

# 6

# Health

## Classroom Materials/Extra Practice



CD 2  
Tracks 9–14



Workbook  
Unit 6



Interactive Practice  
Unit 6

## Unit Overview

### Goals

- See the list of goals on the facing page.

### Grammar

- Embedded *Wh-* questions and embedded *Yes/No* questions

### Listening and Speaking

- Describe medical problems
- Discuss diabetes
- *Communication Skill:* Giving Advice

### Reading

- Read an article about making the most of your appointments with your doctor
- Read an article about first aid
- *Reading Skill:* Visualizing
- Read a message board about interpreting casual questions about health
- Read an article about preventive health screenings
- *Reading Skill:* Recognizing Cause and Effect

### Writing

- Write a persuasive essay for or against smoking bans
- *Writing Tip:* Introductory paragraphs

### Life Skills

- Identify how to take medication properly

## Preview

- Welcome students and have them look at page 105.
- Say: *Look at the picture. Where are the people? What's happening?* (Possible answers: The people are in a doctor's office or clinic; the doctor is treating the patient; the little girl has hurt her arm.)
- Say: *In this unit, we'll talk about health issues, including what to say and do when you visit the doctor. But first, I want to know how many of you have ever been to a doctor's office or clinic in this country.* Have students raise their hands.
- Ask: *How did you find a doctor?* Elicit responses from students (for example, referrals from friends, list of providers from insurance company, walked into clinic).
- Ask the second Preview question: *How do you feel about visiting doctors?* Offer prompts as needed to elicit discussion. (For example, *Do you feel frustrated when you try to communicate with the doctor? Are you happy with the medical care available in this country?*)
- Say: *In this unit, you'll learn more about medical problems. You'll practice communicating with medical professionals and identifying medication uses and side effects. You'll also learn about first aid and preventive health screenings.*

## Unit Goals

- Ask students to read the Unit Goals.
- Explain unfamiliar vocabulary as needed. (Examples: *first aid*—helping victims of health emergencies such as burns, cuts, or falls until a doctor arrives to provide treatment; *health screenings*—routine medical tests to check for health conditions such as diabetes, breast cancer, and high cholesterol)
- Tell students to circle the goal that is the most important to them.
- Say: *As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.*

## Getting Started

10 minutes

- Say: *In this lesson, we will be talking and reading about health care—an important topic for all of us. Specifically, we will be talking about why and how to be an active and informed patient.*
- Ask: *Can anyone give an example or definition of an active patient? (For example, Being an active patient means preparing for your appointment by writing questions and asking for clarification during the appointment.)*
- Say: *During this lesson, we'll use several medical words; if you don't understand any of these words, ask for clarification. This will be good practice for talking to the doctor.*

## Presentation

15 minutes

### 1 BEFORE YOU READ

#### GROUPS. Discuss the questions.

- If needed, give an example for each question. Examples:
  1. Say: *How do you get ready for a doctor's appointment? Do you think about what you want to say to the doctor? Do you practice English medical words? What else?*
  2. Say: *Do you feel comfortable talking with doctors and other health care professionals?*
  3. Say: *Do you ask the doctor questions or do you mostly listen? Do you practice your questions before the appointment?*
- Set up groups of three. *Note:* Because health issues are personal, make sure to set up compatible groups. For example, you may want to group by age or gender so that you don't embarrass students by grouping a 50-year-old woman with 19-year-old men.
- Say: *In your groups, each person will read one question and lead the discussion about it.*

#### Community Building

Even in compatible groups, students might find it hard to discuss these or other personal questions. If students look uncomfortable make the activity a class discussion. Use yourself as a model; answer each question. Write appropriate short answers on the board so that students can write them down if they wish.

Tell students it's OK if they don't answer specifically about themselves but say something like "A person should . . ." or "Sometimes people feel nervous and are afraid they don't know the correct words." Elicit additional suggestions from students.

## Controlled Practice

25 minutes

### 2 READ

#### A Skim the article and check...

- Ask students to read the directions. Say: *After you skim the article, put a checkmark next to the main idea.*
- Remind students to look at the title, the first sentence of each paragraph, and boldfaced words to help them understand the text. Confirm that students see the Main Idea exercise on page 107.
- Point out that the words and phrases in boldface (*health insurance, records, medical history, diseases, symptoms, prescription medicines, supplements, allergies, treatment, physician's assistant, specialist*) appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 2, Track 9, as students listen and read.
- After students listen and read, ask if they have any questions about the content, vocabulary, or pronunciation. Encourage student volunteers to answer students' questions. Then answer any that they cannot.

#### Expansion: Vocabulary Practice for 2A

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the article and to discuss the meaning of each one. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.

**B Read the article again...**

- Tell students to read the article again so that they understand and can write about both the main idea and the details that support it.

**Expansion: Vocabulary Practice for 2B**

- Brainstorm with students the type of health and medical vocabulary they want to know more about (such as terms related to a specific disease or reproductive/childbirth terms). Write the list on the board.
- If the list is large, either prioritize what to study by asking for a show of hands and then work on the vocabulary as a class, or break up into interest groups, such as a group for cancer vocabulary and a group for childbirth terms.

**3 CHECK YOUR UNDERSTANDING**

**Write the answers to the questions.**

- Say: *Now write the answers to these six questions in your notebook. Don't worry about writing perfectly—just get down the main point of each of the paragraphs in your own words. Then find the answers to the rest of the questions. Check for understanding.*
- Walk around as students write; provide assistance as needed.
- Read each question and elicit responses. Accept reasonably accurate responses.

**Answers:**

- 1a. Prepare information and questions before the appointment. 1b. During the appointment, ask questions and ask for clarification. 1c. After the appointment, follow up with the doctor as needed.
2. personal medical history, family medical history, list of medications noting allergies to medicines, list of symptoms
3. to help ask questions or remember answers
4. Ask the doctor to repeat instructions, write information, or draw a picture. Repeat what the doctor says.
5. Ask to speak with a nurse or a physician's assistant, or if you can call later, to speak with someone.
6. if you don't get better, if you have trouble with the medicine, if there is anything you forgot to ask, if you have new questions, or if you need test results but the doctor's office doesn't call back with them

**Communicative Practice** 10 minutes

**4 WORD WORK**

**GROUPS. Choose three words...**

- Set up groups, and ask students to read the directions.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.*

**5 MAKE IT PERSONAL**

**GROUPS. Discuss the questions.**

- Ask for a volunteer to read each discussion question.
- Acknowledge that even though these are important questions, some students may not want to share personal information. Tell students: *Instead of answering "Did you do any of the things suggested in the article?" you could say what people you know do to prepare or what you think people should do.*
- Walk around the room as students talk, and assist as needed.

**Networking**

- Invite a health care worker to talk to the class about being an active patient before, during, and after visits, as outlined in the article.
- As part of the preparation for the visit, find out about local free and reduced-cost clinics in your community. Find out how and where students can obtain free screenings. If you have parents in your class, find out where they can go for information about children's health insurance in your community.

## Getting Started

10 minutes

- Say: *In the last lesson, we talked and read about how to prepare for a medical appointment, how to talk to the doctor during the appointment, and when and how to follow up. Now we are going to learn more about medical specialists. We are also going to listen and talk more in depth about how to describe medical conditions.*
- Assure students that they can ask questions whenever they need to about medical terminology. Say: *Health issues are important to all of us. If you have questions about health vocabulary or medical traditions in the U.S., please ask any time—including before or after class.*
- Ask students whether any of them are health care workers now or were in their home countries. If so, say: *Maybe you will be able to help us with this lesson.*

## Culture Connection

Some students may be in need of mental health services because of emotional distress. Students may have had trauma in the past, or may have difficult living conditions, financial problems, or homesickness. Substance abuse or physical abuse at home may also be common. Many students may be extremely uncomfortable talking about such issues, so avoid asking personal questions or engaging the class in discussion of such matters. However, you can help students by making information available anonymously. Create flyers with phone numbers of relevant sources of help, such as local mental health clinics, abuse hotlines, and so on. Hand them out to the class and tell students that these are additional sources of health providers they may contact if they wish to.

## Presentation

15 minutes

### 1 BEFORE YOU LISTEN

#### PAIRS. Often a general doctor,...

- Say: *Sometimes we call a general practitioner a GP or a family practitioner or family doctor. These doctors often refer people with specific conditions to other doctors who are experts in a certain area. The chart on page 108 lists some specialists and the conditions they treat.*
- Ask pairs to read the chart together and share experiences they may have had with these health care professionals. Then pronounce the term for each specialist and read the words for the conditions they treat. As needed, ask students if they understand. (For example, say: *Do you know what eczema is? Do you know what epilepsy is?*)
- Repeat the directions. Ask: *What other medical specialists do you know of?* (Possible answers: *obstetricians, pediatricians*) *What conditions do they treat?* Students may not understand what *treat* means in this context. Say: *Treat means take care of. What conditions do they take care of?*

#### Expansion: Reading Practice for 1

If you have access to computers, organize students into small groups or pairs to investigate other specialists. Encourage them to find specialists in your area.

### 2 LISTEN



#### Carmen and Bianca are good friends,...

- Play CD 2, Track 10.
- After students listen, ask: *How was that listening?* If it was too difficult, add more support before the listening.
- Have students discuss the questions. Ask: *What other specialists might Bianca have to go to?* (a surgeon, a chemotherapist)

**Answers:** 1. strange symptoms; 2. a lump under her arm; 3. she went to the doctor yesterday; 4. oncologist, to rule out the possibility of cancer; 5. Thursday at 4:00; 6. give Bianca a ride and anything else she can do to help

## Controlled Practice

15 minutes

## 3 PRACTICE

**A PAIRS. Match the symptoms...**

- Ask students to read the directions. Do the example with the class.
- Point out that there may be more than one cause for a symptom. Say: *For example, shortness of breath might be caused by heart disease or asthma.*
- Walk around the room and help as needed.
- Go through each item, calling on each pair in turn. Say, for example: *What is the answer for item 2?* Let students explain variations in answers. For example, a sharp chest pain could be caused by *a, b, c, or e.*
- Check for any comprehension or vocabulary issues you noticed while you were listening to the pairs.

**B GROUPS. Bianca's doctor recommended...**

- Ask students to read the directions. Review the oncologist example to make sure students understand the task.
- Say: *Talk with two or three people sitting near you. Look back at the list of symptoms in Exercise 3A and decide which specialist or specialists might treat each of the symptoms.*
- Walk around the room and assist as needed, particularly in assuring students that more than one answer may be appropriate. For example, loss of appetite could be an important symptom for either a psychiatrist or an oncologist.

**Possible answers:**

1. blurry vision: ophthalmologist; 2. painful rash: allergist;
3. loss of appetite: psychiatrist, oncologist; 4. a lump: oncologist, surgeon; 5. a sharp chest pain: cardiologist;
6. shortness of breath: allergist, cardiologist

- Say: *The purpose of this activity is to connect a symptom of illness, a specialist who might see someone with that type of symptom, what condition the symptom indicated, and what happened.*
- Say: *In your group, talk about these four elements: symptom, specialist, condition, and outcome—what happened or what might be likely to happen.*
- Walk around as students talk; offer assistance. (For example, give names of types of specialists.) If any new vocabulary words come up during the discussion, write them on the board and briefly review them with the class.

**STEP 2. PAIRS. Complete the chart...**

- Ask students to read the directions and fill out the chart (at least one whole row).
- Model a dialogue with an above-level volunteer. Take the part of Student A. Example:

A: *My cousin Reynaldo was sleeping 12 hours a day. He never wanted to get out of bed. The doctor at the clinic said he should see a psychiatrist. My cousin went to a psychiatrist, and she said my cousin was depressed. The psychiatrist helped him find a therapist to talk to—I guess Reynaldo was homesick for Peru. What about you? What did you write on the chart?*

B: *I don't know anyone who has seen a specialist, but I saw an ER show in which an elderly man was always falling down.*

**STEP 3. PAIRS. Think about symptoms...**

- Say: *Talk with your partner about various symptoms a person should see the doctor about. This doesn't have to be about you, just people in general. For example, I know someone at work who says she takes six aspirins every day for pain in her back. What do you think she should do? Ask a volunteer to answer.*

## Communicative Practice

20 minutes

## 4 MAKE IT PERSONAL

**STEP 1. Think of someone you know...**

- Make it clear that if students don't know someone who has seen a specialist or don't have enough information, they can use information from the newspaper, radio, or another source, or they can imagine it.

## Extra Practice



Interactive Practice



## Getting Started

5 minutes

1

## UNDERSTAND TIPS FOR TAKING MEDICINE

**A CLASS.** A side effect is an...

- Say: *In the last lesson, we talked about medical problems and specialists who can help with them. What are some medical specialists that we identified?* Elicit answers from students. (Possible answers: cardiologist, dermatologist, neurologist, oncologist, orthopedist, psychiatrist, surgeon) Offer prompts as needed. (For example: *Who would I see for heart problems?*)
- Say: *Today we're going to talk about medicine and how to take it properly.*
- Read the first sentence in the directions. Ask: *What are some side effects of medicine?* Elicit answers from students, noting them on the board. (Possible answers: drowsiness or insomnia, nausea or upset stomach, loss of appetite, dry mouth, itchiness, dizziness)
- Say: *Sometimes a medicine can cause an allergic reaction. What is that?* (a reaction caused by an allergy to medicine or one of the ingredients in medicine; it can be a minor reaction, such as a rash, or a serious and possibly life-threatening reaction such as a seizure)
- Read the discussion question and elicit examples from students.

## Presentation

10 minutes

**B PAIRS.** Read the handout...

- Say: *Now we're going to learn about how to take medicine safely. The Food and Drug Administration—called the FDA for short—is a federal agency responsible for verifying the safety of all food and medicine sold in the U.S. Let's look at an FDA handout, noting as we read it some of the risks of taking medicine that it describes.*
- Direct students' attention to the handout.

- Clarify unfamiliar terms as needed. (Examples: *benefits*—positive effects; *risks*—potential hazards; *interactions*—when two or more substances are put together and produce an effect; *avoid*—stay away from, not do, or not take; *dose*—amount needed)
- Note as needed that medicines may cause side effects or allergic reactions even when they are taken alone, but they may also be affected by interactions with food, drinks, and other drugs.

## Controlled Practice

10 minutes

**C** Read the sentences. Which questions...

- Read the directions aloud. Confirm that students understand that they are supposed to match the statements or answers with specific questions in the handout.
- Model how to answer Item 1. Say: *First, I read the sentence. It explains certain side effects and what to do about them. Then I skim the handout to find a question about side effects. I find the question Are there any side effects, and what do I do if they occur? which Item 1 answers.*
- Ask students to look for the question for Item 2. If students ask *Caffeine or alcohol?* remind them that they need a complete question. (*While I'm taking this medicine, should I avoid caffeine or alcohol?*)
- Have students complete the exercise. Walk around, offering prompts as needed. (*If the answer emphasizes empty stomach, look for a question about food*)
- Call on students to give the questions.

## Controlled Practice

15 minutes

### 2 CONVERSATION

#### PAIRS. Practice the conversation.

- Say: *Look at the picture. What do you see?* (a pharmacist reading a medicine label to a customer)
- Say: *When you fill a prescription, it's a good idea to read the directions on the label and ask the pharmacist if you have any questions. Let's practice asking a pharmacist questions about a medication.*
- Ask students to close their books and listen while you read the conversation aloud. Then have students follow the conversation in the book as you model it with an above-level student.
- Clarify unfamiliar terms as needed. (Examples: *nausea*—feeling sickness in one's stomach and an urge to vomit; *dizziness*—lightheadedness, sometimes accompanied by a feeling of spinning; *mild*—not very strong)
- Ask a few questions to check students' comprehension. Examples:
  1. *What are some possible side effects of this particular medication?* (nausea or dizziness)
  2. *What should the customer do if she experiences mild side effects to a medication?* (call her doctor if they bother her)
- Walk around and help as needed.
- Call on volunteers to present their conversations to the class.

## Communicative Practice

20 minutes

### 3 PRACTICE

#### A Read and take the medicine safety...

- Say: *Now you're going to take a quiz to see if you know how to use medicine safely.*
- Have students complete the quiz. Check their work.

## Expansion: Reading Practice for 3A

Ask students to bring in medicine labels and inserts from over-the-counter medications. Have them look at the labels and inserts in small groups and discuss these questions: *How often should the medicine be taken? What are the possible side effects? Who should not take the medicine? Is it necessary to finish the entire prescription?*

#### B GROUPS. Score your quizzes:...

- Ask students to score their quizzes.
- Have students form small groups and compare their scores. Model the activity by asking an above-level student: *What was your score? How many did you check no for?*
- Have students complete the exercise.
- Ask students to share what they learned from this exercise. Offer prompts and explanations as necessary. For example: *Do you know why it's important to finish your prescription unless the doctor says not to?* (Some medications such as antibiotics are not effective unless you take the entire prescribed dose.)

#### Teaching Tip

Explain that some companies offer health insurance to employees but may ask them to pay a portion of the monthly cost (known as a *premium*). Many health care companies also sell individual health insurance policies with fixed premiums. In some areas, clinics provide medical services at little or no cost, but these may be limited to those who make under a certain income. If students use the hospital for emergency medical care and do not have health insurance, they can ask for a payment plan allowing them to pay a portion of the bill each month for a fixed period of time.

#### Progress Check

Can you . . . identify how to take medication properly?

- Say: *We have practiced identifying how to take medication properly. Can you do this? If so, check the box.*

#### Extra Practice



Interactive Practice



pages 72–73

## Lesson 4 Learn about first aid

### Getting Started

10 minutes

- Say: *So far in this unit, we've talked about how to be an active patient, how to describe symptoms, and how to take medication properly. We've learned or reviewed medical vocabulary, especially related to symptoms, diseases, and types of doctors. Now we are going to read about a practical part of health care: first aid.*

#### 1 BEFORE YOU READ

##### A CLASS. Why do you think first aid...

- Elicit that *first aid* means exactly what it says: It is the first thing you do to help someone who is hurt or sick. Ask students to provide examples of first aid and provide one of your own. Say, for example: *I remember when my son fell off his bike and got a very deep cut on his forehead. Until the ambulance came, I pressed a rolled-up T-shirt on the cut to stop the bleeding.*
- Let students talk generally about first aid and emergencies until most have had a chance to share.
- Ask students to read the directions and discuss the questions. Accept student responses. Give positive feedback for reasonable answers; for less accurate answers, gently correct, for example: *That's an interesting idea. I hadn't thought of that, but . . .*

### Presentation

15 minutes

##### B GROUPS. Discuss the questions.

- Read the questions aloud.
- Set up groups of three. Say: *Break up into groups of the three at your table or with people sitting near you. Each group member, please ask one of the questions. Then discuss them together.*
- Ask each group to report one or two interesting items from the discussion.

#### Teaching Tip

Sometimes groups should be mixed ability so that more proficient students can help less proficient ones. However, proficiency varies with different skills—a strong reader or writer may not be a strong speaker or confident listener. With a task like the above, where everyone is just sharing general experience, you can quickly put together informal groups.

### Reading Skill: Visualizing

- Direct students to the Reading Skill box.
- Ask a student to read the text.
- Say: *This reading skill—visualizing or picturing in your mind—helps you consciously start trying to “see” what you are reading. This can help you remember information you read. Give an example of visualizing. Say, for example: When I read driving directions, I try to see each right turn, left turn, and traffic light in my mind so that I get a picture in my mind of where I'm going and won't get lost when I start driving.*

#### 2 READ

##### Listen to and read the article...

- Ask students to read the directions.
- Reiterate that students should try to visualize what they should do. Say: *Picture yourself going through each step.*
- Point out that the words and phrases in boldface (*professional, immerse, moist, victim, injury, upset, nausea, pulse, collapsed, chemical, inhales, rinse, bridge*) appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 2, Track 11 as students listen and read.
- Ask: *Were you able to visualize what to do and what not to do?* Accept all student responses.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

#### Expansion: Vocabulary Practice for 2

- Set up small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.



## Lesson 4 Learn about first aid

### Controlled Practice

20 minutes

#### 3 CHECK YOUR UNDERSTANDING

##### A GROUPS. Reread the article on page 112.

- Ask students to read the directions. Have them reread the article before they break up into groups.
- Ask: *Do you have one action visualized in your mind?* If most nod or say yes, continue; if some shake their heads or say no, explain again what it means to visualize and reassure them that this is not as difficult as it sounds.
- Model how students should “talk through” their visualizations. Say, for example: *I saw a bad car accident. I saw that the driver looked like he was going into shock because he was cold and was shivering. I helped the man lie down with his feet up.*
- Ask a confident, above-level student (preferably one with EMT or medical training, or one with small children) to visualize and describe another action.
- Set up groups.
- Say: *In your groups, you will take turns visualizing and describing a first aid action. It’s OK if someone else in your group describes a similar action.*

##### B Write the answers to the questions.

- Point out the example and tell students they don’t have to write full sentences but that getting the correct information is very important. Say: *Go back to the article to make sure you have the correct answers.*
- After students have written the answers, ask for volunteers to give answers. Gently correct any incorrect or incomplete (as to content) responses.
- Say: *Now that we all have the right answers, you may wish to copy them and put the information by your telephone at home in case of an emergency.*

**Answers:** 2. Don’t put anything on a burn but clean, cool, moist towels and don’t break blisters. 3. Later those areas may swell and items may be difficult to remove. 4. a severe injury or emotional upset; 5. Possible answers: cold and clammy skin, a colorless or gray face, chills, confusion, weakness, anxiety, nausea, fast pulse, weak breathing, eyes may seem to stare; 6. 1-800-222-1222. 7. Get the person into fresh air before calling the Poison Control Center. 8. 15–20 minutes

#### 4 WORD WORK

##### GROUPS. Choose three words...

- Keep the same groups.
- Confirm that students understand that they discuss first and then write in their vocabulary logs.
- Walk around; intervene only if you hear a question that students can’t answer in the group.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.*

### Communicative Practice 15 minutes

#### 5 MAKE IT PERSONAL

##### STEP 1. GROUPS. Have you ever been involved...

- Keep the same groups.
- Ask students to read the directions.
- Make sure students know that they do not have to tell a personal story here. Tell them they could also talk about an emergency they read about or saw on TV or use their imaginations to make up an emergency situation.
- Encourage students to use descriptive details so that groups members can visualize the emergency.

##### STEP 2. PAIRS. After reading the advice...

- Have students read and respond to the question.
- Remind them to give examples and explanations to support their answers.

#### Teaching Tip

If you think that talking about an emergency might cause stress for any students suffering from post-traumatic stress disorder (PTSD), assign only the question in Step 2.

#### Extra Practice



Interactive Practice



pages 74–75

## Getting Started

10 minutes

- Say: *We have been working on serious health topics such as symptoms and causes, first aid, and emergencies. In this lesson, we are going to examine American culture and language related to talking about health.*
- Say: *First of all, what are some examples of greetings? Accept all responses and model with examples. (Good morning. Hello. Hi.)*

### 1 BEFORE YOU READ

**CLASS.** Do you have native-born American...

- Have students read the directions.
- Ask students to share their experiences greeting co-workers or people in their neighborhoods. Accept all responses.
- Write some of the responses on the board, an overhead, or a flipchart.
- Say: *Let's keep this list of greetings and add to it as we come up with more examples.*

## Presentation

20 minutes

### 2 READ

 Listen to and read the message...

- Ask students to read the directions. Clarify what a message board is. (a web-based message center where users can send, read, and reply to other users' posts)
- Point out that the words and phrases in boldface (*know by sight, normal behavior, took me by surprise, embarrassed*) appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 2, Track 12, as students listen and read.
- Ask: *What were the people talking about on the message board? Have you heard comments like this?* Accept all student responses.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.
- Ask students to give their opinions about the reading. Let students discuss the message board format, the topic, and other related cultural issues for as long as they are engaged.

### Expansion: Vocabulary Practice for 2

- Set up small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary on page 245 and to compare the definitions there with what they discussed.

### Teaching Tip

- In activities related to culture, encourage students to compare as objectively as possible their native cultures and American culture. Sometimes students make over-generalizations about the U.S. or their own cultures.
- Ask students to use examples to back up their statements. For example, if a student says that Americans are too informal, ask the student to give an example to back up that assertion. (For example, *Americans go to nice restaurants wearing T-shirts, shorts, and flip-flops.*)
- Explain that looking at two sides of an issue and being able to give examples for a person's ideas are important in speaking and writing and are expected in the workplace, schools, and other sectors of American society.

### Expansion: Vocabulary Practice for 2

- Tell students: *This message board includes some idioms such as took me by surprise. Let's learn some more idioms related to health.*
- On the board write these idioms:  
*be in bad shape*  
*feel blue*  
*have a clean bill of health*  
*be or get back on one's feet*  
*pull through an illness*  
*take a turn for the worse*  
*touch and go*  
*be under the weather*
- Set up groups. Assign at least one or two of the idioms to each group and have them look them up in the dictionary. Then ask them to write one (or two) sentence(s) with their assigned idioms.
- Ask a volunteer from each group to explain the meaning of their idiom to the class and to write their sentence on the board. Correct any sentences with the class if necessary.

## Controlled Practice

10 minutes

### 3 CHECK YOUR UNDERSTANDING

Write the answers to the questions.

- Ask students to read the questions and complete the exercise.

**Answers:**

1. A co-worker asked *How are you?* but didn't wait for an answer. Elsa doesn't know what she is supposed to say.
2. No one expects a real answer to *How are you?*—just *Fine, thanks*.
3. It seems rude to her. Answers will vary to the second and third questions.
4. In Tuan's home country, people seem to actually answer *How are you?*. People wear masks when they go out with the flu or a cold, which is not typical in the U.S.

### 4 WORD WORK

**GROUPS.** Choose three words...

- Set up groups, and ask students to read the directions.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class. Today you might want to add some of the greetings we discussed to your vocabulary log.*

## Communicative Practice

20 minutes

### Show what you know!

**GROUPS.** How do people respond...

- Ask students to read the directions.
- Set up groups so that, if possible, people from different countries are working together.
- Say: *In your group, describe the typical response to How are you? in your home country or native culture. Compare the responses with typical American responses.*
- Model the activity with a student. Ask: *How do people respond to the question How are you? in your home country?* After the student responds, ask: *Is that different from the way people respond in the U.S.? If so, how?* Have the student respond.

- Answer questions or assist as needed.
- Check with students to find out whether the responses from other countries are generally similar to or different from typical U.S. responses.

**PAIRS.** Complete the chart. Discuss...

- Ask students to read the directions and look at the chart.
- Explain that languages and cultures have more formal and less formal language that is used in different situations. (For example, we might say *Hello, I'm pleased to see you* at a formal gathering, but *How's it going?* is more appropriate in an informal setting.)
- Ask one or two students to give examples of formal and informal speech in English.
- Say: *Work with a partner to fill in the chart with formal and informal ways to respond to the question How are you? in the U.S. and in your home countries.*
- Set up informal pairs. Say: *Work with a person sitting near you—if possible, someone from another country.*

### Expansion: Writing Practice

- Ask students to write a descriptive paragraph about how people greet and respond to each other in their home countries. This could be done as homework.
- Encourage students to have a clear topic sentence, give specific examples limited only to the defined topic, and follow punctuation rules for quotation marks. Review punctuation rules. (For example, if a question is in quotation marks, the question mark should be placed inside the quotation marks.)

### Teaching Tip

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

## Getting Started

5 minutes

- Say: *In earlier lessons, we practiced describing health conditions and identifying side effects of medications. What are some questions that you might ask your doctor? Elicit answers from students, offering prompts as needed. (For example, What can you ask your doctor about a medication? Its side effects? The need to see a specialist?)*
- Say: *Today we're going to practice asking and answering questions about health. To do so, we'll use the grammatical structure of embedded questions.*

## Language Note

- Explain that *embedded* means enclosed within something, such as diamonds embedded in rocks.

## Presentation

15 minutes

Embedded *Wh-* questions

- Copy the top grammar chart onto the board.
- Ask students to read the Grammar Watch. Reiterate that embedded questions are used to make polite requests for information or to express unknown information. Say: *They are also called indirect questions because they do not ask a question directly. Often we use embedded, or indirect, questions to ask or say something politely.*
- Point to the grammar chart and read the first example. Ask: *How is the direct question changed to an embedded one? (by adding Can anyone tell me and changing What does he expect to what he expects)*
- Say: *An embedded question takes a question and places it inside of another question or statement. When this happens, the question words—do or does—are not used.*
- Say: *Let's look at another example.* Point to the chart and read the second example.
- Ask: *What phrase introduces the embedded question? (Could you explain) How is the embedded question phrased? (why Americans ask the question) Reiterate that when the question is embedded, do is not included. (Do not say Could you explain why **do** Americans ask the question?)*
- Say: *Sometimes a question is embedded inside of another question. Other times, it is embedded inside a statement.*

- Point to the grammar chart and read the third example. Ask: *What is the original question? (What is this guy's problem?) What introduces the embedded question? (I don't know) How is the direct question changed when it is introduced by I don't know? (The word order changes from What is this guy's problem to what this guy's problem **is**.)*

## Teaching Tip

To help students comprehend how to change direct questions to embedded ones, write the following on the board:

	<i>What time is it?</i>
<i>Could you tell me</i>	<i>what time it is?</i>
	<i>Why is this taking so long?</i>
<i>I don't know</i>	<i>why this is taking so long.</i>

Draw arrows to show how the question order is reversed in the embedded question. For example, in the first question, draw an arrow from *is* to *is* and from *it* to *it*.

Embedded *Yes/No* Questions

- Copy the bottom grammar chart onto the board. Say: *Now let's see how to embed questions that ask for yes or no answers.*
- Point to the grammar chart and read the examples. Ask: *What phrases introduce the embedded questions? (I'm not sure/I don't know) What words are added to the embedded questions? (if/whether)*

## Controlled Practice

15 minutes

1

## PRACTICE

## Change each direct question...

- Ask students to read the directions. Reiterate that different phrases may be used to introduce embedded questions. (*Can you tell me, Could you explain, I don't know if*)
- Ask: *What words are included with an indirect embedded question? (if or whether)*
- Read the first example together, noting that the past-tense question *did you start* changed to *you started* (past tense) in the embedded question.
- Have students complete the exercise.



## Controlled Practice

15 minutes

2

### PRACTICE

#### A Unscramble the words and phrases...

- Read the directions and the example. Note that students will change the order of the phrases in each item as they rewrite them.
- Have students complete the exercise.
- Call on students to read sentences and say answers.

#### B Use the phrases below to form...

- Ask students to imagine that they are talking to a health care professional or friend about their health. Emphasize that they may make up questions about their health.
- Have students read the directions and first example.
- Have students complete the exercise. Help students as they work, offering prompts as needed. (For example, *Does an embedded question take do or does?*)
- Call on volunteers to share their questions.

Answers will vary; just check that word order is correct.

## Communicative Practice

10 minutes

### Show what you know!

#### STEP 1. GROUPS. Discuss. Why is it...

- Ask students to read the directions. Have them form small groups and discuss the questions.
- Have students complete the exercise. Monitor conversations, offering prompts as needed. (For example, *When you have a checkup, should you ask the doctor questions about other family members?*)

#### STEP 2. Prepare a list of general questions...

- Ask students to read the directions. Say: *With your group, you will now make a list of questions to ask the doctor. You might ask about general health concerns, such as what to do about allergies, or you might ask specific questions about medications.* Encourage students to use embedded questions.

- *Optional:* Give each group a sheet of flipchart paper to use in recording questions to ask the doctor and in presenting the group's list to the class.
- Have students complete the exercise.
- Ask for a representative from each group to present its list to the class. Encourage students to offer feedback and additional questions.

### Culture Connection

Explain that Americans call a simple solution to a temporary, nonserious ailment a *home remedy*. For instance, a home remedy for a stomachache might be to drink ginger ale and eat crackers. Say: *However, if you have a nonserious ailment that persists, be sure to see a doctor.*

### Community Building

- Ask students to brainstorm common ailments, noting them on the board as students say them. (Examples: a sore throat, headache, stomachache, backache, "tennis elbow," post-holiday weight gain, hangover)
- Write the following prompt on the board: *Do you know what the best home remedy is for a . . . ?*
- Ask students to interview one another about the best home remedy for the ailments. (*Note:* Make sure that they ask with an embedded question such as the prompt on the board.) Encourage them to cite examples of home remedies commonly used in their home countries. Make a list together on the board of suggested home remedies.

### Progress Check

#### Can you . . . ask and answer questions about health?

- Say: *We have practiced asking and answering questions about health. Can you do this? If so, check the box.*

### Extra Practice



Interactive Practice



pages 76–77

## Getting Started

10 minutes

- Say: *We talked earlier about how to be an active patient and about symptoms and causes of disease. An important part of being an active patient is getting preventive health screenings.*
- Ask students if they know what the title means. Discuss the meaning of *preventive* and what base verb it comes from (*prevent*). Ask someone to explain or give an example of *screenings*. Help out by relating the word to TV screens, X-ray screens, etc.
- Say: *Many people do not like to go through medical procedures, but preventive health screenings can help people avoid serious illnesses. We will read about three screenings that can help keep people healthy.*

## 1

## BEFORE YOU READ

**CLASS.** Check (✓) the statement...

- Ask students to read the directions.
- Explain that students should read the list of statements and check the statement that best reflects how often they go to the doctor.
- Discuss briefly. Ask whether some students want to share what statements they marked and why. Do not press anyone to answer orally.

## Teaching Tip

- Students can practice their English without having to share more information than they want to. In the discussion above, for example, a student can participate without divulging what statement he or she marked.

## Presentation

15 minutes

**Reading Skill:** Recognizing Cause and Effect

- Direct students to the Reading Skill box.
- Ask a student to read the text aloud.
- Repeat the cause and effect words listed in the box.
- On the board, write two headings: *cause* and *effect*. Ask students to categorize the words in the box as either cause or effect words. Encourage students to explain why they think a specific word belongs in either category. Let students disagree; step in only to help lead students to an appropriate answer.

- Ask students to volunteer other cause and effect words; put them in the appropriate lists. (For example, *since* and *on account of* for cause and *consequently* and *for this reason* for effect.) If suggested words are not appropriate as cause or effect markers, explain why.

## 2

## READ



**Skim the article. Then listen...**

- Ask students to read the directions.
- Say: *First, briefly skim the article for the main idea. Remember to look at the title, headings, and photograph and illustration, as well as the introduction, to help you figure out the main idea.*
- Point out that the words and phrases in boldface (*detection, screenings, eliminate, diabetes, insulin, hormone, cells, amputations, cholesterol, arteries*) appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Say: *Now, read the article carefully and to try to identify causes and effects related to health screenings.*
- Play CD 2, Track 13, as students listen and read.
- Ask: *What specific information did you learn about diabetes? High blood pressure? High cholesterol? What was the main idea of this article?* Accept all student responses.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions. *Note:* Because the article has medical terminology, you may need to spend extra time clarifying the vocabulary.

## Expansion: Vocabulary Practice for 2

- Set up small groups. Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they discussed.
- Assign one or two words or phrases to each group and ask them to write one (or two) sentence(s) with their assigned word(s) or phrase(s).
- Ask groups to read their sentences to the class.
- After each group reads the sentence, ask if anyone has any questions about the word or phrase.

## Controlled Practice

20 minutes

## 3 CHECK YOUR UNDERSTANDING

Write the answers to the questions.

- Ask students to read the directions. After they have written answers in their notebooks, tell them to talk with one or two people sitting near them about the answers. Say: *If you have any answers you don't agree on, we'll talk about the answers as a class.*
- Allow enough time for writing answers and sharing with other students.
- If time permits, ask for student volunteers to read each question and its answer.

**Answers:** 1. a hormone needed to change sugar into energy; sugar and starches build up in the blood instead of going into cells; 2. blindness, heart disease, kidney failure, and amputations; 3. stroke, heart attack, heart or kidney failure; 4. it builds up on the wall of arteries, so they become clogged and blood flow to the heart is slowed down or blocked; 5. when completely blocked, a heart attack; 6. Check the websites for the U.S. Department of Health and Human Services, the Centers for Disease Control, the American Medical Association, the American Cancer Society, the American Heart Association, the Department of Health and Human Services for your state, and (if you have it) your health insurance website.

## Teaching Tip

- Encourage students to find free health information online through the U.S. National Institutes of Health. Write this website on the board: <http://medlineplus.gov>.
- Tell students they can find information on health topics and medications on this site. They can also look up the definitions of medical words. Say: *This site is also searchable by topic. If you search under the term diabetes, for example, you will come to a page with a lot of information and links on diabetes.*

## 4 WORD WORK

GROUPS. Choose three words...

- Set up groups, and ask students to read the directions.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.*
- Say: *Remember to take a paper and pencil with you to a medical screening or a doctor's appointment so that you can ask about any medical words you don't understand and then write down the answers. When you get home, make sure you understand the answers, or call the doctor's office for more information. Then add these medical terms to your vocabulary log so that you remember what they mean.*

## Communicative Practice 15 minutes

## 5 MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to read the questions and think of answers. Give them a time limit for this.
- Before breaking up into groups, ask if there are any questions about the content of the questions. Confirm that people don't need to give personal examples; the exercise is to practice agreeing and disagreeing, providing explanations, and sharing important local information (such as which drugstores give free blood pressure checks).
- Set up groups of four. Say: *Because there are four questions, we'll have four people in the groups. Each person in the group should ask one question to the others.*
- Direct students to count by 1-2-3-4 and say: *Make your own groups, but make sure each group has a 1, a 2, a 3, and a 4 in it.* If there is an extra person, place that person in a group and say, for example: *This group will have two 4s.*
- Answer questions and assist as needed.

## Extra Practice



Interactive Practice



pages 78–79

## Getting Started

15 minutes

- Say: *In the last lesson, we read about preventive health screenings for diabetes, high blood pressure, and high cholesterol. In this lesson, we are going to talk specifically about risk factors for diabetes.*
- Ask: *What do you think risk factor means? First, what does risk mean? Can someone explain what risk means? (chance of a bad result)* Accept correct responses; explain if necessary.
- Say: *Factor means one of several things that influence or cause a situation. Risk factors are several things that increase your chances of something bad happening.*
- Say: *Now that we understand risk factors, we will be listening to a conversation about risk factors and diabetes.*

## 1

## BEFORE YOU LISTEN

**CLASS.** Think about the conditions...

- Ask students to read the directions. Have them turn back to page 118 and review what the article said about the diseases.
- Ask students if they know any risk factors for diabetes, for high blood pressure, and for high cholesterol.
- Accept all comments from students, but—unless a statement is clearly incorrect (for example: *People get diabetes from touching cats.*)—don't say whether it is correct or not. The audio will provide more information about type 2 diabetes.

## Presentation

15 minutes

- Direct students to the notes that explain the structure of the presentation.
- Ask a confident, above-level student to read each of the three notes. Answer any questions about format.

## 2

## LISTEN



**A** Listen to three students...

- Ask students to read the directions.
- Say: *When you listen to the audio, use the outline to take notes and help you organize the information.*

- Play CD 2, Track 14.
- Ask: *Was the presentation easy to follow? How did the outline help?*

## Expansion: Writing Practice for 2A

- Ask students how they take notes. Find out whether they use a formal outline, such as the example in the text, or whether they have their own styles.
- Emphasize that taking good notes is essential if students are thinking of attending post-secondary education in the U.S. Say: *Even those of you who have attended a university in your home country might find it more challenging here when lectures are in English, so a good note-taking form is crucial.*
- Tell students that you are going to give a short speech on a health topic (for example, about health facilities in the community or general information about health insurance). You can adapt your speech from health pamphlets found in a doctor's office, clinic, or hospital; or from a respected community website.
- Ask students to take notes in their usual style. When the lecture is finished, have students compare their notes with at least four other students to compare various formats.
- Say: *As you can see, there are many ways to write notes. It's important to get all the information you need and to be able to read your notes.*

## Teaching Tip

- If you observe a student having trouble listening and writing notes at the same time, try to see whether the student is just having trouble doing two things at once (listening and writing) or whether he or she actually has difficulty in either understanding the audio or writing.
- If a student seems to have difficulty with listening and writing (or reading) over time, find a time when you can talk to the student to find out what the challenge is. If the student suggests that he or she sit at a quieter table or closer to the board, try to accommodate him or her.



## Lesson 8 Discuss diabetes

### Controlled Practice

15 minutes

#### **B Listen to the presentation again....**

- Ask students to read the directions.
- Tell students that as they listen again, they should answer the questions. Assure them that writing short answers is OK.
- Play Track 14 again.
- After students have listened and answered the questions, ask for volunteers to read each question aloud and give the answer. Let students discuss any differences in answers; intervene only if the class doesn't come up with the correct answer.

#### **Answers:**

1. Your body turns sugar into glucose, which gives energy to cells in your body.
2. Insulin takes glucose from the blood into the cells.
3. Cells may not get enough energy; over time, high glucose levels may hurt the eyes, kidneys, nerves, or heart.
4. If a family member has diabetes, a person is more at risk of developing diabetes.
5. People who have unhealthy eating habits are more likely to be overweight, which is one reason they may be more likely to become diabetic.
6. Regular exercise and a healthy diet can help prevent or help control diabetes.
7. Consuming less alcohol and salt will help lower blood pressure and prevent or control diabetes.

### 3 PRACTICE

#### **A CLASS. Discuss. Are diabetes, high blood...**

- Ask students to read the directions. Confirm that students understand each question, including the meaning of the word *common*, which in this instance means *frequent*. Explain that even if they do not know the answers to these questions, they should try to contribute to the discussion.

#### **B GROUPS. Diabetes, high blood pressure,...**

- Ask students to read the directions and question. Say: *The question is meant to help us think about health in the U.S. and in the world. There is evidence that Americans have many risk factors, such as not getting enough exercise and eating too much junk food, but we need to be careful not to stereotype people in either the U.S. or other countries. Also, some countries are changing rapidly to include more fast food and less traditional food, so comparisons between countries can change over time.*

- Have the class brainstorm a list of risk factors that can apply all over the world (for example: not enough exercise, living in a polluted area, limited access to health care). Write the list on the board or a flipchart.

#### **Communication Skill: Giving Advice**

- Direct students to the Communication Skill box.
- Ask a student to read the text.
- Reiterate the two forms *should* and *ought to*, and emphasize that when people offer advice, they need to use polite words like *maybe*.
- Note that giving advice—especially related to health—is important but it has to be done carefully. Say: *Why is it important to give advice tactfully, especially, in terms of health? What are some examples of delicate situations in which it is hard to give health-related advice?* Give some examples, if necessary. (For example, when someone is very ill but doesn't want to go to the hospital; when someone doesn't want to give up something that is making him or her sick)

### Communicative Practice

15 minutes

#### 4 MAKE IT PERSONAL

#### **GROUPS. Discuss. Do you know...**

- Ask students to read the directions and questions.
- Set up groups.
- Have students review the Communication Skill box before they begin to discuss how to offer advice to someone with diabetes.
- When they finish this part of the exercise, say: *Now discuss how to offer advice to someone who has high blood pressure and high cholesterol.*
- When each group finishes, have them share examples of tactful health advice.
- *Optional:* Have volunteers improvise a role play in front of the class in which one student offers another health advice about diabetes, high blood pressure, or high cholesterol.

#### Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We have been talking about health. We have practiced vocabulary and grammatical structures to discuss health problems and recognize the cause and effect of various health conditions. Today we are going to apply all of this knowledge as we write about whether to prohibit smoking in public places.*

## Presentation

5 minutes

## 1 BEFORE YOU WRITE

## A You are going to write...

- Read the directions. Ask: *What does the word persuasive mean?* (able to convince other people to believe or do something) Elicit that a persuasive essay is a piece of writing that argues for or against something.
- Say: *Today, we're going to write a persuasive essay.* Ask students to read the FYI note and Writing Tip. Ask if there are any questions.
- Ask: *What does the opening paragraph of a persuasive essay do?* (It introduces the topic and presents the main idea—in this case, an argument.)

## Language Note

Because students will be writing about causes and effects—such as the health effects of smoking or the economic effects of banning it in public places—encourage them to review the Lesson 7 Reading Skill box on page 118 about words that signal these concepts, including *so*, *because*, *because of*, *therefore*, *lead to*, *result*, and *as a result*.

## Controlled Practice

15 minutes

## B Brainstorm about the writing topic.

## STEP 1. Ask yourself these questions.

- Say: *Today you are going to write about whether the government should or shouldn't ban smoking in public places. What does ban mean?* (prohibit, or officially not allow you to do something)
- Ask students to read the directions.

- Say: *Now you will freewrite about the question in Step 1. Write down everything you can think of related to the question. Don't worry about grammar or organization right now; just get as many ideas and details on paper as you can.*
- Have students complete the exercise. Check their work.

## STEP 2. PAIRS. Discuss your opinions...

- Say: *Now you'll discuss your opinions about smoking bans with a partner. Hearing your partner's arguments for or against smoking may give you more ideas for things to include in your essay, so add your partner's points to your own freewrites. For instance, if your partner has ideas that you don't agree with, include them in your essay and explain why you don't agree with them.*
- Have students form pairs, read the directions, and complete the exercise.
- Offer prompts to help students add supporting examples and details. (For example, *What about discussing the economic effects of your argument?*)

## C Read the writing model of...

- Tell students that they will now read a persuasive essay that a student wrote about whether companies should hire smokers.
- Ask students to read the directions. Then ask them to turn to page 208 and read the essay.
- Ask: *What do you think of the writer's argument?*

**Answers will vary**, but some students may say that Zlatan's argument violates smokers' civil rights.

## 2 ANALYZE THE WRITING MODEL

## PAIRS. Discuss the questions.

- Say: *Now read the essay a second time, and discuss the questions.* Explain that question 3 asks for a statistic; explain as needed that a statistic is a mathematical figure, or percentage, of how often something occurs.
- Have students form pairs and complete the exercise.

**Answers:** 1. Companies shouldn't hire smokers.  
2. Smokers hurt the company and other employees.  
3. Health care costs are 40 percent higher for smokers than for nonsmokers.

## Communicative Practice 35 minutes

## 3 THINK ON PAPER

## A Before Zlatan wrote...

- Read the directions. Ask students to look at Zlatan's organizational chart.
- Ask the question in the directions. Note as needed that the author presented a main argument and then provided two reasons, with details and examples, to support that argument.

## B Look at the notes you made...

- Say: *Now you are going to use the notes that you made in Exercise 1B to make a chart that organizes your argument for or against a smoking ban in public places.*
- *Optional:* On the board, write a blank version of the chart on page 123 for students to use.
- Have students complete the exercise. Walk around and check students' work, offering prompts as needed. (For example: *Can you give me an example of a disease caused by smoking?*)

## Teaching Tip

- If students are on computers, have them create a two-column table to organize their argument.
- *Optional:* Show them how to use the Split Cells table function to make the first row span two columns.
- Remind them to copy and paste their notes from Exercise 1B.

## 4 WRITE

## Write a persuasive essay...

- Read the directions, emphasizing that students must clearly state their argument in the introductory paragraph. Then have students write the first draft of a persuasive essay.
- Remind students that each supporting paragraph should be introduced by a topic sentence, include related details or examples, and finish with a concluding sentence.

## 5 CHECK YOUR WRITING

## A STEP 1. Revise your work.

- Say: *Read over your persuasive essay a first time and answer the questions in Step 1. If any answers are no, revise your work.*
- *Optional:* Have students form pairs, exchange essays, and give each other feedback, noting whether the introductory paragraph is clear and engaging and whether the argument is supported by solid reasons, details, and examples.

## B STEP 2. Edit and proofread.

- Say: *Read over your essay a second time and edit and proofread your work.* Direct students to check their papers for grammar, spelling, punctuation, and typos.
- As students edit and proofread, walk around and check and/or correct their work, answering questions as needed.
- *Optional:* Have students complete a "clean" second draft of their essay at home, incorporating revisions and corrections from the revision and editing steps.

## Teaching Tip

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

## MULTILEVEL INSTRUCTION for 5A and 5B

**Above-level** Have students who finish writing and self-editing read and edit a peer's paper using the criteria in Exercises 5A and 5B. Then have them discuss their feedback with the writer.

**Pre-level** Have students complete a checklist with the revising and editing criteria from Exercises 5A and 5B, checking off a box for each question and making the necessary changes.

## Extra Practice



Interactive Practice



page 80

## 1 REVIEW

For your grammar review, go to page 229.

- Say: *Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced?* Elicit answers and write them on the board. (For example: describing medical problems, identifying how to take medication properly, understanding first aid, asking and answering questions related to health and medicine, discussing the benefits of preventive health screenings, and so on.)
- Ask students to complete the grammar review exercise on page 229.

## 2 ACT IT OUT

**GROUPS.** You are discussing health...

- Ask students to read the directions. Explain that they will work in groups of three, helping each other review the skills they practiced in this unit.
- Say: *Student A will look back at Lesson 1 and give advice about how to prepare for a doctor's appointment. Student B will review Lesson 3 and explain at least five tips for taking medication properly. Student C will review Lesson 7 and describe why health screenings for diabetes, high blood pressure, and high cholesterol are important.*
- Have students complete the exercise.

## 3 READ AND REACT

**STEP 1.** Read about Zofia.

- Say: *Now we're going to apply our knowledge from this unit to a problem involving a character, Zofia. Let's read about Zofia.*
- Have students read the story.
- Clarify unfamiliar vocabulary as needed. (Examples: *overweight*—when one's body weight exceeds the recommended amount; *runs in the family*—when a condition or genetic trait is shared by many family members, often over several generations)

**STEP 2. GROUPS.** What is Zofia's problem?

- Ask students to form small groups.
- Say: *In your group, you will discuss what Zofia's problem is and what she can do about it.*

- Remind students that the Lesson 7 article discusses the causes and effects of diabetes, and Lesson 8 presents risk factors for diabetes and suggestions for reducing them. Tell students that they may want to refer to these lessons as they discuss possible solutions for Zofia and her son.
- Give each group a sheet of flipchart paper and markers, or ask them to make notes on a sheet of paper. Tell them that they will write a brief description of Zofia's problem and a list of at least three possible solutions.
- Ask groups to choose a representative to present the group's ideas to the class.
- Elicit from students language to use for making suggestions. (*First, she should . . . She could also . . .*)
- Have students discuss the questions.
- Ask a representative from each group to present the group's ideas. After each presentation, encourage feedback.

**Possible answers:** *Problem:* Zofia's son has risk factors for diabetes. *Solution:* She could encourage him to do some kind of noncompetitive sport, such as running and help him find healthy substitutes for the junk food he eats.

## 4 CONNECT

Turn to page 217 for the Study Skills activity. See page Txii for general teaching notes for Study Skills activities.

## Progress Check

**Which goals can you check off? Go back to page 105.**

Ask students to turn to page 105 and check off any remaining goals they have reached. Call on them to say which goals they will practice outside of class.

## CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 6, encourage them to review the activities on the CD-ROM.