OK for him to skip breakfast? Why or why not? (He skips breakfast; not every day; he will eat more during the day and increase his risk for heart disease.)
- To review, have students read a sentence and say what he or she underlined and circled.
- Make corrections as necessary.

B Unscramble the sentences....

- Point out that these sentences need punctuation.
- Call on a student to read the first sentence.
- Remind students to look back at the information in the grammar box to use correct word order.
- Walk around and help as needed.
- Call on students to write the sentences on the board. Make corrections as necessary.

Talk about eating habits

Controlled Practice

10 minutes

Communicative Practice 20 minutes

2

PRACTICE

Add adverbs of frequency...

- Write item 1 on the board. Demonstrate drawing arrows to add the adverb. Read the new sentence aloud.
- If students need more support, do item 2 with the class. Have a volunteer write the sentence on the board and draw the arrow. Make necessary corrections.
- Have students compare answers with a partner.
- Call on volunteers to write the sentences on the board with the arrows. Review the sentences with the class.

B Read the paragraph....

- Review the rules about order of frequency adverbs. Have students read the grammar information from page 150. Have them tell you the rules. (Adverbs of frequency usually go before a verb; after the verb be; sometimes and usually can begin a sentence. Some expressions can begin or end a sentence.)
- Walk around and help as needed.
- Have students compare answers with a partner.
- To review this exercise, ask volunteers to read the sentences and correct the mistakes.

Expansion: Reading Practice for 2A and 2B

 Form pairs. Have students take turns reading the sentences in Exercise 2A. Then have students take turns reading the paragraph in Exercise 2B. Walk around and check on placement of frequency adverbs, pronunciation, tone, and pace as needed.

Show what you know!

STEP 1. GROUPS. Write two questions...

- Tell students to look back at the vocabulary on pages 146 and 147, and the eating habits mentioned on pages 148 and 149. Tell students to use those ideas or their own.
- Walk around and help as needed.

STEP 2. Survey five classmates....

- With an above-level student, model the questioning and writing of names on the chart.
- Walk around and help as needed.

STEP 3. Report your results...

• Call on students to tell about another student's eating habits.

Expansion: Writing Practice for STEP 3

 Have students write sentences about another student's eating habits. Have them exchange papers with another student. Tell them to check each other's papers for order of frequency adverbs. Call on students to read sentences aloud.

Progress Check

Can you . . . talk about eating habits?

Ask students to list healthy and unhealthy eating habits. Call on students to write the list on the board. Ask students: *Can you check this goal?*



Lesson 4

Read a nutritional label and talk about diets

Getting Started

5 minutes

- Bring in some boxes or packages with nutritional labels. Examples of easy things to bring in: Jell-O, chips, crackers, pilafs, cereals.
- Pass around the boxes. Have students look at the labels.
- Write on the board: *What information are we given on the labels?* Answers will include: calories, fat, cholesterol, protein, ingredients, etc. Explain vocabulary as necessary. Give examples.
- Say the lesson objective: We're going to read nutritional labels and learn about special diets.

B CLASS. Look at the two labels...

- Write questions on the board: What are the names of the two foods we are comparing? (Fiesta chips and Fritter chips) Which one contains cheese? (Fritter chips) Which bag of chips is bigger? (Fritter chips) How much total fat is in a serving of each one? (10 grams and 5 grams)
- Talk with the class about what the following abbreviations mean: *oz.* (ounce), *g.* (gram), *mg.* (milligram).
- Explain % *Daily Value*. (This is based on a 2,000-calorie intake for adults as recommended by the U.S. Food and Drug Administration.)

Presentation

10 minutes

Controlled Practice

5 minutes

1

READ A NUTRITIONAL LABEL

A GROUPS. When you buy food...

- Have students read the information on the yellow sticky note.
- Ask students to raise their hands if they read nutritional labels before buying food.
- Call on a few students who raise their hands to say why they read labels.

Culture Connection

In 1994, the U.S. Food and Drug Administration regulated the labeling of nutritional information to include consistent, standardized, useful information for the consumer.

PRACTICE

Complete the statements...

- Call on students to read item 1. Point to the information on the nutritional labels.
- Have students compare answers.
- Call on students to read the completed statements and point to the information on the nutritional labels. Make necessary corrections.

Read a nutritional label and talk about diets

Presentation

20 minutes

Controlled Practice

20 minutes



TALK ABOUT DIETS

A PAIRS. Sometimes people can't...

- Do item 1 with the class. Remind students that the fat content is per serving, not per bag.
- Review items by asking volunteers to share their opinions with the class.

MULTILEVEL INSTRUCTION for 3

Cross-ability Above-level students help pre-level students find the information on the nutritional label.

Expansion: Critical Thinking Practice for 3

- Write on the board: What are some illnesses that require special diets? Form pairs to answer. Call on students to name some illnesses. Write the illnesses on the board: heart disease, obesity, diabetes, allergies, digestive problems, cancer, stroke, allergyinduced asthma
- Ask: What special dietary needs do you think these diseases have? Accept various answers that make sense, for example, low fat, high fiber, staying away from what you're allergic to.

LEARN ABOUT DIABETES

A Listen to the announcement...

- Ask students what they know about diabetes. Write some things on the board. (It's when your sugar levels get too high; it's when you don't have enough insulin; it can cause blindness.) Tell students that some health problems run in families. This means you inherit the problem.
- Play CD 2, Track 50.
- Play Track 50 again. Have students write important facts they hear.
- Call on volunteers to answer the question.

B Read the statements....

- Call on students to read the statements aloud.
- Play CD 2, Track 50 as many times as necessary for most students to answer the questions.
- To review this exercise, play Track 50 again. Pause at the answers. Ask students to say what they heard. Write it on the board. Then say the correct
- Play Track 50 again for students to confirm the answers.

Progress Check

Can you . . . read nutritional labels and talk about diets?

Ask students to list some of the categories on nutritional labels. Call on students to write the list on the board. Ask students to name some diseases that require special diets. Write the names of the diseases on the board. Ask students: Can you check this goal?



Talk about family health

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

GROUPS. Discuss. What can parents do...

- Write on the board: What can parents do to help their children have a healthy lifestyle?
- Pass out large newsprint. Have one student record the group's idea. Have another student tape the newsprint up. Have another student share the group's ideas.
- Circle the ideas that are the same on all the groups'

Presentation

10 minutes



LISTEN

Culture Connection

The Centers for Disease Control and Prevention, known as the CDC, is a widely respected arm of the U.S. Department of Health and Human Services. Their aim is to have an educated and healthy population. They research and disseminate information about numerous health issues.

A Listen to the information...

- Tell students they are going to listen to a representative of the respected health organization referred to as the CDC: the Centers for Disease Control.
- Ask students what information they are listening for to see if their ideas from Before You Listen are mentioned in the report.
- Play CD 2, Track 51.
- Then play Track 51 again. Have an above-level student write the ideas on the board.

B Read the questions....

- Have students read the questions and answer choices before listening.
- Play CD 2, Track 52. Then have students compare
- Ask the class for the answers. Write them on the board.
- Play Track 52 again to confirm the answers.

@ Read the statements....

- Have students read the statements before listening.
- Do item 1 with the class. Ask students to raise their hands when they hear the answer.
- Play CD 2, Track 53. Pause the audio when students raise their hands. Have them say what they heard and answer item 1.
- Continue playing Track 53 and have students write the answers to the rest of the statements.
- To review, play Track 53 again. Ask students to raise their hands when they hear the answer. Pause the audio when they raise their hands. Have them say what they heard. Then say the correct answer.
- To confirm the answers, play Track 53 again.

Talk about family health

Controlled Practice

10 minutes

Communicative Practice 20 minutes



CONVERSATION



A Listen and read...

- Play CD 2, Track 54. Have students listen and read.
- Check comprehension. Ask: Who is talking? What do you think their relationship might be? (Ana and Maya; could be friends, neighbors, sisters) Ask: What is Maya's problem? (her son needs to lose weight and he won't diet) Ask: What is Ana's advice to Maya? (change the way she cooks)
- Play Track 54 again. Have students repeat.



PRACTICE

A PAIRS. Practice the conversation.

- Have pairs practice the conversation, role-playing both A and B.
- Call on various pairs to role-play the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make similar conversations.

- Have pairs write out their conversation.
- Call on pairs to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Underline the phrases students can change, for example, my son; low-fat ingredients. Tell students to substitute new phrases for the old to change the conversation.

Above-level Tell students to give more information, for example, the illness that the family person has and what the dietary requirements are.

© MAKE IT PERSONAL. GROUPS. Discuss...

- Have each group make two lists on paper.
- Have them compare their lists with another group.
- To finish, ask: What are some unhealthy and healthy foods that both groups had on their lists?

Extra Practice



5 minutes

15 minutes

- Write on the board: A gerund is an -ing form of a verb used as a noun.
- Say: Sometimes gerunds can be used as subjects. Write: Eating breakfast is important.
- Ask: What is the gerund? (eating) What is the subject? (eating)
- Say: Sometimes gerunds can be used as objects. Write: We like having salad for lunch.
- Ask: What is the gerund? (having) What is the object? (having)
- Erase the sentence with the gerund as a subject. Say: We're going to learn about using gerunds as objects.

Presentation

15 minutes

Verb + gerund as object

- Call on a volunteer to read the example sentences.
- Call on a volunteer to read the information in the Grammar Watch.
- Ask volunteers to say an example sentence using the verbs in the Grammar Watch and a gerund as an object. Write the sentences on the board. Examples might include: *I can't stand dieting*. *Please keep trying to lose weight*. Make necessary corrections.
- To review, ask: What is a gerund? (the -ing form of a verb used as a noun) Ask: Is the gerund a subject or object in these sentences on the board? (object)

Community Building

If your class includes parents and non-parents, mix the groups. These two groups of students can learn from each other.

PRACTICE

Underline the examples...

Controlled Practice

- Tell students they are going to read the paragraph two times.
- Write on the board: What is the paragraph about? What was Lu Yi's problem? What solution did Lu Yi come up with?
- Have them read the first time to understand the story. Call on students to answer the questions.
- Have students read the paragraph again and underline the verbs and gerunds.
- Walk around and help as necessary.
- Call on volunteers to read the sentences and say the verbs and gerunds they underlined.

B Complete the sentences...

- Call on a student to read sentence 1. Elicit ideas from the class. Complete sentence 1 with the class.
- Walk around and help as needed.
- Call on students to write the correct word on the board.
- Call on students to read the sentences completed with the words from the board.
- Make corrections as necessary.

Expansion: Reading Practice for 1B

 Form pairs. Have students alternate reading the completed sentences aloud.

Talk about family health

Controlled Practice

10 minutes

Communicative Practice 15 minutes



PRACTICE

Complete the conversations....

- Tell students to read each conversation for context first.
- Do item 1 with the class. Complete the conversation by writing the answer on the board.
- While students are completing the task, walk around and help as necessary.
- To review, write the answers on the board and review the grammar with the class. Make any necessary corrections.
- Ask: What are all of these conversations about? (changing eating habits to be healthier)

Expansion: Speaking Practice for 2

- Form cross-ability pairs.
- Have students practice all five completed conversations.
- Have students switch roles so they are both A and B.

Show what you know!

PROBLEM-SOLVING, GROUPS, Talk about how...

- Review the topic. Ask: What are some lifestyle habits that we have that affect our family's health? You may want to write the ideas on the board.
- Point out that groups will be talking about two things: 1) how habits can make your lifestyle healthy or unhealthy, and 2) how to be healthier.
- Set a time limit for groups to talk. Walk around and help as needed.
- Then ask two groups to join each other and share their suggestions.
- To finish, ask groups to say any suggestions they both thought of.

MULTILEVEL INSTRUCTION for Show what you know!

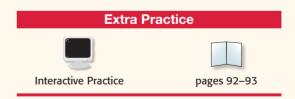
Pre-level Have students choose two topics in the box to talk about.

Above-level Have students add another topic to the box of lifestyle habits.

Progress Check

Can you . . . talk about family health?

Ask the class to identify healthy lifestyle changes. Make a list on the board. Ask students: *Can you check this goal?*



Talk about school lunches

Getting Started

5 minutes

Presentation

20 minutes



BEFORE YOU READ

GROUPS. Discuss. What kinds of food...

- Ask: Who has children? Do they eat lunch at school? What do they eat?
- Extend the discussion. Ask: Do schools in your country offer lunches to the children? Do you think it's a good idea to have schools offer lunches? Why or why not?
- State the lesson objective: We are going to talk about school lunches.

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about words and ideas they don't understand. Give students the opportunity to talk to each other as they read and complete exercises.

READ



Listen and read the article....

- Ask: What information are we listening for the first time we listen? (what the problem with school lunches is)
- Play CD 2, Track 55. Students listen and read silently.
- Check comprehension. Ask: What is the problem with school lunches? (Some people think school lunches are not healthy.)
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

- Write on the board: P1: Why did the U.S. government start the National School Lunch Program? How many children does it feed? P2: What foods do schools often serve? Why do some people think this is a problem? P3: What have California schools done to deal with fat and sugar levels in school lunches?
- Say: We're going to read the article again. Look for information to help you answer these questions.
- Ask students to read the article silently. Have them work with a classmate to answer the questions on the board.
- To review, ask volunteers for answers. Write the information on the board.

Talk about school lunches

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

A PAIRS. Read the article again....

- Ask: What are some of the ways we have learned to look for the main idea? (look at the title, think of the "big picture," don't confuse the true details with the overall main idea)
- Have students read the article with a partner and decide what the main idea is.
- Call on a few students to write what they think the main idea is on the board.
- Read the ideas on the board. Ask the class *Is the idea short and precise? Are you sure it isn't a true detail? Does it give the overall idea, the "big picture" of the article?*
- Take a poll. Ask students to vote which idea on the board is the answer.
- The main idea should include: There is a movement in the United States to get the schools to offer healthy school lunches.

B Read the statements...

- Write on the board: *Angelina Jolie is the ideal woman! Angelina Jolie is married to Brad Pitt.*
- Ask: Which statement is an opinion? (first) Which statement is a fact? (second)
- Call on a student to read the Reading Skill box.
- Call on a student to read item 1. Ask: *How do you know this is a fact?* (because it is something true, something you can prove)
- Call on students to read the statements and say if they are opinions or facts. Ask why for each.

Expansion: Writing Practice for 3B

- Students write two opinions and two facts.
- Ask volunteers to read their statements. Have the class say which statements are facts and which are opinions. Discuss why.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list on the board: school districts satisfied nutritious pass laws administrators affordable appetizing
- Have students read the story again. Ask them to pay attention to the sentences with these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the words and the corresponding definitions. Make any necessary corrections.

Communicative Practice 15 minutes

Show what you know!

GROUPS. What foods should schools...

• Write a T-chart on the board:

	Foods schools
should serve	should not serve

- Walk around and help as necessary.
- Call on student writers to write their T-chart on the board and to summarize their group's ideas.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Pre-level students write about and report on the food that schools should and should not serve. Above-level students write about and report on who should decide what food to serve in schools.

Extra Practice Interactive Practice pages 94–95

10 minutes

Presentation

15 minutes



BEFORE YOU LISTEN

Match the words with the pictures....

- Write on the board: What kinds of problems can we have with our teeth? What can we do to have good dental health?
- Call on volunteers to answer the questions. Write some ideas on the board.
- Have volunteers write the correct letter on the board.
- Say the answers, and have students repeat the word.

Culture Connection

Most dentists in the United States recommend a cleaning every six months and X-rays periodically.

LISTEN



A Listen. Ho is at...

- Have students look at the picture. Ask: Who are these people? What do you think they are talking about?
- Have students read the three possibilities.
- Play CD 2, Track 56.
- Call on students to say what the people are talking about.
- To review, play Track 56 again.

B Read the questions....

- Have students read the statements silently.
- Play CD 2, Track 56.
- Call on students to read the statements and say if they are true or false.
- To review, play Track 56 again.

Expansion: Writing Practice for 2B

• Students rewrite the false sentences with correct information. Have students write the new statements on the board.

Talk about dental health

Controlled Practice

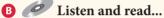
15 minutes

CONVERSATION



A Listen to the sentences....

- Play CD 2, Track 57. Have students listen and read.
- Play Track 57 again. Have students repeat.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 57 again. Stop after each sentence and point out the matching information in the Pronunciation Watch.



- Play CD 2, Track 58. Have students listen and read silently before completing the task.
- Play Track 58 again. Have students draw the arrows.
- Have students write the sentences with arrows on the board.
- To review, play Track 58 again. Check the arrows on the board.



G Listen and read...

- Play CD 2, Track 59. Have students listen and read silently.
- Play Track 59 again. Pause after each line and have students repeat.

PRACTICE

PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles.
- Call on two students to read the conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

MAKE IT PERSONAL. PAIRS. Look at the questions...

- Encourage students to set up their conversation as a role play.
- Walk around and help as necessary.
- To review, call on pairs to read a question and say what their answer is.

Extra Practice



Talk about dental health

Getting Started

5 minutes

- Write on the board: *I like eating spicy food*.
- Ask: Do you remember from Lesson 6 what a gerund is? Write on the board: Gerund = -ing form of a verb used as a noun.
- Write on the board: 1. Eating breakfast is important. 2. We like having salad for lunch.
- Say: We can use gerunds as subjects or objects. In these two sentences, which one is a subject? (Eating)
- Say: *In Lesson 6 we studied gerunds as objects.* Point to sentence 2. Then say: *Here we're going to learn about using gerunds as subjects.* Point to sentence 1.
- State the lesson objective: We're going to use gerunds as subjects while we talk more about dental health.

Presentation

5 minutes

Gerunds

- Call on volunteers to read the sentences.
- Point out that the gerunds are subjects.

Controlled Practice

10 minutes



PRACTICE

Language Note

Write on the board: wipe = rub softly. Ask students to write on the board any words from the paragraph they don't understand. Write simple definitions or give examples of these words.

A Read about dental care...

- Have students read for comprehension first.
- Write on the board: What is the main idea? Name two things we can do for babies to help with their dental health. Name two things we can do for young children to help with their dental health.
- Have students answer the questions with a partner.
- To review, have students read a sentence and say what he or she underlined.

B Rewrite each sentence...

- Write sentence 1 on the board. Circle the phrase that becomes the gerund and subject. Draw an arrow to show that it begins the sentence. Write the new sentence under it.
- Write sentence 2 on the board. Circle the phrase that becomes the gerund and subject. Draw an arrow to show that it begins the sentence. Call on a student to come to write the new sentence.
- Write the remaining sentences on the board. Have students come to the board, circle the phrase that becomes the gerund and subject, and write the new sentence under it.
- Then have students do the exercise in their books.

Community Building

It's important for students to work with different people. Change groups frequently, and tell students to ask each other's names before they begin their task.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Talk about how to keep...

- Have groups make a list of their ideas.
- Have each group say one or two of their ideas.
 Write the ideas on the board. Make sure the students are using gerunds. If they are not, stop and ask them to translate their ideas to gerunds.

Progress Check

Can you talk about dental health?

Ask the class to identify healthy and unhealthy dental habits. Make a list on the board. Ask students: *Can you check this goal?*



Describe your eating habits

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU WRITE

A GROUPS. Is your diet different...

- Give students a few minutes to write down some ideas about their diets in their native countries and their diets here.
- Call on one or two students to say some differences between native diets and diets here.
- State the lesson objective: We are going to write a paragraph comparing our diets in our native countries with our diets here.

Presentation

10 minutes

Language Note

Point out the organization of the information to the students. The writer talks about her diet in Mexico first and then her diet in the U.S. She doesn't mix the information.

B Read Vera's description...

- Tell students to read the letter silently.
- Ask: How do you know Vera is going to compare two things? (I'm from Mexico. My . . . are different here.) What word lets you know that Vera is going to talk about breakfast here in the U.S.? (Now)
- Ask: How did Vera organize her paragraph? (She talked about her habits in her country; then she talked about her habits here; she used examples.)
- Also say: She decided to talk only about breakfast. She didn't tell us about every meal or about snacks.

Expansion: Critical Thinking Practice for 1B

Write on the board: What can Vera do to eat a healthier breakfast here? Have students talk together. Elicit ideas. (Answers should include: She can cook eggs more. She can buy healthy cereal and wholegrain bread.)

2 WRITE

Write a paragraph...

Walk around and help as necessary.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 252 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 2, Track 54.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Role-play...

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What is the problem? What are some solutions?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read about Ana.

- Have students read the problem silently.
- Check comprehension. Ask: Who is Ana? Who are her children? Why is Ana worried?

STEP 2. GROUPS. Discuss....

- Tell students to summarize, without reading, the problems Ana is having.
- Have groups complete the task.
- Call on a student from each group to say one thing Ana needs to do and one thing Ana needs to stop doing.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

- Tell students to turn to page 145 (the first page of Unit 8).
- Have them read the goals and check the ones they believe they can do.
- Have them talk to a partner about which goals they checked.
- Remind them that if they didn't check a goal, they can review with Extra Practice.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 8, encourage them to review the activities on the CD-ROM.

Extra Practice

