

Summary of Lesson Plan

► Preview/Practical conversations (Student pages 99-101)

Suggested teaching time: 60 minutes
includes Culture note

Your actual teaching time: _____



Preview and Practical conversations (Student pages 99-101)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Warm up. What's the problem?

Procedure:

- Introduce the topic of sell-by dates by asking questions about the picture, such as *What three things are pictured here?* (a calendar, a receipt, a package of chicken) *What is the date today?* (August 14) *When was the chicken purchased?* (today, August 14) *What is the sell-by date on the package?* (August 12) *What's the problem? / Is this chicken still good?* (The chicken is not fresh; its sell-by date was two days ago.) *What should the customer who bought the chicken do?* (return the chicken to the supermarket) *What will the customer need to bring?* (the receipt)
- To access students' prior experience, ask *What kinds of products have sell-by dates?* (meat, dairy products, medicines) *Why is it dangerous to buy food past its sell-by date?* (You can get sick.) *Why is it dangerous to buy medicine past its sell-by date?* (It may not be effective anymore.)

Option: Ask *What other information is on the package of chicken?* (price per pound, weight / number of pounds, package price) *What is the unit price of the chicken?* (\$1.29 per pound) *How much would three pounds of chicken cost?* (\$3.87)

- Have students use their own words to tell a partner what the problem is.

If your students are ready . . .

Culture / Civics note: Perishable foods such as eggs, milk and other dairy products, meat, poultry, fish, baked goods, and baby food often have a calendar date stamped on the packaging. This date helps store managers determine how long food can be offered for sale and helps consumers judge a food's freshness. There are three commonly used types of food dating. The words "Best if used by" printed before the date indicate when the food is at its best quality. The words "Sell by" and date give the last day that the product can be sold, and the words "Use by" and date indicate the last day that the food should be consumed.

Unit 8 objectives

Procedure:

- Have students read the objectives. Ask *Where can you use what you're going to learn in this unit?* (at a supermarket, in a restaurant, at a pharmacy, in a kitchen) *Which objectives are related to food?* (the first, second, and fourth) *What are the other two objectives related to?* (medicines)
- To relate the content of the unit to students' prior experience, ask students if they have ever returned food to a supermarket or at a restaurant.

(continued on p. 2)

Your notes

Your notes

Model 1

Content: returning an item to the supermarket; providing a justification; the possessive adjectives *its* and *your*

Procedure:

🔊 A–B.

- Have students look at the photo and the picture of a calendar and a package of meat. Ask questions such as *What did the customer buy?* (a package of meat) *When did she buy it?* (January 8) *What is the sell-by date on the package?* (January 3) *How many days past its sell-by date is the meat?* (5 days) *What do you think the customer is saying?* (I want to return this meat . . .)
- After students listen to and read the conversation, ask *What does the customer say?* (I bought this meat here today, and its sell-by date is expired.) *What do you think “expired” means?* (past the time when it can be used or sold) *Does the customer get an exchange or a refund?* (a refund) *What does the cashier ask for?* (the customer’s receipt)
- Review ways to make good on pages 47 and 53, such as *a replacement, a refund, an exchange, a store credit.*

🔊 Vocabulary

- After students listen to and repeat the vocabulary, point out that in the first three pictures the food is old. Explain that the vegetables are *not fresh* because they were picked too long ago and that the *spoiled* food has started to go bad and smells.
- Have students look at the last picture and ask *What’s the problem?* (The package price is wrong.) Write on the board $3.45 \text{ pounds} \times \$0.49 \text{ per pound} =$ and elicit the correct price from the class (\$1.69).
- Brainstorm and write on the board other reasons to return food to the supermarket, such as *There’s been a recall, The package is open, The package is damaged.*

C. Pair work . . .

- Point to each picture and elicit the name of the food from the class—*meat, orange juice*, and so on.
- Have students match the reasons to return something with the products. Point out that there is more than one possible reason to return each food item. Explain that *spoiled* is most appropriate with meat.
- Model the activity. Play the role of Student A and have the class play the role of Student B. Demonstrate using a food item and a time, such as *yesterday* or *this morning*, in Student A’s first blank and a reason from the *Vocabulary* box in Student A’s second blank. If necessary, prompt the class to give the way the item is sold—*package, carton, container*, and so on—in its second line. Point out that in the last line of the conversation, Student A can agree to an exchange or ask for a refund.

Option: Read the following story and have students draw an X over each picture in the *Vocabulary* box or in Exercise C as they hear the word or phrase.

I can’t believe what a bad day I had at work. I work afternoons as a cashier at a supermarket, and today I had so many returns! Customers kept bringing back food they bought in the morning, before my shift even started. First a woman came in with a bag of chips that was marked wrong. She had been overcharged. Then a mother and daughter returned a container of ice cream. Its sell-by date was expired. Later, a man brought back a package of meat that was spoiled. He said that he bought it this morning, but he didn’t have a receipt. I gave him a store credit. Another man returned a carton of juice that was open. I think the employees who stock the groceries in the morning should do a better job of checking the food they put on the shelves!

Ask students which reason to return food and which food item they did not cross out (It’s not fresh, a loaf of bread).

(continued on p. 3)

Lesson Plan, Unit 8: Preview/practical conversations (for Student pages 99-101)–continued

Model 2

Content: sending food back in a restaurant; explaining why; making good on a complaint; the possessive pronouns *yours* and *mine*; ways to order meat

Procedure:

A–B.

- Ask questions about the photo, such as *Where are the people?* (in a restaurant) *Who is the man on the left?* (the waiter) *What are the customers eating?* (hamburgers) *What is the male customer doing?* (He’s pointing to his hamburger.)
- After students listen to the conversation, check comprehension by asking questions such as *What’s wrong with the man’s hamburger?* (It’s not well done.) *What’s wrong with the woman’s order?* (The milk’s not fresh.) *What’s the waiter going to do?* (take care of the problems) *How?* (take the hamburger back to cook it longer and bring fresh milk)

Ways to order meat

- After students listen to and repeat the vocabulary, elicit or explain that meat that is *rare* has been cooked for only a short time and is still red inside, while meat that is *medium* has been cooked longer and is pink. Meat that is *well done* has been cooked the longest. Write on the board *rare, medium, well done*. Point out other ways to order meat by drawing an arrow between *rare* and *medium* and writing *medium rare* and drawing an arrow between *medium* and *well done* and writing *medium well*.
- Ask students how they prefer their meat cooked. Take a class poll. Have students raise their hands for the way they order meat in restaurants.

C. Group work ...

- Write on the board *not rare, not medium, not well done, not good, not fresh*. Then brainstorm other reasons to send food back in a restaurant, such as *not what I ordered, not hot, has something (such as a hair) in it*.
- Model the activity. Read the role of Student A. Have half the class play the role of Student B and the other half play the role of Student C. For each line of the conversation with blank substitution lines, elicit a variety of ideas from the appropriate half of the class.

- Have students work in groups of three. Have groups practice the conversation three times so that each student plays the roles of Student A, Student B, and Student C.

Workbook Link: Exercises 1, 2

Do it yourself!

Procedure:

A. Personalization ...

- Give an example of something you returned at a supermarket or restaurant. Tell what you returned, what the problem was, and what the supermarket or restaurant did to make good. Draw the chart on the board and elicit the class’s help in filling in the first row based on your example. Ask *What was the item I returned?* *What was the problem?* *What happened?*
- Students think of something they returned at a supermarket or restaurant and fill in the chart in their books.
- As a class, discuss students’ experiences returning or sending back food. Add a couple of rows to the chart on the board. After a student talks about his or her experience, elicit the class’s help in completing a row of the chart.

B. Pair work ...

- For each chart entry on the board, brainstorm a line a manager or waiter might say.
- Pairs choose either their own or their partner’s example and create a conversation. If students have trouble, advise them to use the conversation on page 100 as a model if they’re talking about an item returned to the supermarket and the conversation on page 101 if they’re talking about an item sent back in a restaurant.
- Have volunteers role-play their conversations for the class.

Summary of Lesson Plan

► PRESENTATION

Practical conversations (Student pages 102-103)

Suggested teaching time: 60 minutes
includes Culture note & Discussion

Your actual teaching time: _____



Practical conversations (Student pages 102-103)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Model 3

Content: picking up a prescription for another person; discussing important information about medications

Procedure:

🔊 A–B.

- Ask questions about the photo, such as *What is the man on the left holding?* (a container of pills / medicine and a sheet of paper) *What is the man on the right wearing?* (a white coat) *What is his job?* (He's a pharmacist.)
- After students listen to the conversation, ask questions such as *What is Mr. Martinez doing?* (picking up a prescription) *Where are the instructions for taking the medication?* (on the label) *Where can Mr. Martinez find more information about the medication?* (on the patient information sheet)
- Talk about students' experiences with prescriptions. Ask *Have you had prescriptions filled in your home country?* *Have you had a prescription filled here?* *What pharmacy did you go to?* *How did you know how often to take the medication?* *What did you need to bring when you picked up your medication?*

- Have students read the patient information sheet individually. Then read it out loud. Ask questions such as *Who gave Mr. Martinez the patient information sheet?* (the pharmacist) *How many capsules, or pills, should the patient take now?* (two) *After that, how many times a day should the patient take the medication?* (three times a day) *How many capsules should the patient take each time?* (one) *Is it more important for patients to follow what their doctor or pharmacist says or what the patient information sheet says?* (what their doctor or pharmacist says)
- Have students look at the prescription. Ask questions such as *Who wrote the prescription?* (Dr. Mila Ponti) *Who is the patient?* (Gloria Martinez) *Who do you think Gloria Martinez is?* (Mr. Martinez's wife) *What medication is Mrs. Martinez taking?* (Percotrol) *What is Percotrol for?* (back pain)

🔊 Vocabulary

- Have students look at the label on the container of medication. Ask *What information can you find on the label?* (the name of the drug, the patient's name, the instructions, the expiration date, the doctor's name, how many refills the patient can get)
- Have students read the patient information sheet. Ask *What information can you find on the patient information sheet?* (instructions, dosage, warnings, adverse reactions) Elicit or explain the meaning of *dosage* as the amount of medicine that you should take at one time. Ask *Who should not take this medication?* (women who are pregnant or nursing a baby) Elicit or explain the meaning of *adverse* as bad. *What happens to some patients who take this medication?* (They feel as if they have the flu.)

Challenge: Record television commercials for prescription drugs. Have students watch each commercial and note the name of the drug, what it's for, possible adverse reactions or side effects, and warnings. Alternatively, have students make an effort to watch TV in English during one week and make a note of any prescription drug commercials they see. Discuss why drug companies advertise medications on TV that are available only with a doctor's prescription.

(continued on p. 5)

Lesson Plan, Unit 8: Practical conversations (for Student pages 102-103)–continued

C. Pair work ...

- Point out that in Student A’s second line, students will use *is* or *are* in the second blank and information from either the label or the patient information sheet in the third blank, such as *expiration date, warnings, adverse reactions*. For the last line of the conversation, if the information asked about is not on the label, Student B can say *No. But that information is on the patient information sheet.*

If your students are ready ...

Culture / Civics note: In North America, some medicines cannot be sold without a doctor’s written orders, called a *prescription*. Generally, patients take the prescription to a pharmacy, where the medicine is prepared and sold. “Over-the-counter” medicine such as aspirin and cold medications can be bought without a prescription.

All prescription medicine is packaged with an identification label that contains the patient’s name, the name of the medicine, instructions for taking the medicine, and the number of times the prescription can be refilled. The label may also contain an expiration date, which is the last day that the medicine can be safely used. In addition, a patient information sheet is included that contains more detailed information about the conditions that the medicine is used to treat and warnings about possible dangers or side effects.

Model 4

Content: giving directions for taking a medicine; clarifying the directions; the possessive adjective *your*

Procedure:

A-B.

- Ask questions about the photo, such as *Who is this man?* (Mr. Martinez) *Who is the woman he is talking to?* (Gloria Martinez) *What is she wearing?* (a robe) *Why?* (She isn’t feeling well / has back pain.) *What is Mr. Martinez holding?* (a glass of water and the medication) *What is Mrs. Martinez doing?* (holding up three fingers) *Why?* (because she’s asking about how often to take the medicine or how much medicine to take)
- After students listen to the conversation, ask *What is the dosage?* (one capsule three times a day) *What is another word for “instructions”?* (directions)

C. Pair work ...

- For each medicine pictured, have students ask and answer with a partner: *What’s the name of the medication? What is it for? When do you take it?*
- Elicit from the class simple definitions based on the pictures for *rash, insomnia, nausea, and infection.*
- As a class, fill in the blanks in the conversation with the information from the container of *Clearox*. Read the conversation and elicit from the class the appropriate word or sentence for each blank substitution line.
- Students practice the conversation with a partner.

Option: Use the empty medication packages and containers that you and / or students have brought in. Draw the chart below on the board. Have groups copy the chart and use the medication packages to complete it. Groups should pass the packages to another group once they’ve found the information they need.

Workbook Link: Exercises 3, 4, 5

(continued on p. 6)

Medication	What it’s for	How much (dosage)	How often

Summary of Lesson Plan

► **PRESENTATION**
Practical grammar
(Student pages 104-105)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Practical grammar (Student pages 104-105)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Possession

Content: possessive adjectives, possessive nouns, and possessive pronouns

Procedure:

Review the possessive adjectives.

- Have students look at the grammar box. Say to the class *When I say the subject pronoun, you say the possessive adjective. For example, if I say I, you say my.* Call out subject pronouns in random order. Students respond with the corresponding possessive adjective.
- Point to yourself and say *I have my book*, stressing *I* and *my*. Then look at the class and say *You have your books*, stressing *you* and *your*. Point to a male student and elicit the sentence *He has his book*. Point to a female student and elicit the sentence *She has her book*. Point to two students and elicit the sentence *They have their books*. Use a gesture to indicate the entire class including you and elicit the sentence *We have our books*.

Challenge: In groups of three, students role-play a conversation. Say *Imagine that one of you has an ailment. A family member calls a nurse helpline for health-care advice.* Have students decide what the ailment is and who will play the roles of the patient, the caller, and the nurse. The patient describes his or her ailment, the caller relates the information to the nurse, and the nurse asks the caller about the patient's condition. Encourage students to use possessive adjectives. For example,

Nurse: What is the problem?

Caller: My brother has a rash on his arms.

Nurse: Is the rash also on his legs?

Caller: [to patient] Is the rash also on your legs?

Patient: No, it's only on my arms.

Have volunteers role-play their conversations for the class.

A. Write the possessive adjective ...

- Have a volunteer read item 1. Ask *What is the subject pronoun?* (they) Have students underline *They*. Then ask *What possessive adjective corresponds to, or goes with, they?* (their) Have students write *their* on the line.
- Have students underline the subject pronoun in items 2 through 5. Then have them complete the sentences with the corresponding possessive adjectives.

Review the possessive nouns.

- Have students read the examples in the box. Write on the board the headings *Singular nouns* and *Plural nouns*. Under each, draw a t-chart with the headings *no -s* and *end in -s*. Have students look at the examples again and tell you where each possessive noun belongs on the charts; for example, *Lewis* is singular and ends in *-s*, so *Lewis's* belongs under *Singular nouns, end in -s*.
- Have students use the headings and examples on the board to infer the rules for making nouns possessive. For example, for *Singular nouns, no -s* and the example *pharmacy's*, elicit the rule *Add 's*.
- Point out that all nouns add *'s* to form the possessive except for plural nouns, ending in *-s*, which only add an apostrophe (*patients'*).

Option: Say a sentence beginning with *my*—for example, *My sister just got engaged*—and throw a ball or beanbag to a student. The student catches the ball and says what he or she just learned about you, *(Your name)'s sister just got engaged*. The student then says his or her own sentence beginning with *my*—such as *My apartment is on the second floor*—and throws the ball to another student.

(continued on p. 8)

Lesson Plan, Unit 8: Practical grammar (for Student pages 104-105)–continued

B. Complete each sentence ...

- After students complete the exercise individually, review by asking the class. *How did you make the nouns possessive in items 1 through 4? (by adding 's) How did you make the noun possessive in item 5? (by adding an apostrophe)*
- Have students take turns reading the sentences with a partner.

Workbook Link: Exercises 6, 7

Possessive pronouns

- Pick up an object on your desk and ask yourself *Is this my (pencil)?* Take a closer look and say *Yes, it's mine.* Pick up an object on a student's desk. Look at the student and ask *Is this your (book)?* Answer *Yes, it's yours.* Pick up an object on a male student's desk. Look at the class and ask *Is this his (pen)?* Answer *Yes, it's his.* Continue in a similar manner, demonstrating the use of the other possessive pronouns.
 - Pick up the same objects and ask *Whose (pencil) is this?* Elicit the responses *It's yours, It's mine, It's his,* and so on.
 - Have students read the examples and explanations in the grammar box. Point out that most of the possessive pronouns are formed by adding *-s* to the possessive adjective; *mine, his,* and *its* are exceptions.
- ### C. Replace the words ...
- Do an oral exercise to prepare students for the written activity. Pool a few classroom possessions and then ask questions about ownership, for example, *Are these keys yours?* Elicit responses such as *No, those keys are hers* or *Yes, those keys are mine.*
 - Students complete the exercise and check their answers by reading the sentences to a partner.

Option: Review the demonstratives *this, that, these,* and *those.* Remind students that *this* is for a single object close by, *that* is for a single object at a distance, *these* is for plural objects close by, and *those* is for plural objects at a distance.

Option: Write the headings *School, Work, Home* on the board. Brainstorm and write on the board belongings that might get confused in each place; for example, at home, you might not be sure who a *telephone message* is for or which *keys* belong to which family member. Students create new sentences similar to those in Exercise C, using the belongings they brainstormed, for example, *Those keys are mine.*

D. Complete each sentence.

- Read item 1 twice, filling in one of the answer choices each time. Ask students which sentence is correct and elicit the response *Ms. Elliot's pharmacist . . .*
- Students complete items 2 and 3 independently. Review the answers as a class.

Challenge: Have students create comparative questions similar to item 3 about their own and their partner's family members, belongings, or places they go, for example, *Whose daughter is older, mine or hers? Whose house is closer to the school, mine or hers?* Each pair of students joins another pair. Each student takes a turn reading his or her questions. Each pair of students guesses the answers to the other pair's questions, using *yours, his,* or *hers.*

Workbook Link: Exercises 8, 9, 10

➤ Do it yourself!

Procedure:

A. Pair work ...

- Have students label the men in the picture *A* and *B.* Write on the board *A:* and *B:* and create the first two lines of the conversation as a class, for example, *A: Is this coat yours or mine? B: I'm not sure. What size is your coat?*
- Students complete the conversation with a partner. Volunteers present their conversations to the class.

B. Discussion ...

- Model the activity by talking about something you took by mistake or something of yours that someone else took by mistake.
- In groups, students tell their own stories.

Challenge: Working in groups, have students compose an *Ask Joan* letter about a problem with something that was taken by mistake. In the letter, students ask Joan what to do about the item they took by mistake or the item of theirs that someone else took. Have each group read its letter to the class.

Summary of Lesson Plan

► PRESENTATION

2 Authentic practice sections (Student pages 106-109)

Suggested teaching time: 60 minutes
includes Cultural discussion

Your actual teaching time: _____



Authentic practice (Student pages 106-107)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:



Note: The procedure for the picture story is different in this unit. Students use their own words to re-create the conversation, which contains receptive-level language.

- Divide the class into two groups, *transmitters* and *receivers*. Explain that, as with a radio, for any communication to take place, someone has to transmit the message and someone has to receive it.
- Ask the receivers to leave the room. The transmitters read and listen to the picture story. Then they close their books.
- Ask the receivers to return and pair each one with a transmitter. The transmitters tell the receivers as much of the conversation as they can remember. The receivers take notes.
- The receivers stay in the room, and the transmitters take their books and step outside. The receivers choose two volunteers to role-play the conversation. Allow the receivers five minutes to compare notes and try to re-create the conversation. While the transmitters are outside the classroom, they find partners and practice reading the conversation.
- The transmitters return to the classroom. The two volunteers present the conversation, with coaching from the rest of the receivers group.
- All students open their books. Play the cassette or read the conversation again. This time the entire class reads and listens to the picture story. As a class, discuss the differences between the actual picture story and the version presented by the receivers.

Option: Have students create a *Meat Safety Rules* sign to post in this kitchen. One rule on the sign might be *After you cut raw chicken, wash the knife, the cutting board, and your hands.*

Option: Brainstorm other precautions to follow when preparing food, such as *Wash hands after you use the restroom, Keep counters clean, Wash and dry raw meat, Don't leave food sitting out too long, Don't serve food that contains raw eggs.*

Challenge: In pairs, have students write more polite suggestions that the woman wearing the yellow scarf could use to point out what her co-worker needs to do. For example, instead of *I don't believe what you're doing!* she could say *You probably didn't realize, but it's dangerous to slice tomatoes . . .*

🎧 A. Read and listen again . . .

- After students read and listen to the conversation again, ask comprehension questions such as *Where are the two women?* (at work in a kitchen) *What two things does the woman wearing the green scarf do wrong?* (She uses the same cutting board to cut raw chicken and tomatoes. She doesn't cook the hamburger long enough.) *What bacteria can raw chicken have?* (salmonella) *What bacteria do you think rare beef can have?* (*E. coli*) *What do salmonella and E. coli cause?* (food poisoning)
- Students complete Exercise A. Have them check answers with a partner. Then review as a class.

🎧 B-C.

- Allow students to listen to the items as many times as necessary to complete the activity. Have students check answers with a partner before reading their responses out loud in Exercise C.

Tapescript

1. You're not going to slice that bread on *that* cutting board, are you?
2. You know we don't serve rare meat here. That's the policy.
3. I don't believe what you're doing!

If your students are ready . . .

Culture / Civics note: In the United States and Canada, government regulations ensure that the food served in restaurants and other food businesses is safe to eat. Food-service workers are required by law to understand and follow safe food-handling practices such as maintaining personal cleanliness; washing hands with soap and water; using disposable gloves; storing raw and cooked food properly; and sanitizing cooking equipment, utensils, tableware.

Workbook Link: Exercises 11, 12

(continued on p. 10)

Ready to Go 3 Lesson Plans

Warm-weather food safety

Procedure:

A. Listening comprehension ...

- Tell students that they are going to listen to a public service announcement on the radio. Ask what a *public service announcement* is. Elicit or explain that it is a special message on television or radio, giving information about an important subject. Ask students if they have seen or heard any public service announcements and what they gave information about.
- After students listen to the announcement, ask *What is the announcement about?* (safe food handling in warm weather) *Why is this information being given on the radio?* (so that people won't get food poisoning) Students work with a partner to answer the question in Exercise A. Make sure students understand *purpose* as the goal or reason for the announcement. Have volunteers read their answers to the class.

Option: Record public service announcements broadcast on television. Show them to the class and have students identify and discuss the purpose of each one.

B. Listen again ...

- Have volunteers read items 1 through 5 out loud. Encourage students to use context to determine the meaning of *thaw*. Say *If you leave frozen food on the counter it thaws, so what does "thaw" mean?* (to let frozen food unfreeze and soften until it is ready to cook)

Option: In groups, have students write the title *Safe food handling in warm weather* on a sheet of paper. Then have them draw a two-column chart with the headings *Do* and *Don't*. Students write the five sentences from Exercise B in the appropriate columns on their charts. Then students talk about what they remember from the announcement and add other do's and don'ts to their charts; for example, under *Do*, students can write *Put food in the refrigerator as soon as possible, Keep your refrigerator at 40°F*. Then play the cassette or read the announcement again so that students can add anything they missed.

C. True story ...

- Model the activity by telling a story about yourself or someone you know who has had food poisoning. Provide as many details as possible, including the cause, where the person got the food poisoning, symptoms the person had, and if a supermarket or restaurant was responsible, what was done to make good. Then ask the class *What should managers, cooks, and individuals do to prevent food poisoning?*

- In groups, students tell their own stories. After each story, groups discuss what can be done to prevent food poisoning in the future. Have each group choose the most interesting story from their group to tell the class.

Workbook Link: Exercises 13, 14

Tapescript

Good afternoon, consumers! Welcome to another in our series of daily tips for safe food handling. Today's topic is safe food handling in warm weather. Have you ever had food poisoning? It's no laughing matter. Every year, more than 7 million Americans suffer from food-borne illnesses. The main cause of food-borne illness is bacteria. You can't see, smell, or taste most bacteria, but at warmer temperatures, bacteria multiply very fast. And when bacteria become numerous, they can cause illness. The good news is that most food-borne illnesses can be avoided by proper food handling.

- After you go shopping, put food into the refrigerator as soon as possible. Don't leave food in a hot car. Bacteria multiply fast in a warm environment.
- Keep your refrigerator as cold as possible without freezing your lettuce! Refrigerators should run at 40 degrees Fahrenheit.
- Freeze fresh meat, poultry, and fish if you can't use it before the use-by date.
- Wash your hands in hot soapy water *before* preparing food and *after* using the bathroom, changing diapers, or handling pets.
- Bacteria live in kitchen towels and sponges. Wash them and replace them often.
- Keep raw meat, raw poultry, and raw fish away from other food. Wash your hands, the cutting board, and the knife in hot soapy water *after* cutting up chicken or meat and *before* cutting up salad ingredients.
- Thaw food in the microwave or refrigerator, not on the kitchen counter, because bacteria can grow on the outside of the food before the inside thaws.

If you follow these simple commonsense rules, you'll enjoy the summer season more than ever. Tune in every day at this time for more health tips for everyone. For more information, log on to our Web site at foodsafes.com.

[Information adapted from the USDA Food Safety and Inspection Service.]

(continued on p. 11)

► **Do it yourself!**

Procedure:

A. Write your own response ...

- Have students refer to Exercise B under *Warm-weather food safety*, or to the chart they made, as they write their responses.
- Have volunteers read the speech balloons. Then ask *What's the weather like?* (hot) *What are the problems?* (thawing meat on the counter, leaving chicken in the car) Explain that students should give the man in the photo advice about safe food handling in warm weather.
- After students complete the activity individually, read each speech balloon and elicit a variety of responses from the class. Then have students read their conversations with a partner.

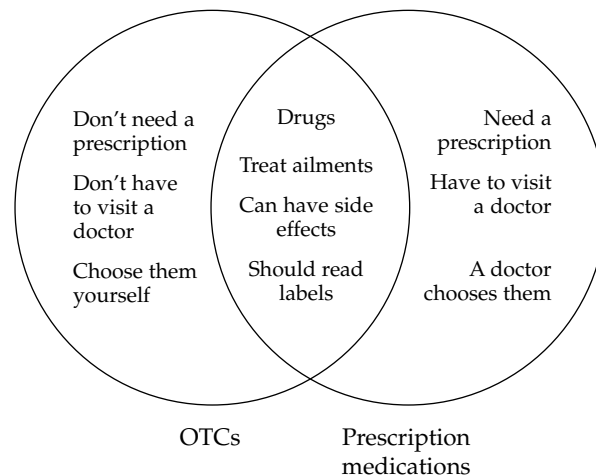
B. Culture talk ...

- Each student in a group answers the question and group members compare practices.

Challenge: Students work in groups with classmates from the same cultural background. They brainstorm a list of travel tips regarding food and water safety for tourists traveling to their country or region and then present a two-minute talk to the class or create a pamphlet.

with OTCs? (cold, teething pain, sore muscles, headache, rash) *What are the recommendations for using OTCs safely?* (Read package labels carefully. Be sure you understand warnings. Don't take more than the recommended dosage.)

- Have volunteers read the three important facts about OTCs out loud. Ask *How can OTCs be harmful or dangerous?* (They can have side effects. They can interact or interfere with other medicines you are taking.) Elicit or explain the meaning of a *side effect* as an effect that a drug has on your body in addition to curing pain or illness. Give an example, such as *If you take medication to cure a rash and it gives you a headache, the headache is a "side effect."*



► **Authentic practice**
(Student pages 108-109)

Over-the-counter (OTC) medications

Procedure:

Note: Have students bring empty medication packages or containers to class for use on page 103.

A. Read the article ...

- Have students look at the article. Ask *Who wrote the article?* (Bonnie Crain, M.D.) *What do you think "M.D." stands for?* (Doctor of Medicine)
- Students read the article individually. As they read, have students underline answers to the two boldface heads.
- After students read, ask *What does OTC stand for?* (over-the-counter) *What are OTCs?* (medicines that you can buy without a doctor's prescription) *Where can you buy OTCs?* (at a drugstore, at a supermarket) *What kinds of ailments can be treated*

Challenge: Working in groups, ask students to write a one-sentence summary of the article. Explain that the sentence should tell the main idea of the article, or the point the author is trying to make, for example, *It's important to be careful when using over-the-counter medicines.* Have each group write its sentence on the board. Each group reads the sentences on the board and chooses the one it thinks is the best. Review each sentence with the whole class, asking if any group thought it was the sentence that summarized the article best. Keep a tally on the board. Read the sentence that most groups thought was best and discuss as a class what makes it a good summary of the article.

B. Answer the questions ...

- Students complete the activity individually and then check answers with a partner.
- Review the answers as a class. For each answer, ask *How do you know?* and have students find information in the article that supports their answer.

Workbook Link: Exercises 15, 16, 17

(continued on p. 12)

Directions and warnings on medicines

Procedure:

- Have students read the labels. Then have them find and underline in the text the words *antihistamine*, *overdose*, *indications*, *persists*, *consult*. In groups, have students read what comes right before and after these words and use the context to figure out the meanings. Students collaborate to write a definition for each word, for example, *antihistamine = a medicine for relief of allergy symptoms*. If dictionaries are available, have students check their definitions, or review as a class.
- For each medication, ask the class *What is the name of the OTC? What is it for? What is the dosage for adults? Who should not take this medicine?*
- Review ways to give advice. If helpful, have students refer to page 20 to review the use of imperatives to give instructions or warnings and the use of *Why don't . . . ?* to make suggestions. Also review *Maybe you'd better . . .* and verbs followed by infinitives, such as *be sure* and *need*. Elicit other ways to give advice, such as *should*, *could*.
- Students complete items 1 through 5 individually. Review as a class. Read each item individually and elicit a variety of responses from the class. Then have students take turns reading the questions and their answers with a partner.

Option: Discuss the importance of keeping drugs out of the reach of children. Ask students where they keep medications in their homes.

Option: If possible, request free brochures from a poison control center in your community. Have students read the brochures and ask and answer questions with a partner about the information given, or have students find specific information in the brochure.

Field project: Find out about a health fair in your community. They are often held at hospitals, schools, or parks. If possible, take your students to a health fair and have them pick up information about food safety, prescription drugs, OTCs, poison control, and / or any other information that is of interest to them.

Workbook Link: Exercise 18

➤ Do it yourself!

Procedure:

- Model the activity and review topics discussed in this unit by talking about customs and laws for medications in the United States. Explain that only doctors can write prescriptions and that medications for less serious ailments are available over the counter. Point out that drug companies are required to provide information about side effects or adverse reactions and warnings about possible dangers in using the medication. You may wish to refer to the *Culture / Civics note* on page 5 of this Lesson Plan.
- In diverse groups, students answer the two questions and talk about other customs and laws for medications in their home countries. Suggest that students talk about what types of medicines are available over the counter and what medications require a prescription.

<h2>Your notes</h2>

Summary of Lesson Plan

► Review (Student pages 110-112)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities

role play

dialogues

writing

Workbook activities

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities



Review (Student pages 110-112)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

- Have students match each of the objectives on page 99 with a pair of people in the conversation; for example, *Return food to a supermarket and explain why* can be matched with the man and woman standing in front of the produce stand. Explain that one objective will not be used. Review as a class and ask which objective students did not find a match for in the picture (Understand and apply food-safety techniques).

Ask and answer questions.

- Partners take turns pointing to different pairs or groups in the picture and asking *Where are they? What is the problem?*

Create conversations.

- Have students create a conversation for at least one pair of people in the picture. Encourage them to look back through the unit for ideas.

Option: Circulate and, as you pass each student, point to one of the people in the picture who has a speech balloon. The student writes a line of conversation for the person you pointed out. Each student reads his or her line. The rest of the class guesses who in the picture is speaking. For example, if a student reads the line *Actually, this steak is not rare*, the class should guess the man sitting at a table on the left side of the picture, talking to the waitress. When a student guesses, ask *How can you tell?*

Tell a story.

Option: Describe an illness. Have students imagine that the woman with the leg brace is a friend of theirs. Students tell the story of how she got food poisoning. Students can talk about where she got the food poisoning, what food caused the illness, her symptoms, whether she reported it to the restaurant, what was done to make good, and what the restaurant can do to prevent other cases of food poisoning.

Option: Whose coat is it? Have students tell the story of the two men who took each other's coats by mistake from the perspective of the man on the left, for example, *After I ate lunch at Brenda's Café today, I picked up the wrong coat. I thought it was my coat, but another man said it was his...*

Option: Talk about your day. Have students imagine that they are the waitress in the picture and talk about their day. Students should talk about the problems at each table.

Option: Create a commercial. Have students tell what symptoms Cold-B-Gone cold tablets treat and make up warnings and adverse reactions / side effects. They can use this information to create a TV commercial for the medication.

(continued on p. 14)

Lesson Plan, Unit 8: Review (for Student pages 110-112)–continued

B. Listen to the conversations ...

- Tell students that they are going to listen to three separate conversations. Then play the cassette or read the conversations from the tapescript.
- Have students read the statements individually and then listen again and complete the exercise.
- To review, play the cassette or read the conversations a third time. Pause between each conversation and ask the class what it was about.
- For items 1 and 3, have students write a true sentence that tells what the conversation is about.

C–E.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

Option: Write the three ailments from Exercise C on the board and then brainstorm other ailments such as *headache, back pain, sore muscles*. Mime one of the ailments and call on students to guess which ailment you are suffering from. The student who guesses correctly stands up and mimes a different ailment. Continue until most of the ailments have been used.

Option: For Exercise D, have students write a third line of the conversation for each item. For example, for item 1, if the response was *No, thanks. I'll just take a refund*, the next line of the conversation could be *Manager: No problem. So long as you have your receipt.*

Tapescript

Conversation 1

Man: You're not going to take that capsule on an empty stomach, are you?

Woman: Why not? The label says to take it before breakfast, doesn't it?

Conversation 2

Woman: Let's give Katie a couple of those tablets. That should help.

Man: We'd better not. The patient information sheet says, "Not for children under the age of six."

Conversation 3

Man: Look at this milk. It says sell by April twelfth. I got it this morning.

Woman: Take it back. Today's the fifteenth!

(continued on p. 15)

Your notes

Your notes

Lesson Plan, Unit 8: Review (for Student pages 110-112)–continued

F–H.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

Option: For Exercise H, have students work with a partner or small group and brainstorm as many rules for safe food handling as they can remember.

I. Composition . . .

- Provide students with concrete approaches to writing about the picture on page 110. Use one of the following options, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- Advise students to look back through the unit for help and ideas as they write.
- Circulate to offer help as needed.

Option: Have students choose one person from each pair on page 110 and write a sentence. For example, for the woman at the produce stand, students might write *She is returning the tomatoes because they're not fresh*, or for the man pointing to his plate, *His steak is not well done*.

Option: Have students write a letter of complaint to Brenda's Café from the man who has a problem with the meat he ordered or from the woman who was served milk that wasn't fresh. The letter should

include when the customer ate at the restaurant, what he or she ordered, what the problem was, whether the customer tried to send the food back, and how the waitress responded. You may wish to review business-letter format on page T4 of the Teacher's Edition.

Challenge: Have students write a public service announcement with the purpose of encouraging people to be careful when choosing or taking OTCs such as Cold-B-Gone cold tablets. Have students include several do's and don'ts for using OTCs safely.

Now I can

- Read the first item in the box out loud, *Now I can return food to a supermarket and explain why*. Elicit from the class an example of how to give a reason for returning food to the store, such as *I bought this milk here today, and its sell-by date is expired*.
- In pairs, have students take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that objective. For the items students weren't able to check, they should look back through the unit for ideas.
- When students are finished reviewing with their partners, read each item out loud and elicit an example from the class.

Oral test (optional)

You may want to use the *Now I can* box as an informal evaluation. While students are working on the *Composition* activity, you can call them up individually and check their ability with two or three objectives.

<h2>Your notes</h2>