

8

How Are You Feeling?

Classroom Materials/Extra Practice



CD 2
Tracks 16–26



Interactive Practice
Unit 8



Workbook
Unit 8

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Present perfect continuous
- *Such . . . that* and *so . . . that*
- *Should, ought to, had better, and must*

Pronunciation

- Words that begin with groups of consonants (consonant clusters)
- Stress in words ending in *-ical, -ity, -tion, -ize, and -ate*

Reading

- Discuss preventive health practices
- Reading Skill: Scanning a list for details

Writing

- Describe a personal experience with healthcare

Life Skills

- Interpret and complete a health insurance form

Preview

- Have students look at the picture. Read the unit title. Ask: *What do you think this unit will be about?*
- Ask the preview questions. You can also ask: *What is the doctor holding? What is around the doctor's neck? What is the patient wearing? Does he look sick?*

Unit Goals

- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 8.
- Say each goal and explain unfamiliar vocabulary as needed, for example, *personnel: the people who work at a place; symptoms: signs of an illness as experienced by a patient; risk: the danger that an injury or loss will occur.*
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

Getting Started

10 minutes

1 BEFORE YOU LISTEN

A CLASS. What are some reasons...

- Read each question and call on students to answer. List students' answers on the board in separate columns.
- For the first question, try to elicit the word *prevention* or other terms that pertain to avoiding illness before it happens, for example, *well-baby visit*. Also try to elicit *treatment*.

B PAIRS. Read the medical history form...

- Define *symptoms*. As an example, ask: *What are the symptoms of a cold?* (runny nose, sneezing, cough, temperature, and headache)
- Pair students and have them go over the conditions and symptoms. Tell them they may use a bilingual dictionary to look up items if necessary.
- Go over the conditions and symptoms. Elicit definitions or translations.

Presentation

10 minutes

2 LISTEN

A Irma Garcia is a patient...

- Have students look at the photo. Ask: *What symptoms might Mrs. Garcia be having? What do you think her problem is?*
- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 16.
- Have students compare answers with a classmate.
- Call on a volunteer to answer the question.

B Think about Mrs. Garcia's symptoms. Predict...

- Make sure students understand that *diagnosis* means *the identification of a medical condition after tests and a doctor's evaluation of symptoms*.
- Ask: *What do you think Mrs. Garcia's problem could be?* List students' predictions on the board.

Controlled Practice

10 minutes

C Read the statements. Then listen...

- Have students read the statements silently and predict whether they are true or false.
- Play CD 2, Track 17.
- Have students complete the exercise and compare answers with a partner.
- Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
- Refer back to students' guesses in Exercise B. Ask: *What was the doctor's diagnosis? Was your prediction correct?*

Expansion: Speaking Practice

- Talk about allergies. Ask such questions as: *Who has an allergy? What are you allergic to? What are your symptoms?* and *If you have an allergic reaction, how do you treat it?*

Presentation

10 minutes

3 CONVERSATION

Pronunciation Watch

- On the board, write: *stop*, *plant*, *predict*, *blood*, and *stroke*. Say each word.
- Point to each letter and say *consonant* or *vowel*. After you do the first couple of words, have students join in and label each sound with you.
- Circle the consonant clusters (*st*, *pl*, *pr*, and *bl*).
- Read the Pronunciation Watch note.
- *Optional*: Tell the class that groups of consonants are called *consonant clusters*.
- Say each word again and have students repeat.

A Listen to the words. Notice...

- Play CD 2, Track 18. Have students listen.
- Play Track 18 again. Have students listen and repeat.
- Call on students to say each word. Correct as needed.

Teaching Tip

Speakers of such languages as Spanish and Farsi have difficulty pronouncing initial clusters with *s*, for example, *sleep* and *stop*. They tend to insert a schwa before the cluster. To correct this error, have students take a deep breath and make a hissing sound. Then have them say the rest of the word, for example, *ssssssstop*. Next, have them say the word with the cluster in phrases such as *Don't stop*, and *Go to sleep*.

B Irma Garcia is talking with the...

- Play CD 2, Track 19. Have students listen and read silently.
- *Optional*: Have above-level students listen with their books closed.
- Check comprehension. Ask: *Is Mrs. Garcia's prescription ready? How much medicine is Mrs. Garcia supposed to take every day? What are the possible side effects? What should she do if she has a problem?*

Controlled Practice

10 minutes

4 PRACTICE

A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Go over errors in the pronunciation of consonant clusters. Say the incorrect form and have students repeat with correct pronunciation.

B MAKE IT PERSONAL. Keep track of your...

- Explain *keep track of* (to know and update).

STEP 1. Fill out a medical history form...

- Repeat the definition of any condition or symptom.
- Have students fill out the medical history form only if they feel comfortable doing so. Keep in mind that medical information is confidential. Students who do not feel comfortable doing this activity should be allowed to pass.

Culture Connection

In some states, people with pre-existing medical conditions such as diabetes or cancer can be denied medical insurance. For this reason, many people with such conditions may be reluctant to talk about their health or to put anything on paper.

Communicative Practice

10 minutes

STEP 2. GROUPS. Discuss why it's important...

- Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Call on volunteers to share their answers.

Extra Practice



Interactive Practice

Lesson 2 Describe symptoms

Getting Started

10 minutes

- Think of an imaginary person with a mysterious medical condition. Describe the symptoms for the class and say how long they have been going on. Let students ask you questions and then “diagnose” the condition. You could say, for example: *My cousin Vince has a strange medical condition. Since Christmas, he’s been sneezing and coughing all the time. He’s also been having trouble sleeping. He has a lot of congestion at night. He never had these problems before. What do you think his problem is?*
- Once students have made their diagnoses, review the symptoms. On the board, write: *He’s been sneezing and coughing since Christmas. He’s also been having trouble sleeping.*
- Underline the present perfect continuous verbs. On the board, write: *has/have + been + present participle*. Say: *This verb form is called the present perfect continuous.*

Presentation

15 minutes

Present perfect continuous

- Copy the grammar chart onto the board. Read the sentences and underline the present perfect continuous verbs. Circle *for* and *since*.
- Read the first Grammar Watch note. Point to each example and ask if the action is still happening or is happening now. For example, point to the first example and ask: *Is the speaker still sneezing a lot? (yes)*
- Read the second note. Point to the second and third examples. Illustrate them with diagrams like the following:

now	now
for 2 weeks	x since my daughter came home

Reinforce the fact that *for* refers to the duration of the action. *Since* refers to the beginning point of the action.

- Read the questions and short answers. Point out the word order in the questions: *Has/have + subject + been + present participle*. Also point out that the short answers use *has, hasn’t, have, or haven’t*.

Language Note

- The present perfect continuous can only be used with action verbs. With non-action (stative) verbs, English uses the present perfect. Contrast *Joe has been dating Beth for two years* with *Joe has known Beth for two years*.
- With some action verbs, both the present perfect and the present perfect continuous are used interchangeably. Contrast *I’ve lived in this house for ten years* with *I’ve been living in this house for ten years*. However, with most verbs, the present perfect continuous is used more frequently to talk about an activity that began in the past, continues until now, and will continue into the future.

Controlled Practice

15 minutes

1

PRACTICE

A Read these waiting room conversations...

- Choose six students to read the lines of dialogue.
- Have students underline the present perfect continuous as they listen.
- Call on students to say the parts of the sentences that they underlined.

B Dr. Kim is talking to a new patient...

- Do the first item with the class.
- Have students work alone or in pairs.
- Have a pair of volunteers read the conversation with the answers they circled. Write the answers on the board. Elicit corrections as needed.

Expansion: Speaking Practice for 1B

- Have students look at the list of symptoms on page 149.
- Pair students and have them role-play a conversation between a patient and a nurse. The nurse is taking the patient’s medical history.
- Model the role play with an above-level student. For example: Nurse: *Are you experiencing any symptoms?* Patient: *Yes, I’m tired all the time, and I have chest pains.* Nurse: *How long have you been . . .*
- Have volunteers perform their role play.

Lesson 2 Describe symptoms

2 PRACTICE

Mrs. Garcia and Dr. Kim are talking about...

- Read the example. Review the grammar if needed.
- Have students do the exercise alone or in pairs. Walk around and provide help as needed.
- Have students read the lines with the answers. Write the answers on the board.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Many students suffer from stress...

- Introduce *stress*. Ask: *What is stress?* (a feeling of pressure, tension, anxiety, or nervousness) *Is stress a problem for you?*
- Read the list of symptoms. Have students repeat. Define vocabulary as needed.
- Have students check their symptoms and fill in any other symptoms they are experiencing.
- Ask the class about any other symptoms they listed. Write them on the board.

STEP 2. GROUPS. Talk about any symptoms...

- Form groups. Have each group select a timekeeper, a note taker, and a reporter. The note taker should write down the group's responses to Step 1.
- Give a time limit. Walk around as students are talking and provide help as needed.
- To wrap up, have reporters share their group's answers to Step 1.

Community Building

Demonstrate some relaxation or guided imagery techniques that you know, or obtain a CD or DVD of techniques from the library. With the class, discuss the relationship between stress and relaxation. (*Relaxation techniques lower the level of the stress hormone cortisol in the brain, they make us feel more alert, and they enhance our mood.*) Then try the techniques.

Progress Check

Can you . . . describe symptoms?

Say: *We have practiced describing symptoms. Now, look at the question at the bottom of the page. Can you describe symptoms? Write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 86–87

Getting Started

10 minutes

Presentation

15 minutes

1 INTERPRET A HEALTH INSURANCE ENROLLMENT FORM**CLASS.** Discuss. Many companies...

- Read the questions and call on students to answer.

Possible answers:

1. Health insurance is a form of insurance that provides payment of benefits for covered sickness or injury.
2. Health insurance protects you and your dependents from the risk of uncertain or expensive medical bills. Without health insurance, you may not be able to afford expensive medical services. Health insurance pays for services that you use often.

Expansion: Speaking Practice for 1

- Ask the class: *How many of you have health insurance through your work?*
- Select students who have insurance and ask: *Who is covered—just you, or members of your family as well? Do you have to pay a monthly premium? How much is it?*
- Note: The topic of health insurance can be sensitive. If you suspect this topic may upset some students, skip this activity.

Culture Connection

According to the National Coalition on Health Care, nearly 46 million Americans, or 18 percent of the population under age 65, did not have health insurance in 2007. The majority of the uninsured—80 percent—were native or naturalized American citizens. While the majority of Americans who have insurance receive it through their jobs, the percentage of people (workers and their families) with employment-based health insurance has dropped from 70 percent in 1987 to 62 percent in 2007.

2 READ**Read part of a health insurance enrollment form....**

- With the class, survey the enrollment form. Read each section heading and ask: *What is this section about?*
- Explain that *open enrollment period* means *the time when employees are allowed to enroll in the insurance plan or change their insurance coverage*.
- Have students read the form. Give a time limit, but extend the time if necessary. Remind them that they do not need to understand every word.
- Remind them to underline the words listed in the directions.

Controlled Practice

15 minutes

3 WORD WORK

Match the words you underlined...

- Remind students to look at the words in context before selecting their definitions. For example, they should see that *dependent* is a noun in this case, not an adjective. More specifically, it's a noun that refers to a person.
- Have students do the exercise.
- Go over the answers.

Expansion: Vocabulary Practice for 3

- Have students write each word from Exercise 3 in an original sentence. Call on students to read their sentences for the class.

4 CHECK YOUR UNDERSTANDING

A Look at the enrollment form again....

- Have students do the exercise alone or in pairs.
- Go over the answers.

Expansion: Writing Practice for 4A

- Have students fill out the insurance plan enrollment form with their own information.
- Pair students and have them talk about the information they wrote in each section, for example, for Section 1, *My name is _____.* *My address is _____.* *My employment starting date is (was) _____.*
- Note: Tell students not to write their real Social Security numbers on the form!

Communicative Practice 20 minutes

B PAIRS. Discuss.

- Pair students and give a time limit for discussion.
- Explain that *waive* means *to give up a right or benefit that someone doesn't need or want*.
- Call on volunteers to share their answers.

C CLASS. Discuss.

- In response to the question in item 1, elicit information about free or low-cost clinics from students who have used them. Write the names and addresses of such resources on the board.
- In response to the first question in item 2, have students raise their hands if their home countries have government-provided health care. Call on students to describe the system in their countries.
- Have students raise their hands if they think the U.S. government should pay for health care. As a class, list some points for and against health care being paid for by the U.S. government.

Culture Connection

An organization called Cover the Uninsured is working to assist people who do not have health insurance and to bring about legislation that will make insurance available to everyone.

Expansion: Speaking Practice for 4C

- Have a debate about the pros and cons of government-provided health insurance. Divide students into two teams, pro and con. Have teams list all the reasons why the government (as opposed to employers) should or should not be responsible for people's health insurance.
- Have each team choose a spokesperson to present the team's arguments.
- Have the class listen to both sides of the issue and vote on the "winner" of the debate.

Progress Check

Can you . . . interpret and complete a health insurance form?

Say: *We have practiced interpreting and completing a health insurance form. Now, look at the question at the bottom of the page. Can you interpret and complete a health insurance form? Write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 88–89

Getting Started

10 minutes

Have students look at the photo. Ask: *What kind of vehicle is this?* (an ambulance) *What do you call a person who works in this vehicle?* (a paramedic) *What kind of knowledge does this person need in order to do the job?* (how to treat shock, stop bleeding, immobilize a broken bone, start an IV, give injections, etc.)

1

BEFORE YOU LISTEN

A Some medical conditions are serious...

- Define *emergency* as a condition that, if untreated, could lead to serious injury or death.
- Read through the list. Have students repeat the items. Provide definitions as needed.
- Have students do the exercise.

Culture Connection

In some cultures, a stomachache is regarded as a serious medical condition. Some Japanese workers, for example, will stay home from work if they have a stomachache. In contrast, few Americans regard this condition as serious, and most employers would frown upon a worker missing work for this reason.

B GROUPS. Compare answers. Discuss....

- Say each item in Exercise 1A and have students raise their hands if they think it is an emergency.
- Elicit additional conditions that would not require a 911 call.

Presentation

5 minutes

2

LISTEN

A Listen to the 911 call. What kind...

- Define *heatstroke* as a very serious medical condition in which the body stops working normally because of exposure to high temperatures.
- Play CD 2, Track 20.
- Call on a volunteer to answer the question. Ask the class if they agree. Ask: *What information helped you to choose the correct answer?* (chest pains)

Controlled Practice

5 minutes

B Read the questions. Then listen...

- Have students read the questions and predict the answers.
- Play Track 20 again.
- Have students do the exercise alone or in pairs.
- Check answers. If students have difficulty answering a question, play the corresponding part of the recording again.

Communicative Practice

5 minutes

C GROUPS. Discuss. In your opinion,...

- Ask: *Who thinks the operator handled the call well? Why?* Call on volunteers to reply.
- Ask if anyone has an opposite opinion. Have that person explain his or her answer.

Culture Connection

When someone makes a 911 call, it is customary for the operator to stay on the line with the caller until the ambulance arrives.

Presentation

5 minutes

3

CONVERSATION



A man has just called 911. Listen and read.

- Play CD 2, Track 21. Have students listen and read along silently.
- *Optional:* Have above-level students listen with their books closed.
- Check comprehension. Ask: *What is the woman's problem? When did it start? What was her first symptom? What does the operator tell the man to do at the end? Why?*

Controlled Practice

5 minutes

4

PRACTICE

A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Instruct students that the 911 operator should remain calm, while the caller should act upset.
- Walk around and listen as students are practicing.
- Ask volunteers to perform the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have pre-level students read the role of the caller. Have above-level students read the role of the operator.

Communicative Practice

25 minutes

B GROUPS. Discuss.

- Read the first question and discuss it with the class.
- Form groups and have them discuss the second question. Give a time limit. Walk around while students are talking and provide help as needed.
- Have several students describe their experiences calling 911. Ask: *Why did you call? What did the operator tell you to do? Do you think calling 911 was the right thing to do in that situation?*

C ROLE PLAY. PAIRS. Role-play this situation...

- Read the role descriptions and the suggested situations.
- Plan a model role play with the class. First, have students select the medical emergency. Elicit possible symptoms. List those on the board. Then elicit a list of questions that 911 operators normally ask. List those as well.
- Role-play the situation with an above-level student. Play the role of Student B.
- Pair students of similar ability and have them role-play a similar conversation.
- Call on pairs of students to perform their role play for the class.

MULTILEVEL INSTRUCTION for 4C

Pre-level Have students role-play using the information on the board.

Above-level Have students choose an emergency not listed in the book, for example, a child has been bitten by a dog, someone fell off a ladder and hit his head, a woman has gone into labor, or someone is in shock after eating peanuts.

Extra Practice



Interactive Practice

Getting Started

10 minutes

- On the board, make two lists with the headings *Reasons* and *Results*. Under *Reasons*, write: *It was cold*. Under *Results*, write: *The water in our pipes froze*.
- Ask the class: *How can we combine these two short sentences into one longer sentence?* (Because it was cold, the water in our pipes froze. It was cold; therefore, the water in our pipes froze.) Try to elicit *It was so cold that the water in our pipes froze*. If no one offers this sentence, write: *It was _____ cold _____ the water in our pipes froze*. If students are unable to fill in the blanks, provide the answers.
- Under *Reasons*, write: *It was a cold day*. Again ask: *How can we combine the two short sentences into one longer one?* (It was such a cold day that the water in our pipes froze.)
- Underline *so . . . that* and *such . . . that*. Say: *In this lesson, you'll learn how to use so and such + that to talk about reasons and results.*

Presentation

10 minutes

Such . . . that and so . . . that

- Copy the grammar chart onto the board.
- Read each sentence and ask students: *What comes after such?* (adjective + noun) *What comes after so?* (adjective or adverb)
- Read the Grammar Watch notes as a follow-up.

Controlled Practice

20 minutes

1

PRACTICE

A Read this information from a medical website....

- Read the website's question, answer, and example. Ask the class: *What is the reason?* (chest is tight) *What is the result?* (can't breathe)
- Have students do the exercise.
- Pair students and have them compare answers. For each, have them identify the reason and the result.
- Call on volunteers to give you the reasons and the results.

B Six months ago, Charles Owalabi's...

- Read the example.
- Have students complete the exercise on their own.
- Have students compare answers with a classmate.
- Go over the answers with the class.

Answers:

1. I was so worried that I might get diabetes that I went on a strict diet.
2. It's such a relief that my blood tests are normal now.
3. I'm eating such healthy foods these days that I feel like a new person.
4. In fact, I've lost so much weight that people don't recognize me.
5. Diabetes can lead to so many other health problems that it can be dangerous.

2

PRACTICE

A A doctor wrote a letter to her local...

- Before starting the exercise, make sure students understand that *family practice* means *a medical practice that provides general care for people of all ages, as opposed to a specialization like pediatrics, dermatology, surgery, etc.*
- Read the first sentence with the class.
- Have students do the exercise alone.
- Have students compare answers with a partner.
- Go over the answers by having different students read the text with the filled-in words. Correct errors as needed.

B Read these reasons for not getting...

- Introduce the exercise by asking: *How often do you exercise? Do you think you exercise enough? If not, why not?*
- Read the directions and item 1.
- Have students do the exercise.

Answers:

1. I'm so busy that I don't have time to exercise.
 2. Gyms are so expensive that I can't afford to go to one.
 3. Exercising is so boring that it's hard for me to keep doing it.
 4. I'm so tired when I come home from work that I just want to eat and go straight to bed.
 5. I have so many chores on the weekend that I can't find the time to work out.
 6. I haven't exercised in such a long time that I'll never be able to get back into shape.
 7. I was in such pain the last time I worked out that I never want to do it again.
- Call on seven students to write the combined sentences on the board. Have other students read the sentences and correct errors as needed.

Communicative Practice 20 minutes**Expansion: Speaking Practice for 2B**

- Pair students and have them talk about the last time they or a family member were sick. Instruct them to use *so . . . that* and *such (a) . . . that* to describe their illness. For example: *The last time I had a cold, I was so tired that I couldn't get out of bed. I sneezed so hard that my glasses flew off my face.*

Show what you know!**STEP 1. GROUPS. Discuss.**

- Read the questions with the class and elicit one sample response to each.
- Group students and have them select a timekeeper, a note taker, and a reporter.
- Give a time limit. While students are writing, walk around and provide help as needed.

STEP 2. CLASS. Share your ideas.

- Have students share their answers to question 1 orally.
- For question 2, have representatives from each group come to the board and write two of the excuses that the group came up with.
- Have class members read the sentences on the board and correct errors as needed.

Progress Check**Can you . . . describe ways to reduce your health risks?**

Say: *We have practiced describing ways to reduce your health risks. Now, look at the question at the bottom of the page. Can you describe ways to reduce your health risks? Write a checkmark in the box.*

Extra Practice

Interactive Practice



pages 90–91

Getting Started

5 minutes

- Read the lesson title and define *preventive health practices* as *actions people can take to avoid getting sick*.
- Ask students what they and their family members do to avoid getting sick, for example, *get enough sleep, exercise, go to the dentist, get vaccinated, and have regular checkups*.

Presentation

20 minutes

1

BEFORE YOU READ

A CLASS. Look at the graph. Discuss. What...

- Help students to read the graph. Ask: *What is the title of the graph? What years does it cover? What do the colors mean? What are the numbers on the left?*
- Help students to interpret the information. Ask: *What trend, or change over time, does the graph show?* (The percentage of overweight people in all age groups grew between the periods of 1976–80 and 2003–04.)

B Study the definitions.

- Say the terms and have students repeat them.
- Have students read the definitions.

Expansion: Vocabulary Practice for 1B

- Tell students to close their books.
- Read the definitions to the students and call for volunteers to give you the words.

C Skim the first paragraph of the article. Predict...

- Remind students that the main idea of an article is often found in the last sentence of the first paragraph.
- Have students read the first paragraph.
- Call on students to state their predictions. Write them on the board.

Expansion: Reading Practice for 1C

- Have students survey the article more fully. First, read the title. Ask the class: *What is it?* (life span or life expectancy)
- Have students look at the subheads. Ask them to predict what second section (*statistics about the leading causes of death*) and third section (*what people can do to reduce their chances of early death*) are about.

2

READ

**Read and listen. Was your prediction correct?**

- Have students read the complete article silently.
- Ask: *What was the article about? Which prediction on the board was correct?*
- Play CD 2, Track 22. Have students listen to the article as they read along.
- Tell students that reading while listening improves their fluency because it doesn't allow them to stop and reread passages.

Language Note

The long and short of it is an expression meaning *the sum or the gist of something*. If you have told the long and the short of it, you have told it all. The title of the reading is a play on words.

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

Reading Skill: Scanning a List for Details

- Read the Reading Skill. Remind students that *scanning* means *reading quickly for specific information*. Say: *When people scan, their eyes move quickly over the page until they find the information they want. Then they stop reading.*

A Read the Reading Skill. Then read the...

- Do item 1 with the class. Instruct students to find the information as quickly as possible, then answer the question. (F)
- Give a time limit.
- Have students compare answers with a partner.
- Go over the answers. Have students correct the false statements.

Teaching Tip

Give a time limit for scanning activities. This will encourage students to read more quickly.

B Complete the sentences. Circle the correct...

- Have students scan the article and underline the answers to the questions.
- Go over the questions and answers.

C Look again at the graph on page 156. Circle...

- Explain the difference between *percentage* and *percent*. Say: *Percentage is a noun, as in the percentage of X. Percent is an adjective; it is used with a number, as in 15 percent.*
- Form cross-ability pairs and have students do the exercise together.
- Check answers.

MULTILEVEL INSTRUCTION for 3C

Cross-ability Have above-level students help pre-level students read the sentences with statistics.

4

WORD WORK

GROUPS. Genetics is the study of genes. What...

- Ask students if they know what genes are. Define *gene* as *the microscopic material inside cells that determines our characteristics*.
- Form groups to list inherited characteristics. Have each group choose a timekeeper, a note taker, and a reporter.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's list of characteristics. Write them on the board.

Communicative Practice

15 minutes

Show what you know!**GROUPS. Discuss.**

- Read the questions.
- Form groups.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, have volunteers share their answers to the questions.

Community Building

- Organize (or have students organize) a healthy activity that your students can do together, such as a hike, a bike ride, or a run on the beach.
- Have a guest come to your class to talk about ways to cook more healthfully, for example, replacing lard and butter with vegetable oil, reducing meat consumption, and cutting down on salt and sugar.

Extra Practice

Interactive Practice



pages 92–93

Getting Started

10 minutes

Read the lesson title. Ask the class: *What do you expect to learn in this lesson?*

1 BEFORE YOU LISTEN

A GROUPS. What kinds of immunizations...

- Say the words *immunizations* and *vaccinations*. Have students repeat. Illustrate the meaning of the words by pantomiming giving yourself an injection.
- Write and say the names of common immunizations such as *influenza*, *mumps*, *measles*, *chicken pox*, *rubella*, *polio*, *diphtheria*, *tetanus*, *hepatitis*, *whooping cough* (*pertussis*), and *tuberculosis*. Explain or translate terms as needed.
- Form groups and have students discuss the questions.

B PAIRS. Look at the picture of a health...

- Have students look at the picture. Read the text on the sign in the picture. Ask: *What kind of event is this?*
- Read the first question. Call on students to answer.
- Pair students and have them discuss question 2.
- To wrap up, ask if any of the students have ever attended a health fair.

Presentation

5 minutes

2 LISTEN

A  A radio news anchor is reading...

- Review the definition of *public service announcement*: *a noncommercial radio or television advertisement that provides information for the benefit of the public.*
- Play CD 2, Track 23.
- Pair students and have them answer the question.
- Play the recording again if necessary.
- Have students answer the question. Ask: *What words or information helped you choose the correct answer?*

Controlled Practice

15 minutes

B  Read the questions. Listen to the PSA...

- Have students read the questions and predict the answers.
- Play Track 23 again. Have students take notes on the answers to the questions.
- Call on students to answer the questions.

Answers: 1. students entering school for the first time and for students in pre-school programs, kindergarten, grade 5, and grade 9. 2. no later than September 15. 3. free medical checkups 4. 10:00 A.M.; noon until 6:00 P.M.

Culture Connection

Depending on the state they live in, children are required to have some or all of the following immunizations before they can start school: mumps, measles, chicken pox, rubella, polio, diphtheria, tetanus, hepatitis, whooping cough (*pertussis*), and tuberculosis. Adults need periodic booster shots of some immunizations, such as tetanus and tuberculosis. Annual influenza vaccinations are recommended for both children and adults. Travelers to some countries need additional immunizations against certain diseases, such as yellow fever and malaria.

C GROUPS. Answer the questions.

- For question 1, do an Internet search for *[state name] required immunizations*.
- For question 3, try searching for *[name of school district] immunizations*.
- Form groups. Try to have a parent of school-age children in each group.
- Have students share their answers to question 3.

Expansion: Reading Practice for 2C

- Have students find the addresses, web addresses, and phone numbers of all the resources they listed in Exercise 2C. Type up the list and distribute it.

Lesson 7 Identify health-care services

Presentation

10 minutes

3 CONVERSATION

Pronunciation Watch

- On the board, write the suffixes *-ical*, *-ity*, *-tion*, *-ize* and *-ate*. Write two examples for each.
- Ask students to pronounce the words. Underline the syllable they stress.
- Say: *Let's see if you're right.* Read the Pronunciation Watch note. Then point to each word on the board and ask: *Was your pronunciation correct?*

A Listen to each word. Notice the stress....

- Play CD 2, Track 24. Have students listen.
- Play Track 24 again. Have students listen and repeat.

B Put a dot (•) over the stressed syllable...

- Do item 1 together. Write the word on the board. Ask students how to pronounce it. Place a dot over the syllable they stress.
- Form cross-ability pairs. Have them do the exercise.
- Play CD 2, Track 25. Have students listen and check their answers.

C A mother has called the nurse...

- Play CD 2, Track 26. Have students listen and read silently.
- Check comprehension. Ask: *Why is the mother calling? What grade will the daughter be in next year? What is the mother going to do?*

Controlled Practice

5 minutes

4 PRACTICE

A PAIRS. Practice the conversation.

- Form pairs and have students take turns reading each role.
- Take notes on pronunciation errors.
- Practice the items in your notes with the class as follows: T: *I heard _____. It should be _____.* Have the class repeat the correct form.
- Ask volunteers to perform the conversation.

Communicative Practice

15 minutes

B ROLE PLAY. PAIRS. Role-play this situation.

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 students.

- Before class, research places that offer free dental exams for schoolchildren. Then find out if your state is one of those that require schoolchildren to have a dental exam. If it is not, explain that some states have this requirement and that more and more states are following this trend.
- With the class, discuss places that offer free dental exams for schoolchildren. List them on the board.
- Read the role descriptions.
- Model the role play with an above-level student. Play the role of the nurse. Begin the conversation by greeting the parent and asking how you can help. The parent should show you the letter he or she received and explain why he or she thinks it is unfair.
- Form cross-ability pairs. Have students practice their role play at least twice.
- Have volunteers perform their role play.

Culture Connection

As of September 2007, only seven states and the District of Columbia required dental checkups for children in some grades. However, this trend appears to be growing.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Have the lower-level student play the role of Student A (the parent). The higher-level student should play the role of Student B (the nurse).

Extra Practice



Interactive Practice

Getting Started

10 minutes

- On the board, draw the following continuum:
Advisable _____ Necessary
- Say: *This lesson is about ways to stay healthy. One way to stay healthy is to get a flu shot. Point to the word Advisable and say: For some people, getting a flu shot is advisable; that means it's a good idea. Elicit other examples. (college students, parents, teenagers, the elderly). Write the examples on the board. Then say: These people should get a flu shot.*
- Point to the word Necessary and say: *For other people, getting a flu shot is necessary; it's required for their work. Who are those people? (health-care workers, soldiers, and day-care workers) Write these groups on the right side of the board. Then say: These people must get a flu shot. It's required.*
- To conclude, say: *In this lesson, we'll learn how to use the modals should, shouldn't, had better, had better not, and must to talk about things that are advisable or necessary for good health. Write the five modals on the board.*

Presentation

15 minutes

Should, ought to, had better, and must

- Copy the grammar chart onto the board. Read the first three sentences. Ask: *What do should, should not, and ought to mean?* (a suggestion or advice) Note: *Ought to* is pronounced *awdda*.
- Read the first Grammar Watch note. Emphasize that *should* and *ought to* are similar in meaning, but *should* is used more often. Note: In North America, *ought to* is used only in the affirmative.
- Read the two sentences with *'d better* and *'d better not*. Read the second Grammar Watch note. Explain *strong advice*. Say: *We use had better when we think the advice or suggestion is urgent or there will be serious consequences if the advice is not followed.*
- Read the sentence with *must* and the third Grammar Watch note. Explain that in conversation people rarely use *must*; normally they use *have to*. *Must* is used for official or legal requirements, for example, *Children must be immunized before they can attend school.* Read the fourth Grammar Watch note. Read the second and fifth sentences.
- Read the last sentence and the last note. Explain that only *should* is used to ask for advice or a recommendation.

Expansion: Grammar Practice

- Explain the difference between *should not* and *had better not*: *Should not is used for giving advice. Had better not is used to give a warning. (The implication is that if the listener does an action, there will be a negative consequence.*
- Write the following sentences on the board, and have students fill in the blanks with *should not* or *had better not*: 1. You _____ forget your keys again. I won't be here later to let you in. 2. Students _____ eat in class. 3. I _____ stay out late tonight. I have a huge exam tomorrow. 4. We _____ park here. We might get a ticket. 5. You _____ leave your wet socks on the floor.

Controlled Practice

20 minutes

1 PRACTICE

A Two co-workers are talking about...

- Have students look at the illustration. Ask: *What's this?* (an announcement on a bulletin board)
- Read the directions and the example. Note: Students should not pay attention to the *I* over *should* until Exercise B.
- Have students complete the exercise.
- Go over the text line by line and have students say which words they underlined.

B Look at the examples you underlined...

- Have students look at the example. Ask: *What does should indicate in this sentence?* (an opinion)
- Have students complete the exercise alone.
- Go back over the underlined items and have students say what number they assigned to each. Be sure to ask what each numbered word means.
- Pair students and have them practice reading the conversation. Then have them switch roles.
- Call on volunteers to read the conversation.

Expansion: Speaking Practice for 1B

- Write the following questions on the board, and have students discuss in pairs: 1. Do you get a flu shot every year? 2. Why or why not? 3. If you get a flu shot, who pays for it? 4. How much does it cost? 5. Do you think the cost is reasonable?

2 PRACTICE

A Unscramble the sentences on notepaper. Put...

- Read item 1 with the class.
- Have students do the exercise.
- Have students compare answers with a partner.

Answers:

1. Children and adults should have annual medical checkups.
 2. Everyone ought to get seven to eight hours sleep.
 3. Adults had better find time to reduce stress in their lives.
 4. Older people should not give up an active lifestyle.
 5. We must take steps to protect our health.
- Call on students to write their sentences on the board. Have other students read the sentences and correct as needed.

B Read the health article from the...

- Read the title. Ask: *What do you think this article will be about?* (Kids should learn about healthy habits at a young age.)
- Remind students that modals are followed by the base form of the verb (the verb without *to*) except for *ought to*.
- Read the opening paragraph. Have students explain the error.
- Have students do the exercise.
- Pair students and have them go over their corrections together.
- Go over the corrections with the whole class.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Have above-level students help pre-level ones find and correct the errors in the reading passage.

Communicative Practice 15 minutes

Show what you know!**STEP 1. GROUPS.** Discuss advice, suggestions,...

- Group students and instruct them to write five sentences, using each modal from the lesson (*should, ought to, had better, had better not, and must*) once.
- Give a time limit. While students are working, walk around and provide help as needed.
- For each modal, select two students to write their sentences on the board.
- Call on students to read the sentences on the board and correct errors as needed.

STEP 2. CLASS. Which three ideas...

- Have the class look at the sentences on the board. Tell students to choose the idea they think is most helpful. Point to each sentence and have students vote. Circle the three items that get the most votes.

Progress Check**Can you . . . discuss ways to stay healthy?**

Say: *We have practiced discussing ways to stay healthy. Now, look at the question at the bottom of the page. Can you discuss ways to stay healthy? Write a checkmark in the box.*

Extra Practice

Interactive Practice



pages 94–95

Getting Started

10 minutes

Tell students that in this lesson, they will write a narrative, or story, about their personal experience with health care. They will learn to use sensory details in their writing to make their narrative come alive and be interesting. Elicit the meaning of *sensory details* (*details that appeal to the senses of sight, hearing, touch, smell, and taste*).

1 BEFORE YOU WRITE

A GROUPS. People sometimes have...

- Ask: *What kinds of health issues would you go to the doctor for?* Write students' answers on the board.
- Point to each item on the board and identify any items the class thinks doesn't require a doctor or hospital visit. Erase any health issue that the class agrees shouldn't be on the list.
- Read the question. Tell students to make their own list.

Presentation

10 minutes

B PAIRS. Describe one of your...

- Ask students if they themselves have gone to the doctor for any of the health issues listed on the board. Note: If students are hesitant to share, shift the discussion to a personal experience of your own that you can share. Describe the experience, giving details on how you felt at the time, what you saw, what you heard, etc.
- Encourage one or two above-level students to relate their own experience visiting a doctor, going to a hospital, or waiting in an emergency room. Ask questions to elicit details that relate to the senses.

Controlled Practice

20 minutes

C Read the writing model...

- Give students time to read the writing model.
- Have them underline the words and phrases that enable them to picture in their minds the writer's feelings while in the waiting room and his descriptions of the examining room as well as of the doctor.
- Have students compare their answers.
- Call on students to read out loud the language they underlined. Ask them to say what sense—sight, sound, touch, smell, taste—each word or phrase appeals to.

D PAIRS. Answer the questions.

- Have students scan the reading to answer the questions.

Possible answers:

1. Circle *very worried, sat nervously, ached with pain, cold, and shivered*.
 2. Underline *put me at ease, reassuring, and made my fear and pain all go away*.
 3. Answers could include: *ached with pain* (touch); *barely put any weight on it, limped, cold*, (touch); *shivered* (sight and feeling); *bright white and metal* (sight); *warmly* (sight); *soft voice* (hearing); *firm but gentle manner* (touch), *press gently* (touch).
- Have students compare their answers.
 - Go over the answers with the class.

Writing Tip: Using Sensory Details

- Read the tip.
- Write these column heads on the board: *see, hear, feel, smell, taste*.
- Elicit at least three examples of adjectives for each column. For concrete examples, remind them to look around the classroom and notice every sound, sight, and smell around them.

Expansion: Writing practice for D

- Put students into pairs. Have them write 3–5 sentences describing how they feel right now and what they see, hear, and smell around the classroom. Encourage them to use the adjectives on the board.
- Call on students to share their sentences.

2 THINKING ON PAPER

BRAINSTORM. Think about your...

- Copy the chart on the board.
- As an example, ask the class to imagine that they were in an emergency room of a hospital. Have them close their eyes as you ask these questions: *What do you see? Look at the people's faces. How do you think they're feeling? What other things do you see? What do you hear? What do you smell?* Write the questions on the board. Write students' answers in the appropriate row in the chart.
- Tell students to skip "Taste" if it's not appropriate.
- Now have students complete the chart. Remind them to ask themselves questions to help them imagine or remember the situation.

Communicative Practice 20 minutes

3 WRITE

In a personal narrative...

- Tell students to read the writing model again. Then have them read the instructions in Exercise 3.
- Give students a few minutes to think of a health-care experience to write about.
- Have students write in class. Encourage them to use some of the sensory details they wrote in Exercise 2.

MULTILEVEL INSTRUCTIONS for 3

Pre-level Have the pre-level students write individual sentences about the topic instead of paragraphs. Remind students to use the questions on the board to help them with ideas.

Above-level Have the above-level students write two or more paragraphs.

4 CHECK YOUR WRITING

- Read the questions in the checklist.
- Have students read their paragraphs and check off the questions in the checklist. Alternately, have them revise their paragraphs according to the items in the checklist.
- Collect papers. Make corrections as needed in paragraph format, grammar, and the items in the checklist.

Expansion: Writing Practice for 4

- Have students rewrite their paragraphs.
- Pair students and have them read their paragraphs to each other.
- Have volunteers read their paragraphs to the class.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics, and how well he or she has completed the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice



page 96

1 REVIEW

Turn to page 252 for the Grammar Review.

2 ACT IT OUT

STEP 1. Review the conversation...

- Play CD 2, Track 26. If necessary, direct students to the script on page 159.

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

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 each student completes the task. You may want to review the completed rubric with the students.

- Have students look at the illustration. Ask: *Who are the people? Where are they? What are they doing? How do they look?*
- Read the role descriptions. Then have students read them silently.
- Make an outline of the role play with the class. Ask questions to elicit ideas from the students. For example, ask: *Who probably speaks first? What does he or she say? What do the speakers talk about first? What does Student A ask about? How does Student B answer? How does the conversation end?*
- Model the role play with an above-level student. Play the role of Student B.
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice at least twice.
- Have volunteers role-play for the class.

MULTILEVEL INSTRUCTION for 2

Pre-level Have students do a shorter version of the role play. They can speak only about the stomachache, for example. They can also write a script of their role play before speaking.

Above-level Have students practice without notes and improvise on the situation as much as they want. For example, they can ask each other where they come from and how long they have lived in the area and which schools their children attend.

3 READ AND REACT

STEP 1. GROUPS. Read about the problem.

- Read the paragraph out loud while students follow along silently.
- Form small groups and have them discuss the question. Give a time limit.
- Call on volunteers to answer the question.

STEP 2. Keep a record of all the food you eat...

- Suggest that students keep a record either by time of day, by meal, or by food category such as meat, fruit, drinks, etc.

STEP 3. Discuss. What are one or two changes...

- Form groups. Have students show their food diaries to their classmates.
- Tell classmates to give suggestions using *should(n't)* or *had better (not)*.

4 CONNECT

Turn to page 260 for the Community-Building Activity and page 270 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check

Which goals can you check off? Go back to page 145.

Ask students to turn to page 145 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

CD-ROM Practice



Go to the CD-ROM for more practice.

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