

Summary of Lesson Plan

➤ Preview and Practical conversations (Student pages 99-101)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Preview and Practical conversations (Student pages 99-101)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Note: For a discussion on page 105, have students bring in ads from newspapers or magazines for miracle products.

Note: If you are interested in educator materials related to food and nutrition, go to the home page for the food and nutrition information center at www.nal.usda.gov/fnic. You can click on the Food Guide Pyramid for information on this specific topic, or go to teacher resources for other materials.

Warm up. Do you know what this chart is? What can you use it for?

Procedure:

- Introduce the topic of the Food Guide Pyramid by asking questions about the illustration, such as *What shape is this chart?* (a pyramid) *What is pictured in each section of the pyramid?* (different kinds of food) *What kind of food is in the biggest section?* (grains) *What kind of food is in the smallest section?* (fats, oils, and sugars)

- Read the first question and elicit or tell students that it is the Food Guide Pyramid. Ask *What can you use it for?* (identifying foods in each group, making food choices)
- Put students in pairs or small groups to identify all the categories of food and the examples shown in the chart. Elicit students' ideas and create a table on the board like the one following. At the left, write foods from the section at the top of the pyramid. Continue with foods from the remaining sections, ending with foods from the bottom of the pyramid.

Unit 8 objectives

Procedure:

- Have students read the objectives. Explain any unfamiliar terms, such as *quackery* (practices or treatments that pretend to cure an illness).
- Working individually, students rank the objectives from 1 to 5, with 1 being the objective that is most important to them.
- Have students form groups based on which objective they ranked as 1. So, for example, all students who ranked "Suggest a remedy" as the most important objective form one group. Students then brainstorm questions they have about the objective.

(continued on p. 2)

Fats, oils, sweets	Milk products	Meats, poultry	Vegetables	Fruits	Grains
oil sugar cookies	milk yogurt cheese	egg fish meat poultry nuts beans	carrots celery eggplant onion pepper Brussels sprout potato	apple bananas orange pear grapes watermelon	bread cereal rice pasta crackers

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

Model 1

Content: expressing regret; *shouldn't have*; expressing sympathy; ways to take care of health problems; fattening, salty, and fatty foods

A–B.

- To set the scene for the conversation, point to the photo and ask questions such as *Where are the people?* (in a restaurant) *What have they been eating and drinking?* (pretzels, soft drinks) *What expression does the man have on his face?* (regretful, a little upset)
- To access students' experience, ask *Have you ever eaten something and then wished you hadn't?* Elicit examples or give one of your own: *I was eating cookies and watching TV. All of a sudden, I realized I'd eaten the whole bag! I was sorry I had eaten so much fat and sugar!*
- After students listen to and read the conversation, check comprehension by asking questions such as *What did the man regret eating?* (pretzels) *Why?* (He has to limit his salt.) *What is his health problem?* (high blood pressure)

Option: Before students listen to and read the conversation, have them cover the conversation and look at the photo. Read the first line of the conversation. Then ask students *Why not? Why shouldn't he have eaten the pretzels?* Elicit reasons he might not want to eat pretzels.

Option: Play the role of Student A and have the class respond chorally with Student B's lines. Then switch roles.

Vocabulary

- Have students read and listen to *Ways to take care of health problems.*
- Check students' understanding of the relationship of ideas by asking questions such as *Why does the man have to watch his weight?* (because he is overweight) *The woman has high blood pressure. What does she have to do?* (limit her salt)
- Make sure students understand that *watch one's weight* means to keep one's weight low, not to gain weight. Also, *fatty foods* are foods that contain a lot of fat.
- Have students write down another health problem, such as having diabetes, and what the person has to do (not eat foods with sugar).

Option: Begin a chart on the board with the headings *Health problem*, *Contributing food*, and *Solution / advice*. Begin with the information in the *Vocabulary* section and elicit ideas from the class to fill in the chart.

Health problem	Contributing food	Solution / advice
Overweight	Fattening foods (desserts, fast food, junk food)	Watch your weight, avoid fattening foods
High blood pressure	Salty foods (chips, fries)	Limit salt intake
High cholesterol	Fatty foods (fast food, junk food, meats)	Avoid fatty foods

Brainstorm other health problems that certain kinds of foods can exacerbate, and continue completing the chart. You may have examples like the following:

Health problem	Contributing food	Solution / advice
Diabetes	Foods with sugar (sweets)	Lose weight, avoid sweets
Ulcers	Spicy foods (chili peppers)	Avoid spicy food
Lactose intolerance	Dairy products (milk, ice cream)	Reduce dairy intake
Migraines	Caffeine (coffee, tea, colas)	Cut down on coffee, tea

C. Pair work...

- Point out that *fatty foods* contain a lot of fat such as butter, lard, or oil. *Fattening foods* contain a lot of calories. Elicit some examples of fattening foods that may not be fatty foods, such as soda and candy. There will be some overlap between these two categories.
- Give students time to brainstorm foods that fit into the three categories in the box. Opinions will vary and conversation will be lively. Allow discussion.
- When students have completed their lists, model the conversation with a more advanced student. Play the role of Student A to demonstrate how to express regret for eating a certain food and how to give a reason for the regret. Make sure the class understands that Student A states both a way to take care of the health problem and the health problem.
- In pairs, students practice making the appropriate substitutions. Have volunteers read their conversations aloud.

Workbook Link: Exercises 1, 2

(continued on p. 3)

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

Model 2

Content: asking about ailments, negative *yes-no* questions, suggesting a remedy

Procedure:

🔄 A–B.

- To set the scene for the conversation, point to the photo and ask *Where are the women?* (sitting at a table) *What are the women doing?* (drinking tea or coffee, talking, looking at a magazine)
- After students listen to the conversation, check comprehension by asking questions such as *What problem does the woman in red have?* (migraines) *What is the remedy that the woman on the left suggests?* (Rackinusha)
- Play the cassette or read aloud the conversation. Have students repeat the lines in the pauses and then practice reading the conversation in pairs.
- Circulate, correcting students' pronunciation if necessary.

C. Pair work ...

- Have students read the ad for Rackinusha. Ask questions such as *Have you ever heard of this remedy?* (no) *Do you need a prescription to buy it?* (No, it's an over-the-counter medication.) *Does it sound too good to be true?* (yes) *Why?* (It says it cures many ailments, probably too many.)
- Write the conversation with substitution slots on the board. Walk the students through each line, eliciting a word or phrase that could go in each slot. You may get a conversation like this:

A: Don't you have (*name of an ailment, possibly from the Rackinusha ad*)?

B: Yes, I do. (*follow-up question such as "Why?" or "What's up?"*)

A: They say (*a remedy, possibly Rackinusha*) cures (*a pronoun, or repeat name of the ailment*).

B: (*questions about the information*)?

A: (*source of information*). It couldn't hurt to give (*the pronoun or the remedy*) a try.

- Brainstorm other ailments. Write examples on the board. Next to each ailment, write the names of remedies (real or fictitious) that students suggest.
- Have pairs practice the conversation, using an ailment and a remedy from the board or the ad.

Workbook Link: Exercises 3, 4

➤ Do it yourself!

Procedure:

A–B.

- Remind students that a remedy can be a medicine, a supplement, a food, or another treatment that they have used.
- Have students complete the charts individually.
- When students have finished their charts, have pairs or small groups discuss the remedies. Have them use these questions as a guide for discussion: *Did you list ailments in common? Which ones? What remedies do you use? Which remedies are the most effective?*

Option: Have pairs of students create an ad for one of their remedies. Remind them to include what the product is for, good things about it, and a picture or other visual.

Summary of Lesson Plan

► PRESENTATION Practical grammar (Student pages 102-103)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► Practical grammar (Student pages 102-103)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Should have / shouldn't have

Procedure:

Note: If students have difficulty with past participles, refer them to the list of irregular verbs on page 145.

- Refer students to the model conversation on page 100. Read aloud the first line: *I shouldn't have eaten those pretzels.* Ask *How does the man feel?* (regretful, sorry) *Why?* (He shouldn't have eaten all the pretzels.) *Have you ever done something you wish you hadn't?* Elicit students' experience or tell your own, such as *I shouldn't have gone to that movie. It got a terrible review; I shouldn't have left the house so late. I missed my bus.*
- Tell students that we use *shouldn't have* plus a past participle to talk about regrets—when we've done something but wish we hadn't. Tell them that we can also express regret with *should have*: *I should have gone to the new movie across the street, I should have left the house at 7:30.* We use *should have* when we haven't done something but wish we had. Elicit students' regrets with *should have* plus a past participle.
- Point out that in speech both *should have* and *shouldn't have* are usually contracted, or reduced. It sounds like the speaker is saying *should of* and *shouldn't of*.
- Write on the board *You shouldn't have* and *You should have*. To check that students understand how these expressions are used, tell them that you will make some statements about behavior you regret. They will comment either *You shouldn't have* for things you did or *You should have* for

things you didn't do. Create your own or use these statements: *I didn't call my mother on her birthday! I just ate the whole pie. I quit my job. I didn't ask my boss for a raise. I didn't study for the test.*

A. Complete each sentence ...

- Write the first item on the board. Include the blank and the words *not buy* below the line. Read the directions aloud and ask the class to suggest the completion of the first item.
- Working individually, students complete sentences 2 through 6.
- In pairs, students compare answers. Review as a class and answer any questions.

Workbook Link: Exercises 5, 6

Negative yes-no questions

Procedure:

- Refer students to the model conversation on page 101. Read aloud the first line: *Don't you have migraines?* Point out that the speaker believes that the other woman does have migraines and is seeking confirmation. In fact, her belief is confirmed: *Yes, I do.* Note that the response is a short answer and stands for *Yes, I do have migraines.*
- Ask a series of negative *yes-no* questions to confirm information you think is correct and elicit short answers from the class. Use these questions or create your own: *Didn't you drive here today? Wasn't it beautiful yesterday? Didn't I see you on the street the other day?*
- Tell students that negative *yes-no* questions are used both to get confirmation or agreement and to express surprise or disbelief. When expressing disbelief, a negative question can sound accusatory: *Can't they turn down their TV?*
- Read each of the examples in the box and have volunteers answer the questions.

(continued on p. 5)

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

B. Complete each negative *yes–no* question.

- Write the first item on the board. Include the blank and the words *you / see* below the line. Read the directions aloud and ask the class to suggest the completion of the first item.
- Tell students that they should complete the exercise using the simple present tense or the simple past tense. As a class, go over the items and decide whether the verb should be written in the simple present tense or the simple past tense. Have students point out the words that helped them decide. (1: simple past tense, “last night”; 2: simple present tense, “yet”; 3: simple present tense, “yet”; 4: simple past tense, “were”; 5: simple present tense, “usually”)
- Working individually, students complete sentences 2 through 5.
- In pairs, students compare answers. Review as a class and answer any questions.
- In item 5, students may ask about the word *anything*. Tell them that either *anything* or *something* is appropriate in the question: *Doesn't she usually take something for her back pain?*

C. Complete each conversation ...

- Write the first item on the board. Include A's blank line and the words *cake / be delicious* under the blank.
- Tell students that they will use the words *cake / be delicious* to create a negative *yes-no* question that leads to B's answer, *Yes, it is*.
- Remind students that a short answer follows a *yes-no* question. The verb used in the answer can help students identify the auxiliary verb they will need to form the question. B's answer in item 3, for example, *Yes, I do*, tells students to use a form of *do* in the question. Remind them that they need a negative form: *Don't you have insomnia?*
- Working individually, students write questions.
- Have students check answers with a partner and then review as a class.

Option: After correcting the exercise, students work in pairs to practice asking and answering the questions in the exercise.

Challenge: Have students work in pairs to create conversations that include one of the items in the exercise. They must use both question and answer in the conversation, which should be at least six lines long.

Challenge: Although a negative *yes-no* question usually seeks confirmation or agreement, sometimes the listener disagrees. Have students write negative responses to the questions. For item 1, for example, the response might be *Actually, I don't really like cake*.

Workbook Link: Exercises 7, 8

➤ Do it yourself!

Procedure:

A–B.

- On the board, write the two headings *I should have* and *I shouldn't have*. Under the first heading, write *I should have bought milk yesterday. Now we're out*. Under the second heading, write *I shouldn't have drunk all that coffee after dinner!* Read the sentences and tell students they are both regrets about your recent behavior. Ask students for examples of regrets they have about their recent behavior. Write two or three students' ideas under the appropriate heading.
- Tell students to look at the chart in their books. Working individually, students write down two regrets about something they didn't do (*I should have*) and two regrets about something they did (*I shouldn't have*).
- Working in pairs, students take turns telling each other about their regrets.

Challenge: After Student A expresses a regret, Student B asks a negative question about the behavior. For example, if Student A says *I should have bought milk yesterday*, Student B might ask *Didn't you write it on your list?* Or if Student B says *I shouldn't have drunk all that coffee after dinner*, Student A might ask *Didn't you have trouble sleeping later?*

Summary of Lesson Plan

► PRESENTATION

Authentic practice 1 & 2: Listening (Student pages 104-107)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► Authentic practice 1 (Student pages 104-105)

Suggested teaching time: 30 minutes

Your actual teaching time: _____

Avoid quackery.

Procedure:



- To set the scene for the picture story, point to the pictures and ask general questions such as *Where are the two women?* (sitting outside on a bench) *What are they doing?* (talking, looking at magazines)
- Have students read along silently as they listen to the picture story.
- Some terms may be unfamiliar to students, but the meaning can be inferred from the context. Elicit the meanings of *breakthrough*, *a thing of the past*, *gullible*, *pass up*, *couch potato*, *don't fall for that*, *take my word for it*, *there's no free lunch*, *no pain, no gain*.
- Explain that *my word* is used to represent my statement or my promise, so *take my word* means believe me, believe what I say.
- Check understanding by asking questions such as *What is Sophie reading about?* (Fat-B-Gone) *What is Fat-B-Gone?* (a new weight-loss product, perhaps a pill) *Why might Sophie have a weight problem?* (She can't pass up food and she doesn't exercise.) *Does Sophie believe the claims for Fat-B-Gone?* (yes) *Does Helen believe the claims?* (no)

Option: Write *Fat-B-Gone* on the board. Tell students that this is the name of a new weight-loss product and that you're going to dictate portions of an ad that tells all about its benefits: *It makes dieting a thing of the past. Eat what you want, when you want. Fat-B-Gone goes to work when you go to sleep . . . Does the dieting for you. No annoying exercise. Guaranteed. Lose up to 30 pounds the first week, or your money back! Completely natural. Made from the bark of the ancient chinchona tree, found only in the La Mancha region of Spain.* While students are writing individually at their desks, have volunteers write the sentences on the board. Read each sentence aloud again as students look at the board. After each claim, ask *Does this sound too good to be true?* If students say *yes*, put a check mark next to the statement.

Option: Have pairs of students read the conversation between Sophie and Helen.

A. Discussion . . .

- Working individually, students write answers to the questions.
- Being able to give support for answers is an important academic skill. Have students underline the information in the story that supports their answers. For example, if students answer the question *What's Sophie's problem?* by saying that she wants to lose weight, they might underline *I'm going to send away for this miracle weight-loss breakthrough* or *I just can't pass up food. And I'm a real couch potato.*
- In pairs, students compare answers.
- Review answers as a class. Note that Sophie might have two problems: wanting to lose weight (or being overweight) and being gullible.

Option: Read the part of Sophie and have students respond chorally with Helen's lines.

Challenge: Have students write an *Ask Joan* letter from Helen about Sophie's problem and her plan to buy Fat-B-Gone. Remind students to use indirect speech or quoted speech where appropriate in describing the product claims and Sophie's statements. Students can exchange letters and write responses from Joan giving advice.

(continued on p. 7)

Lesson Plan, Unit 8: Authentic practice 1 & 2 (for Student pages 104-107)–continued

B. Vocabulary ...

- Have students read the statements in Exercise B.
- Then have them reread the picture story, scanning for the underlined words or phrases. Remind students to use the context to check meaning.
- Working individually, students check *True* or *False* for each statement.
- Review answers as a class. Ask students to explain their answers, giving support from the text.

Challenge: Have students create original *True-False* statements using other words or phrases from the picture story. Make sure statements demonstrate the meaning of the words. An example might be “*No free lunch*” means *Sophie will have to buy her lunch today*. (False) Have volunteers write their sentences on the board. Have students copy the sentences and write *True* or *False* next to each one.

C. Read each sentence or question ...

- Point out that *Come on!* can have different meanings: to encourage someone to go with you or to express disbelief.
- Working individually, students select a response. In pairs, they compare answers.

Option: Read each item and have students respond chorally with the correct response.

Option: Have pairs of students take turns reading the items and responses.

D. Reread the picture story ...

- Tell students to reread the story on page 104.
- Tell them to write down on a separate sheet of paper at least five claims made for the product.
- Elicit the claims and write them on the board.

E. Discussion ...

- Have students read the questions. Put students in small groups to discuss the answers.
- Elicit examples of products that make exaggerated claims, such as weight-loss, memory improvement, better muscle tone, or baldness remedies. Ask *Where might you find out about a product like Fat-B-Gone?* (ads on TV or radio or in magazines or newspapers, word of mouth, direct mail ads)
- Point out that the answer to the second question is not given in the picture story. Students will have to come up with their own ideas to discuss as a group.

Challenge: Out-of-class assignment. Ask students to watch television or listen to the radio for ads. They should take notes on product claims that may be too good to be true. After a few days, ask students to report on products they discovered, claims they heard, and any other information they would like to share.

Workbook Link: Exercises 9, 10

➤ Do it yourself!

Procedure:

A. Write your own response ...

- Have a volunteer read the first speech balloon out loud. Model an appropriate response such as *Don't be so gullible* or *The only way to build muscle is to exercise*.
- Have volunteers read the other speech balloons aloud. Point out that, like Sophie, the three speakers sound as though they believe the product claims they're talking about. Have students decide whether they want to respond sympathetically or take the opposite attitude toward the claims.
- Point out that *cream* in the second speech balloon may also be written as *crème* when referring to cosmetics.
- Working individually, students write responses to the speech balloons.
- In pairs, students compare answers and practice their conversations.

Challenge: Have students write a response to each speech balloon using a negative *yes-no* question; for example, *Don't you think this ad sounds ridiculous?*

B. Discussion ...

- Ask students to take out the ads they collected, and supply some of your own.
- If possible, put students in small groups according to the type of product represented in their ads, such as weight-loss programs, muscle development, or health promotion. In small groups, students list the different claims made for the products.
- In each group, have students classify the claims as believable or unbelievable. Ask students to be prepared to give reasons for their classifications.
- Have groups share examples of products and claims with the class.

(continued on p. 8)

 **Authentic practice 2**
(Student pages 106-107)

Suggested teaching time: 30 minutes
Your actual teaching time: _____

Nutrition, diet, and health

Procedure:

A. Take the self-test . . .

- ▶ Make sure students understand that a *myth* is a story or an idea that is widely believed but not actually true.
- ▶ Working individually, students check whether each statement is a fact (true) or a myth (false).
- ▶ Tell students that they will check their answers after listening to the report on nutrition and health.

B–D.

- ▶ Students listen to the report twice. After the second listening, they check their answers on the self-test according to the information they heard in the report. The answers are at the bottom of the page.
- ▶ Working in small groups, students discuss their answers.
- ▶ Elicit examples of information that students found surprising and write them on the board.

Option: Determining meaning from context is an important academic skill. Sometimes a definition for an unfamiliar term appears as an appositive—it’s next to the word it explains. In written material, an appositive may be set off by commas, parentheses, or dashes (as it is in the previous sentence). In the listening comprehension, there are two appositives; they define the words *obese* and *myths*. Have students listen to the report again and note the definitions.

FYI . . .

Option: If your students have access to computers, assign each student or pair one or more of the following questions. Ask them to find the answers on the Web site listed on page 106.

1. How has the prevalence of overweight and obesity in adults changed over the years?
2. What is the prevalence of overweight and obesity in minorities?

3. What is the prevalence of overweight and obesity in children and adolescents?
4. What is the prevalence of overweight and obesity in people with diabetes?
5. What is the prevalence of overweight and obesity in people with hypertension (high blood pressure)?
6. What is the prevalence of overweight and obesity in people with high cholesterol?
7. What is the prevalence of overweight and obesity in people with cancer?
8. What is the mortality rate associated with obesity?
9. What is the cost of overweight and obesity?
10. What is the cost of hypertension (high blood pressure) related to overweight and obesity?
11. How much do we spend on weight-loss products and services?
12. How physically active is the U.S. population?

Tapescript

Sinclair: Good evening, viewers. I’m Martin Sinclair with tonight’s nutrition update.
More than half the U. S. population is overweight, and about 25 percent are obese—very overweight. This evening’s guest is Dr. Prunella Kazan, nutritionist and expert on healthy weight control and weight loss. [pause] Good evening, Dr. Kazan. What’s tonight’s subject?

Kazan: Good evening, Martin. Tonight we turn our attention to common myths about diet and weight loss.

Sinclair: Myths?

Kazan: Yes. There are a lot of myths, or misconceptions, about how to lose weight. Since so many people are always trying to lose weight, I thought I would talk about four common myths many people think are facts.
First: Many people think that an effective way to lose weight is to skip meals.

Sinclair: Isn’t it? That’s what I do.

Kazan: No. Not a good idea. If you skip meals during the day, you are likely to eat more at the next meal. Studies show that people who skip breakfast tend to be heavier than those who eat a nutritious breakfast.

Sinclair: No kidding! I’m never hungry at breakfast, so I thought skipping it was a painless way to cut down on calories. What else do you have on your list?

(Tapescript is continued on page 9.)

Tapescript (continued from page 8)

Kazan: The second myth is that eating at night makes you gain weight.

Sinclair: You mean that's not true either?

Kazan: Nope. It doesn't matter what time of day you eat—it's how much you eat during the whole day and how much exercise you get that make you gain or lose weight. The best way to lose weight is to eat many small meals throughout the day and to exercise. The secret is just using more calories than you eat, and exercise burns calories.

Sinclair: Hmm. That's interesting.

Kazan: Three. Many people believe that some foods burn fat and make you thin. Certain foods, such as grapefruit, celery, and cabbage, have the reputation as fat burners, but there is absolutely no truth in this. It's possible that these myths were created by people marketing products that include grapefruit or other foods. Don't believe it.

Sinclair: Are you sure?

Kazan: Yes. Grapefruit, celery, and cabbage are great low-calorie foods that fill you up so you don't want to eat high-calorie things. But they don't have any magical powers to "burn" fat.

Sinclair: And what's myth number 4?

Kazan: This one's my favorite. People think that when they see a label that says "Low fat" or even "No fat" that the food has no calories. People need to understand that they are fooling themselves if they fill up on low-fat cookies, cakes, or candies. Those foods often have lots of sugar, and they are often as fattening as foods with fats. It's important to educate yourself about both the concepts and the vocabulary of diet and weight loss.

Sinclair: Well, that's really interesting. Unfortunately, our time is up. See you next week at the same time. This is Martin Sinclair, thanking Dr. Prunella Kazan for tonight's nutrition update.

Challenge: Classification Game. Divide the class into two or more teams. Members on each team brainstorm as many examples as they can of each class of foods. Then have a member of Team A call out a food. A member of Team B must state the food class it belongs to. Each correct classification earns 1 point for the team.

Challenge: Alphabet Game. Divide the class into two or more teams. Members on each team brainstorm foods that begin with each letter of the alphabet. Then teams take turns stating foods for all the letters in the alphabet. When stating a food, the team member must say the letter, the food, and the class it belongs to: *A, artichoke, vegetable*. If Team A names a food beginning with a letter and Team B cannot, Team A gets 1 point. When teams come to the end of the alphabet, the team with the highest number of points wins.

B. Classification ...

- ▶ Working individually, students complete the chart with the names of single-ingredient foods that they like.
- ▶ Circulate and offer help as needed.
- ▶ Have students put a check mark next to the foods they listed that they think are healthful.

C. Discussion ...

- ▶ With the class, brainstorm criteria for healthful foods. Criteria might include the following considerations: low in fat, high in vitamins, high in fiber, protein-rich, and so on. Write students' ideas on the board.
- ▶ In small groups, students discuss which of the foods they listed that they consider healthful. Have students explain why they consider a particular food healthful.

Challenge: Have students work in pairs to list the ingredients of a recent meal they ate at a restaurant. Remind them to list all the ingredients in each dish. Circulate to offer help as necessary. Then have students refer to the criteria for healthful foods on the board and rate their restaurant meals on a scale of 1 to 5, with 1 being most healthful and 5 being least healthy. Have students compare their findings.

Workbook Link: Exercise 13

Workbook Link: Exercise 12

▶ Do it yourself!

Procedure:

A. Study the food classes.

Vocabulary

- ▶ Play the cassette or read the classes of foods. Have students repeat.
- ▶ Call out classes of foods and have students point to the pictures. Ask students to identify the items they see in each category.

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice 3:
Reading and critical thinking (Student
pages 108-109)
 Suggested teaching time: 60 minutes
 includes Cultural Discussion
 Your actual teaching time: _____

Authentic practice 3 (Student pages 108-109)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

The Food Guide Pyramid

Procedure:

A–B.

- Have students look at the Food Guide Pyramid and read the name of each group. Have them also read the number of recommended servings for each group.
- Put students in groups of three. Assign one the role of facilitator, one the role of recorder, and one the role of reporter. The facilitator asks the questions and makes sure everyone responds. The recorder takes notes on the answers, and the reporter tells the class about the discussion.
- When groups have finished their discussion, elicit the answers to the questions from the group reporters.

Challenge: Have students look at the Food Guide Pyramid in their books for one minute. Draw an empty pyramid on the board with the six compartments but no other information. Have volunteers come to the board one at a time, and give them each the name of a food pictured in the Pyramid. They write the food in the correct compartment. Ask the rest of the class to make sure the categorizations are correct.

Challenge: Tell students that the United States Department of Agriculture had trouble designing a graphic that conveyed the information about nutrition in the most effective way. Ask pairs of students to design another graphic to inform people about different kinds of foods and persuade them to eat nutritious food.

C. Write all the foods you ate yesterday.

- Write on the board *Breakfast / Quantity* and tell students that they are going to list what they ate for breakfast yesterday. Write *toast—2 slices* and any other food that you ate. Ask volunteers for the foods they ate. Make sure students include the amounts.
- Have students look at the chart on page 108. Tell them to complete the chart with everything they ate yesterday and the amount.

Option: On a separate sheet of paper, students copy the chart. They interview a partner and complete the chart with the partner's information. Partners look at the two charts and discuss similarities and differences.

D. Discussion ...

- Ask students to look at their charts and write a letter next to each entry to indicate what group it belongs to: G—grains, V—vegetables, and so on.
- Write the names of the groups of foods on the board. As you read each group, ask students to raise their hands if that is the group that most of their foods came from yesterday. Put tally marks next to the groups.

(continued on p. 11)

E. Read about the Food Guide Pyramid.

- After students read the information from the United States Department of Agriculture (USDA) Web site, check comprehension by asking questions such as *What is the Pyramid designed to help you do?* (eat better every day) *What group should you eat the least from?* (fats, oils, and sweets) *How many servings from the meat group should you have each day?* (two to three) *What is one serving of bread?* (one slice) *What is one serving of peanut butter?* (two tablespoons) *What is one serving of milk?* (one cup)

Option: Have students create five comprehension questions based on the reading. Then have students exchange papers with a partner and answer their partner’s questions.

Option: Have students create a food pyramid based on the diet of their home country or culture. For example, instead of bread, students from northern Africa might list couscous in the grains group at the bottom of the pyramid.

Option: Have students log on to the following Web site and look up a pyramid for their culture or a culture similar to theirs:

www.semda.org/info/pyramid.

If students have created their own cultural food pyramid, they can compare them to the ones on the Web site.

Option: Students can get more information about each food group by visiting the following Web site and clicking on the group:

www.nal.usda.gov:8001/py/pmap/htm.

▶ Do it yourself!

Procedure:

A–B.

- Remind students to use the Food Guide Pyramid in planning their food choices. Have them refer to the USDA information on serving sizes.
- Tell students that their plans should be realistic and include foods and portions they will probably really eat tomorrow. For example, they shouldn’t write down 3 ounces of fish if they know they won’t have time to buy any.
- In pairs or small groups, students talk about their completed meal plans. Put these questions on the board to guide discussion: *Have I included enough food from each group? Have I included too few servings from any group or groups? Where do I need to improve my choices? Have I included too many fattening, fatty, or salty foods?*

C. Culture talk ...

- If students created food pyramids based on the diet of their home country or culture, ask them to get them out.
- Put students in small groups by country or culture, if possible. Have students list typical foods eaten in their countries and the usual amounts of those foods. Ask students to indicate which of those foods are healthful.
- Restructure the groups so that the new groups consist of members from different countries or cultures. Have them compare diets.
- Lead a class discussion, asking questions such as *What do your diets have in common? What are some significant differences? How do the diets in your home countries compare to the diet of this country?*

Option: Put students in small groups to discuss how their eating habits have changed since their arrival in this country.

Workbook Link: Exercises 14, 15

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.

Ask and answer questions.

- Ask questions about the picture, such as *Where are the man and woman in the first scene?* (a restaurant) *What is the man looking at in the second scene?* (an ad for Fat-B-Gone) *What is he doing in the last scene?* (cooking a healthy meal)

- Partners take turns pointing to different things in the picture and asking and answering questions.

Option: Let pairs of students study the picture for one minute. Then have Student A close his or her book while Student B asks questions about the three scenes.

Option: Let partners study the picture for one minute. Then have both students close their books and list as many objects in the scenes as they can remember. Have partners compare lists.

Create conversations.

- Focus students' attention on the first scene. Tell them to imagine that the man is sorry that he's eaten so much dessert. Have pairs complete this sentence for the man: *I shouldn't have ...* Tell them to continue the conversation between the couple.

Challenge: Talkathon. Ask pairs of students to come to the front of the room and role-play a conversation between the couple. Time each pair. The pair that can sustain a logical conversation for the longest period of time wins.

Tell a story.

- Tell students that although the same man is shown in all three scenes, many details are needed to connect the scenes so the picture as a whole tells a coherent story. Ask students to describe the events in each picture and to add as much information as they can to make the scenes connect more smoothly. Before students begin, you may want to brainstorm possible questions to answer, such as *How much time has gone by between each scene? What was the man's experience with Fat-B-Gone? Why did he decide to use the Food Guide Pyramid for help in meal planning? Does he have any regrets now?*

Option: Ask *Who do you think the woman is?* Have students tell her story. They should include information about how long she has known the man, how she feels about her weight, whether she has any health problems, any regrets she has about her recent behavior.

Option: Divide the class in half. Have half the students imagine they are the man in the picture and that he has lost a lot of weight. Now he makes inspirational speeches to groups and describes his experience successfully losing weight. Tell students to create a talk for the man to give to the class. Have the other half of the class think up questions to ask the speaker, such as *What do you think of Fat-B-Gone? Do you have any healthful recipes to share? Do you ever eat dessert now?*

(continued on p. 13)

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

B–C.

- ▶ Tell students that they are going to listen to a radio call-in show on nutrition.
- ▶ Brainstorm questions that callers might have for a nutritionist. Write examples on the board.
- ▶ After students have listened the first time, ask *What did the caller want to know?* (how to use the Food Guide Pyramid)
- ▶ Have students read the advice in column A of Exercise C. Then have students listen to the call-in show again and match the advice in column A with its purpose in column B.
- ▶ Note that reasons in column B are written as infinitives of purpose. Remind students that they saw this structure in Unit 3.
- ▶ When students have completed the matching activity, check answers by asking *why* questions such as *Why should you eat a variety of foods?* Students should answer with an infinitive of purpose: *to get necessary nutrients.*

Option: In pairs, have students ask and answer *why* questions about the advice in the listening.

D–E.

- ▶ Students work individually to complete the review exercises. Tell students that Exercise E continues on page 112 and that they should complete the entire exercise.
- ▶ 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.

Tapescript

Edwin: This is Edwin Crane. Welcome to “Ask the Nutritionist.” Today’s questions relate to the Food Guide Pyramid. Our first caller is Meredith. Meredith, you’re on the air.

Meredith: Hello, Edwin. Thank you for taking my call. I don’t understand how to use this Pyramid thing that everybody’s talking about. Can you help me?

Edwin: Sure, Meredith. What specifically do you want to know about the Pyramid?

Meredith: Well, first, do I have to eat all these things at every meal? If I do that, I’ll be fat as a house!

Edwin: No, of course not. The Pyramid tells you how much you need in a day, not in a meal.

Meredith: Oh, that makes sense. Another question: You know the milk, yogurt, and cheese group?

Edwin: Yes.

Meredith: Well, I absolutely hate yogurt!

Edwin: You don’t have to eat yogurt just because it’s in the Pyramid. That group also contains milk and cheese. You can have two to three servings of any of those.

Meredith: You mean I can have three servings of cheese? I love cheese.

Edwin: Of course. The Pyramid doesn’t tell you *what* to eat, it just gives you guidelines to follow.

Meredith: The Pyramid is still too complicated for me. Can’t you just give me some general advice?

Edwin: Sure. Here’s some advice. It’s not complete, but I hope it helps:

Eat a variety of foods to get all the nutrients you need.

Balance the foods you eat with exercise, to maintain or improve your weight.

Choose a diet with lots of grains, fruits, and vegetables to help you avoid eating too much fat.

Choose a diet low in fat and cholesterol to reduce your risk of heart disease.

Choose a diet moderate in sugars to help avoid tooth decay.

Choose a diet moderate in salt and sodium to help reduce your risk of high blood pressure.

If you drink alcoholic beverages, do so in moderation to avoid accidents, addiction, and health problems.

Meredith: That’s easy as pie! Thanks, Edwin!

(continued on p. 14)

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

F–G.

- 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: Students practice reading Exercise G in pairs.

H. Composition ...

- Provide students with concrete approaches to writing about the picture on page 110. Use one of the options that follow, 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: Tell students to imagine what the man is thinking in scenes 2 and 3. Have them write his thoughts; for example, *Wow! That's a terrific offer! I could lose 50 pounds in a week!* Ask volunteers to read their thought balloons aloud.

Option: Have students write a conversation between the man and woman in the first scene. They can look at the model conversation on page 100 for an example of the format to follow.

Option: Have students write a letter of complaint to the maker of Fat-B-Gone or Muscle Man Cream in which they complain that the claims were not true. The letter should include when the product was purchased, how long it was used, and what the results were.

Challenge: Have students write a public service announcement to encourage people to follow the Food Guide Pyramid in making their daily food choices.

Now I can

- Read the first item in the box out loud: *Now I can express regret*. Elicit from the class an example of how to do express regret, such as *I shouldn't have eaten that pizza*.
- Put students in pairs, tell students to 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. If there are items students aren't able to check, have them 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.