

# UNIT 6

## Overview

### TOPICS

- Home remedies
- Doctor's appointments
- Health advice
- Preventive and alternative medicine
- Healthy living
- Nutrition

### GRAMMAR

- Imperatives: affirmative and negative
- Verbs followed by infinitives

### COMMUNICATION GOALS

#### Listening and Speaking

- Talking about health problems and remedies
- Making suggestions
- Making a doctor's appointment
- Giving advice
- Discussing a healthy diet
- Talking about preferences, likes, and dislikes in food
- Listening to advice about a healthy diet

#### Reading and Writing

- Taking notes
- Reading about alternative medicine
- Writing a short report
- Reading and answering letters asking for advice
- Writing about an illness or accident

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, speaking

##### **Thinking Skills**

Decision making

Problem solving

Reasoning

##### **Personal Qualities**

Responsibility

Self-esteem

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

##### **Interpersonal**

Participates as a member of a team

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

0.1.2 Identify or use appropriate language for informational purposes

#### **1 Consumer Economics**

1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

#### **3 Health**

3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions

3.1.2 Identify information necessary to make or keep medical and dental appointments

3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers

3.5.2 Select a balanced diet

3.5.8 Identify practices that promote mental well-being

3.5.9 Identify practices that promote physical well-being

\* See Introduction, page viii, for additional information on SCANS and CASAS.

# Lesson 1

## WARM UP

- Introduce the unit by asking volunteers to read the lesson goals aloud. Ask if any students have had a health problem recently. If so, how did they treat it? By themselves or through a doctor?
- As a class, brainstorm the various options students have if they need medical treatment. Write the ideas on the board. Ask where the students can go in your area for health care. Elicit the differences between these facilities, both in terms of cost and the care offered.
- If your school has a student health center, nurse, or insurance plan, find out what the students know about these resources. Write the information on the board. Add other information you think they should know. If possible, support the discussion with brochures or information from your school's health center and from other health-care resources.

## PRESENTATION

### *Don't try to talk with that sore throat.*

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask where Lynn, Tony, Oscar, and Yon Mi went in Unit 5 (*the Winter Festival*). Ask the class to describe the scene and predict what might be wrong with each person. List the suggestions on the board.
- **Personalize the situation.** Referring to the predictions, ask if your students have ever had any of these problems, and if so, what they did to get better. Make a second list on the board with each remedy next to its problem.
- **Focus on selected items.** To introduce the new vocabulary, write the heading **Ailment** above the first list (the guesses about the friends' problems), and elicit the meaning (*illness or physical problem*). Write **Remedy/Cure** above the list of remedies, and elicit the meaning (*something you do or take to feel better*). Tell the class that they will discuss different remedies for various ailments.
- **Set the listening task.** On the board write: *What is wrong with each of the friends? What remedy do the other friends suggest?* Ask which characters are in this dialog. Write their names on the board. Tell the class that they will listen to the cassette twice. During the first listening, they should write down the friends' ailments. During the second listening, they can take notes on the remedies.
- **Check the listening task.** Ask for volunteers to read their answers aloud. Write their responses on the board. Play the cassette again so that students can read along and check their answers. If necessary, provide meanings for unfamiliar vocabulary. Ask the class why Tony said *Do you want to cook me or cure me?* (*It's a joke, based on Yon Mi's suggestion that he use baking soda.*)
- **Engage the students in pair work.** Ask the students what a *home remedy* is (*a cure or remedy that uses simple things found at home*). In pairs, the students exchange information about home remedies they have used and whether they were effective.
- **Circulate and monitor progress.** On the board, pairs write down the home remedies they have used and what ailments they were for. As a class, look for remedies that are used for several different ailments and for all the remedies that can be used for one ailment.


# UNIT 6

## Lesson 1

**In this lesson, you will**

- talk about health problems and remedies.
- make suggestions.
- make a doctor's appointment.
- give advice.

**Don't try to talk with that sore throat.**

 Lynn, Tony, Oscar, and Yon Mi are at the local clinic. They all returned sick from the festival. Look at the picture. Then listen as you read the conversation.



**Lynn:** I hope we don't have to wait too long. I really feel sick. Tony, don't scratch!

**Tony:** I can't help it. My leg itches.

**Oscar:** You have poison oak. Put butter on it.

**Lynn:** It's probably only ant bites. Rub a raw potato on your skin.

**Tony:** Yon Mi, don't try to talk with that sore throat. Write it down here.

**Yon Mi:** (writing) *I think you have ant bites. Mix baking soda and water and put it on your skin.*

**Tony:** What's this? Do you want to cook me or cure me?

**Nurse:** Lynn, the doctor will see you now. The rest of you can fill these out.

**Doctor:** What seems to be the matter?

**Lynn:** I have chills and a headache.

**Doctor:** Are you nauseated?

**Lynn:** Yes, very. And I'm thirsty, too.

**Doctor:** Uh-oh. . . Did you eat a hamburger at the Festival?

**Lynn:** How did you know?

**Doctor:** Because I've already seen half-a-dozen patients with the same symptoms. You have food poisoning, and I know what probably caused it.

**Lynn:** The hamburger?

**Doctor:** Right. Drink a lot of water and get some rest. Call me tomorrow.

**Pair** Have you ever tried a home remedy to cure a simple ailment? What did you use? Did it work? Tell your partner about this home remedy.

# 1 What do you do to stay healthy?

**Pair** Discuss the following questions.

1. Have you ever had any of the illnesses mentioned in the conversation? Which one(s)?
2. When was the last time you were sick? What did you or your family do?
3. What do you do to stay healthy?
4. What do you do when you get sick?

Report your partner's answers to the class.

## 2 Word Bag: Ailments and Treatments

**Group** Decide which treatments or remedies are good for each of these ailments or injuries.

**Example:**

You **should** cover a cut with a Band-Aid.

### Ailment/Injury



1. cut f



2. headache     



3. rash     



4. sprained ankle     



5. backache     



6. broken bone     

### Treatment/Remedy



a. heating pad



b. ointment



c. aspirin



d. ice pack



e. cast



f. Band-Aid

Report your decisions to the class.

## 1 What do you do to stay healthy?

► **Listening** ► **Speaking**

- **Pair.** Read the questions aloud as a class. In pairs, the students discuss the questions and take notes on the answers. In the class discussion following the pair work, focus on the third

and fourth questions. Write the students' responses on the board. These questions generate material for activities to come in the unit.

## 2 Word Bag: Ailments and Treatments

► **Listening** ► **Speaking** ► **Writing**

- As a class, read the names of each ailment or injury and each treatment or remedy, eliciting definitions from the class. Encourage the students not to use their dictionaries for this activity. Ask for a volunteer to read the instructions for the activity, and another volunteer to read the example statement of advice.
- Point out that the statement uses a specific verb (*cover*), and encourage the students to think of specific verbs that might go with each treatment. As a model, ask what you do with aspirin (*you take, or swallow, aspirin*). Note that many verbs can be used correctly in this activity. The point is to encourage the students to include verbs other than *use*, which, although correct, is not very specific. This is an opportunity to teach which verbs are commonly used when discussing these treatments.
- **Group.** Divide the students into groups of three or four. Tell them to decide which treatment is

best for each ailment or injury. Each treatment should be used only once as an answer. Instruct the students to then write advice statements following the example.

- Ask the groups to write their advice statements on the board. You can ask each group to write just one statement or all of their statements on the board. As a class, first compare the content of the statements, and compare any different answers. Then, focus on the verb choices and grammatical accuracy of each statement. Assist with verb choice if necessary.

### Answers

- |      |      |
|------|------|
| 1. f | 4. d |
| 2. c | 5. a |
| 3. b | 6. e |

**Additional Activity** See Unit 6 Appendix.

### 3 I need to see a doctor.

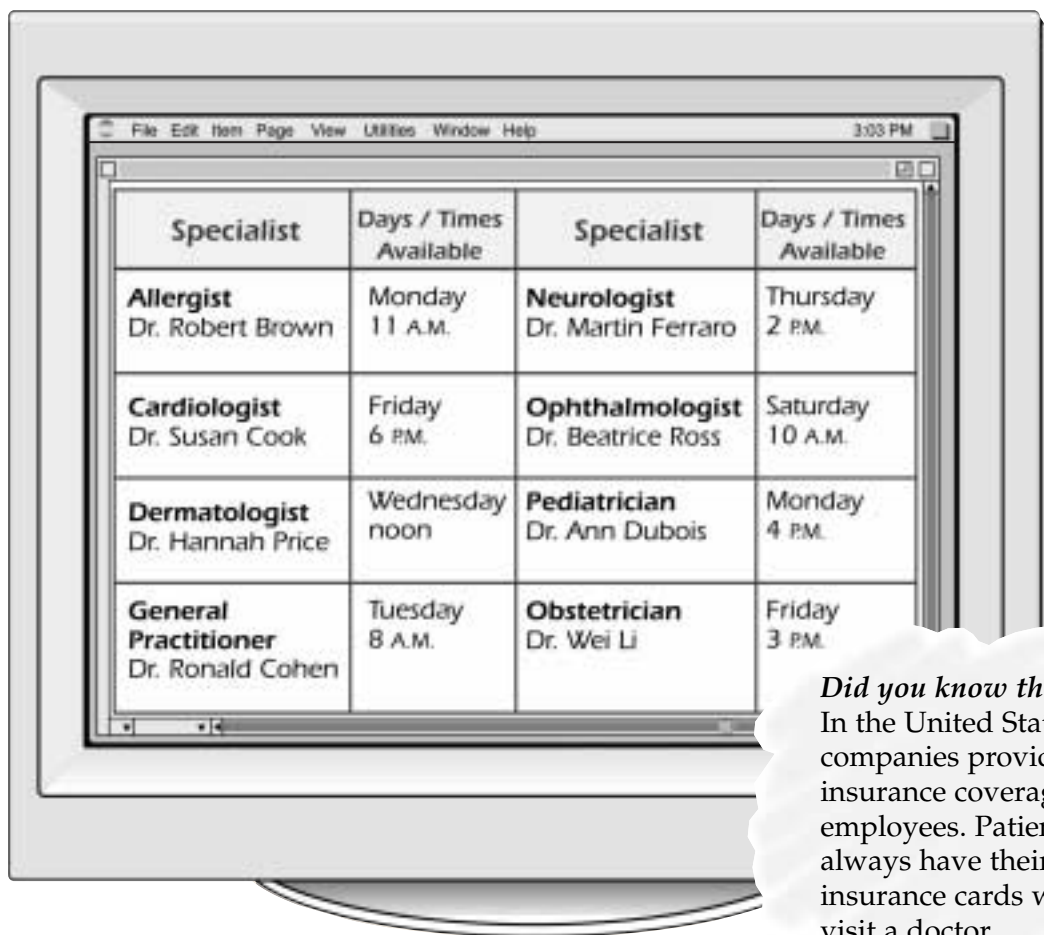
► **Listening** ► **Speaking** ► **Reading**

- Write the names of the specialists on the board and pronounce them with the class. Ask the students which syllable is stressed in each word and mark it on the board. Instruct the students to mark the stressed syllables in their books. Elicit what kind of health problems each specialist treats (*cardiologist/heart problems*) and write that information on the board. Pronounce the doctors' names with the class.
- Check for comprehension and pronunciation by asking questions based on the information in the chart: *What is the name of the doctor who works with children? What kind of doctor is Dr. Cohen?*
- Ask a volunteer to read the *Did you know that . . . ?* paragraph. Ask the students about other ways that people can get health insurance or help to pay medical expenses.
- **Pair.** In pairs, the students take turns playing the parts of a patient and the receptionist at a doctor's clinic. Tell the "patient" to call the clinic and describe his or her problem. Instruct the "receptionist" to then decide which doctor the patient should see, and then schedule an appointment. Each time a pair finishes the conversation, the partners should discuss whether or not the receptionist chose the correct doctor for the patient's problem.
- **Expansion:** Distribute index cards to the students. Each student writes on his or her card a description of a health problem similar to those in the activity, making sure that the problem can be helped by one of the specialists listed in the chart. Collect the cards and redistribute randomly to the students. Give them a moment to read their cards, and clarify any questions they may have about the ailment on their card. Taking turns as both receptionist and patient, pairs of students come to the front of the class and perform brief, impromptu role-plays similar to those in the activity. The students should not read the dialog from their books, but should improvise their role-plays.
- Draw the class's attention to the groups of words in boldface in the dialog. Ask the students to read them aloud while you write them on the board. Elicit how the structure of the phrases *need to see*, *want to see*, and *would like to make* are similar (*each has a verb that is followed by an infinitive*). To emphasize the structure, underline the verb *need* and write *V* below it. Underline the infinitive *to see* and write *+infinitive* below it. Repeat with the other two phrases. Tell the students that many verbs are followed by infinitives. The three in this dialog are *need*, *want*, and *like*. In the next activity, the students will learn to use infinitives with other verbs as well.

**Grammar note:** Although the focus of these activities is on verbs followed by infinitives, some of these verbs can also be followed by gerunds. Do not tell the students that these verbs can *only* be followed by infinitives, as they may later encounter them being followed by gerunds.

### 3 I need to see a doctor.

Below is the list of specialists and their available days and times at a local clinic.



**Pair** Choose from the list of problems below.

1. Your baby has a fever and isn't eating.
2. You get headaches when you watch TV.
3. You get out of breath when you walk up a flight of stairs.
4. You need a medical check-up to renew your insurance.
5. You have a rash, and your skin is itchy.
6. Your hands get numb when you work at the computer.
7. You sneeze a lot around cats.
8. Your sister is pregnant.

**Your partner is a receptionist at a doctor's clinic. Call the clinic to make an appointment, and tell your partner what your problem is. He or she will tell you which doctor you need to see. Switch roles.**

A: Community Clinic. Can I help you?

B: Yes. I **need to see** a doctor.

A: What's the matter?

B: Well, I sneeze a lot and my eyes water.

A: Oh, then you **want to see** an allergist.

Dr. Brown can see you on Monday at 11:00 A.M.

**Would you like to make** an appointment?

B: Yes, please.



## 4 He agreed to go to the doctor.

Complete the paragraph with infinitives from the list.

He agreed **to stop** smoking. I offered **to help** him.

to follow    to give    to go    to help    to see    to smoke    to stop    to work

My friend Mark agreed \_\_\_\_\_<sub>1</sub> smoking. He hated \_\_\_\_\_<sub>2</sub> it up, but I offered \_\_\_\_\_<sub>3</sub> him. I recommended a specialist, but Mark preferred \_\_\_\_\_<sub>4</sub> his general practitioner. The doctor told Mark to eat candy every time he wanted \_\_\_\_\_<sub>5</sub>. Mark decided \_\_\_\_\_<sub>6</sub> the doctor's advice. It seemed \_\_\_\_\_<sub>7</sub>, but it caused another problem. Now Mark needs \_\_\_\_\_<sub>8</sub> to the dentist!

Has a doctor ever given you advice? What was the advice? Did you follow it? If so, what did you do? If not, what did you decide to do instead? Write a paragraph in your notebook.

## 5 Dear Doctor . . .

**Group** Read the letters below. Decide together what advice you can give each writer. Write two pieces of advice below each letter.

Dear Doctor,

My problem is this: I can't sleep at night. I go to bed at 10 P.M., but I never fall asleep before 3 A.M. I get up for work at 6 A.M., and I need more sleep. What can I do?

Sleepless

Dear Sleepless,

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear Doctor,

I am always tired. I usually get eight hours of sleep each night, but it doesn't help. What should I do?

Pooped Out

Dear Pooped Out,

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Dear Doctor,

I want to lose 20 pounds. I've tried many diets, but I just can't lose weight. I need some advice—fast!

Too Chubby

Dear Too Chubby,

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Read your advice to the class.

## 4 He agreed to go to the doctor.

► Reading ► Writing ► Speaking

- Individually, the students complete the paragraph using the given infinitives. Each infinitive should be used only once. Then, let the students compare their answers. Ask volunteers to write each sentence of the paragraph on the board, underlining the infinitives. Check as a class.

### Answers

- |            |              |
|------------|--------------|
| 1. to stop | 5. to smoke  |
| 2. to give | 6. to follow |
| 3. to help | 7. to work   |
| 4. to see  | 8. to go     |

- On the board, write: *Verbs that take infinitives*. Also write the verbs in the paragraph that take infinitives, listing them in their past tense forms (*agreed, hated, offered, preferred, wanted, decided, seemed, needed*). Elicit the simple (base) forms of the verbs and write them on the board. As a

class, think of a new sentence for each verb. For example, *My brother agreed to give me his baseball.*

- To provide the students with a helpful structure for the writing task, ask them to look in the paragraph for one more verb followed by an infinitive (*The doctor told Mark to eat candy . . .*). Elicit how this verb follows a different pattern than the others (*it requires an object between the verb and the infinitive*). Write *tell + object + infinitive* on the board. Ask the class to think of and write down additional sentences using the verb *tell* or *told* with an infinitive. Have several students read their sentences aloud.
- Read the writing assignment aloud. Either for class or for homework, instruct the students to write a paragraph in their notebooks about their experiences with a doctor's advice. Elicit which tense the students will use most (*simple past*). To recap, the students can read their paragraphs aloud, either in small groups or as a class.

## 5 Dear Doctor . . .

► Speaking ► Reading ► Writing

- Read the instructions aloud. Ask for volunteers to read the letters aloud. Elicit the modals that we use to give advice or make suggestions: *could, might, should, must, have to*. Write all the students' suggestions on the board. For each modal, ask if it is a strong or weak suggestion. (Strong: *should/shouldn't, must/mustn't, have to*. Weak: *could, might*.) Mark the modals with S or W accordingly. Model the activity and review the pattern for using modals by asking the students for one piece of advice for each letter. Write their advice on the board. As a class, check for grammatical accuracy.
- Direct the students to look back at the dialog at the beginning of the unit, and ask how people

in that conversation give advice (*using the simple [base] form of the verb*). Ask the students to read a few examples from the dialog. Write them on the board. Explain that when we give advice or suggestions using the simple (base) form of the verb, it is called *an imperative*. Write *imperative* on the board next to the examples.

- Group.** In groups, the students write two pieces of advice for each of the letter writers. Recap by having each group read its advice to the first writer. Alternatively, the groups can write their answers on the board. Repeat for the other two letters.

# Lesson 2

## WARM UP

- Ask the students to list what they ate in the last twenty-four hours. Stimulate their memories by asking what they ate after class, for dinner, for an evening snack, or for breakfast. Remind them to list all beverages, including calorie-free beverages such as diet soft drinks and black coffee or tea.
- In groups, the students compare their results and decide whose diet is the healthiest. Clarify

that the word *diet* can mean *eating less to lose weight*, but it can also mean *what a person usually eats*. Each group reports its findings and explains why that particular student is the healthiest eater. Take notes on the board about what the class believes a healthy diet should or should not include.

## PRESENTATION

### A Healthy Diet

- **Set the stage.** Instruct the students to look briefly at the quiz on page 65. Tell them that by taking this quiz, they will learn about some of the foods that make up a healthy diet.
- **Personalize the situation.** Ask if any students have ever received information about good eating habits from their doctors. Ask what advice they were given, and write it on the board. Find out if others think this was good advice, and why or why not.
- **Focus on selected items.** Orient the class to the format of the quiz by having a volunteer read the question in box 1. Ask the students to vote for one of the answers. Model the process of the activity by then asking one student representing each opinion to read the information in the box that their answer directed them to.
- **Check the reading task.** As the students take the quiz, they should feel free to ask about vocabulary. Write any unknown words on the board and try to elicit the meaning from the class.
- **Set the reading task.** Write the headings **Health facts I know** and **Health facts I learned** on the

board, instructing the students to copy them into their notebooks. Tell the students to write each fact in the quiz in one of the two columns. Model by directing the students to write the first fact (*a pulse rate of 52 is no reason to worry*) in one of the two columns based on their previous knowledge. Circulate and make sure that the students complete their charts of what they know and what they learned about healthy eating habits.

- **Engage the students in pair work.** In pairs, the students decide what makes a healthy diet. They should use the information they learned from the quiz and their own background knowledge. Instruct each pair to summarize their discussion by writing a few advice statements about how to eat a healthy diet.
- **Circulate and monitor progress.** As the students complete their advice statements, tell them to write their statements on the board. As a class, compare the results and choose three or four suggestions that the class thinks are the most important. Mark these with asterisks and ask the class to explain why these suggestions are so important.

# Lesson 2

## In this lesson, you will

- discuss a healthy diet.
- talk about preferences, likes, and dislikes in food.
- plan a balanced meal.
- listen to advice and take notes about a healthy diet.

## A Healthy Diet

How much do you know about a healthy diet? Take the quiz. Start with box 1.

### START

You have a pulse rate of 52 beats per minute. Should you be worried?  
Yes: go to box 9.  
No: go to box 6.



1

Wrong. Fatty foods do not cause high blood pressure. Try box 7 again.

2

You are anemic. You should eat . . .  
*less meat.*  
(Go to box 11.)  
*more meat.*  
(Go to box 16.)



3

Sorry. A medium-sized steak has 585 calories. Try box 12 again.



4

Right! Eating too much salt can cause high blood pressure. Go to box 8.

5



Good start. A pulse rate of 52 indicates that you are in good shape. Go to box 3.

6

You have high blood pressure. Is the reason *smoking*? (Go to box 14.) *fatty foods*? (Go to box 2.) *salt*? (Go to box 5.)

7

You need to eat less fat. Would you choose . . .  
*a banana*?  
(Go to box 10.)  
*an avocado*?  
(Go to box 13.)

8

Oops. A pulse rate of 52 is no reason to worry. Go to box 3.

9



You are correct. A medium-sized serving of fish has only 150 calories. Go to box 17.

15

Right. Meat is a good source of iron, and anemia is caused by low iron. Go to box 7.

16

You're done! Remember to visit your doctor regularly.

17



FINISH

No. Cigarettes don't cause high blood pressure, but they can cause lung disease. Try box 7 again.

14



No, that's not the correct answer. Go back to box 8.

13



You are 10 pounds overweight. You need to eat more . . .  
*fish.*  
(Go to box 15.)  
*steak.*  
(Go to box 4.)

12

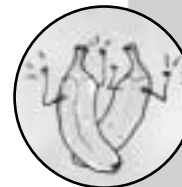
Sorry, that's not the correct answer. Go back to box 3.

11



Good answer. Bananas are low in fat and a good source of potassium. Go to box 12.

10



**Pair** Discuss: What is a healthy diet? What kinds of foods do healthy people eat?

# 1 I try to eat lots of fresh vegetables.



boil



fry



steam



bake



broil

Complete the paragraph with words from the box or the labels under the pictures. Try to use as many of the words as possible.

like/love/hate

try/try not

forget/remember

prefer/don't like

plan/would like

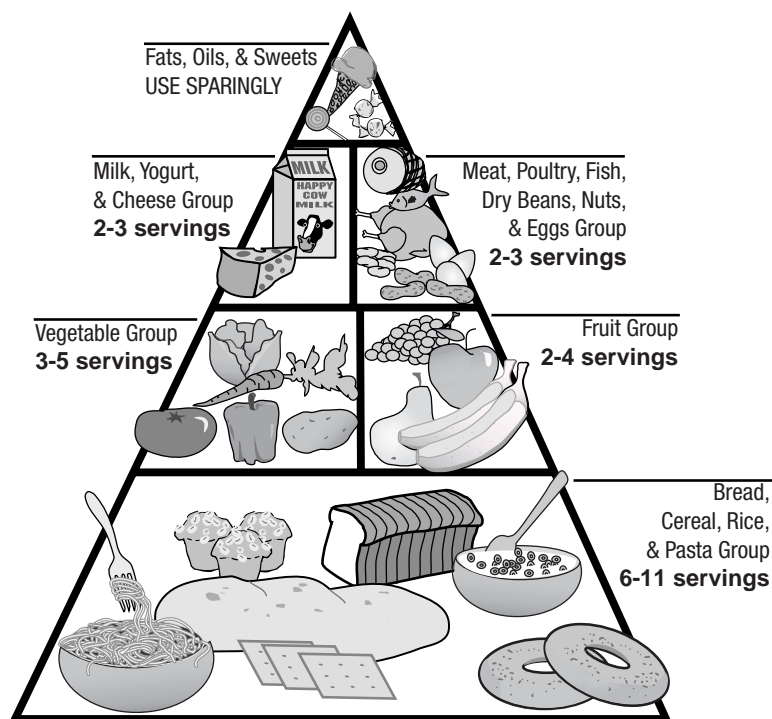
healthy/not so healthy

I \_\_\_\_\_<sub>1</sub> to eat lots of fresh vegetables. I \_\_\_\_\_<sub>2</sub>to eat a lot of red meat. I \_\_\_\_\_<sub>3</sub>to drink enough milk and eat enough cheese. I \_\_\_\_\_<sub>4</sub>to eat a great deal of junk food such as ice cream, cake, and potato chips. Most of the time, I \_\_\_\_\_<sub>5</sub>to eat fruit for snacks.

In terms of cooking methods, I prefer to \_\_\_\_\_<sub>6</sub>, \_\_\_\_\_<sub>7</sub>, or \_\_\_\_\_<sub>8</sub>my food. In general, my diet is \_\_\_\_\_<sub>9</sub>. I \_\_\_\_\_<sub>10</sub>to have a healthier diet in the future.

## 2 The Food Pyramid

**Pair** The food pyramid shows the type of diet that many doctors think is healthy. Look at the food pyramid. Compare your answers in Exercise 1. Which of you has the healthier diet? Discuss.



## 1 I try to eat lots of fresh vegetables.

► Speaking ► Reading ► Writing

- Introduce the cooking terms, and elicit the meaning of each. Practice pronouncing the words with the students, especially the difference between *boil* and *broil*.
- As a class, look at the vocabulary box. Ask which words express opinion (*like, love, hate, prefer, don't like*), which express habit (*try, try not, forget, remember*), and which express future plans (*plan, would like*). Elicit what part of speech these words are (*verbs*). Also elicit what part of speech *healthy* is (*an adjective*).
- Direct the students to complete the paragraphs using the cooking terms and the words in the vocabulary box. Encourage them to use as many different words as they can in order to make their paragraphs more interesting. Remind the students that there are many possible correct answers, and that their answers should be based on their own dietary habits.
- If possible, use an OHP to check the answers. Copy the paragraph onto a transparency. Ask for a volunteer to read his or her answers. Ask the class if those answers are appropriate, then inquire who has different answers. Change the answers on the transparency accordingly. Alternatively, the students can read their paragraphs in small groups or as a class. Circulate and offer assistance if needed.
- Answers: Many answers are possible for most of the questions. The answers in the first paragraph will be selected from the following: *like, love, hate, prefer, don't like, try, try not, forget, remember* (*plan* and *would like* could also possibly be used here). In the second paragraph, items 6, 7, 8 will be answered with cooking terms. Item 9 will be answered with *healthy* or *not so healthy*. Item 10 will be answered with *plan* or *would like*.

## 2 The Food Pyramid

► Listening ► Speaking ► Reading

- Introduce the idea of the food pyramid by reading the activity instructions. Draw the pyramid on the board or on a transparency, labeling each food group. Read the names of several different foods or ingredients, and ask the class which food group each belongs to. Write the name of the food in the appropriate section of the pyramid. Elicit the names of additional items for each food group and add them to the pyramid.
- **Pair.** Tell the students to read their paragraphs to their partners, and to compare their diets with the food pyramid. Ask them to decide which of them has the healthiest diet based on the pyramid, and what each of them can do to improve his or her diet. Recap by asking several pairs to report to the class.



### 3 Do you eat to live or live to eat?

► **Listening** ► **Speaking** ► **Writing**

- **Mixer.** Volunteers read the questions and instructions aloud. Students write notes about their feelings about food, then circulate to find two classmates who share their feelings.
- **Group.** In groups, students plan a meal, make a shopping list, and write preparation notes. Each group shares its ideas. Which meals are the most delicious, the healthiest, and the least expensive?

### 4 At the Health Food Store

► **Listening**

- Read the instructions as students mark their answers. They listen again to check.

**Answers** Checks: 2, 4, 5, 8, 10  
Don't: 1, 3, 6, 7, 9

- Group the answers, on the board according to what Ivan and Nelson **should** and **should not** do. Explain *affirmative imperative* and write it above the list. Explain *negative imperative*, writing it above the other list. Elicit additional statements for the *negative imperative* list.

### 5 Hear it. Say it.

► **Listening** ► **Speaking**

- On the board, write: *They talked to a clerk.* Pronounce the statement naturally (falling intonation). Then write: *They talked to a clerk?* and speak it with rising intonation. Explain that this is a *question* that uses statement word order, which sometimes occurs in *spoken English*. Emphasize that clear question intonation is needed so the listener knows a question is being asked. Practice the intonation patterns.

**Grammar note:** This intonation pattern is only used with *Yes/No* (and usually short) questions.

- The students complete the exercise. To check answers, volunteers repeat each sentence and say what it was. Play the cassette again to help confirm intonation.

#### **Answers**

1. S 2. Q 3. S 4. Q 5. Q 6. S

### 6 Information Gap Activity, pages 129 and 130.

► **Listening** ► **Speaking** ► **Reading**

- **Preparation.** Students choose a balanced meal, working within caloric and/or budgetary constraints. Divide the class as before and ask a student from Group A to read the instructions. Check comprehension by eliciting the steps and the calorie limits of several students. Review pronunciation of prices and the *Useful Language* phrases with both groups, reminding them to count calories and stay within their budget.
- **Activity.** Students mark which foods they wish to order. Then, in mixed pairs, they ask questions to determine whether they can order those foods.
- **Wrap Up.** Pairs write their orders on the board, with the caloric values and prices. The class decides which meal is best.

**WORKBOOK** Assign Workbook Lesson 2 for homework, or do in class.


### 3 Do you eat to live or live to eat?

**Mixer** First, answer these questions. Use the same questions to find three or four classmates who have the same eating habits you do.

1. Do you like to eat food that tastes good or food that is good for you? Is food important to you?
2. Do you like to read recipes and articles about food and cooking, or do you prefer to experiment?
3. Do you take time to plan your meals, or do you prefer to eat whatever is in the refrigerator?


**Group** Work with your group to plan a meal. Think about what you want to eat, how to cook it, and what you need to buy. Describe your meal to the class.

### 4 At the Health Food Store

 Ivan and Nelson have decided to get in shape. They visit a health food store and ask the clerk about a healthy diet. Listen to the conversation and complete Nelson's notes. Write *Don't* in front of things they should not do. Check (✓) the things they should do.

- |  |                                       |
|--|---------------------------------------|
| 1. <u>Don't</u> eat a lot of red meat. | 6. _____ use a lot of butter.         |
| 2. _____ eat a lot of vegetables.      | 7. _____ eat white bread and rice.    |
| 3. _____ boil vegetables.              | 8. _____ eat whole grains.            |
| 4. _____ steam vegetables.             | 9. _____ eat a lot of dairy products. |
| 5. _____ use olive oil.                | 10. _____ eat fruit.                  |

### 5 Hear it. Say it.

 Listen to the sentences. Circle (S) for statement or (Q) for question.

#### Statement or Question?

- |                                     |   |   |                                     |   |   |
|-------------------------------------|---|---|-------------------------------------|---|---|
| 1. They wanted to eat healthy food  | S | Q | 4. They shouldn't eat much butter   | S | Q |
| 2. They went to a health food store | S | Q | 5. They should steam the vegetables | S | Q |
| 3. They didn't know where to begin  | S | Q | 6. They need to eat fruit every day | S | Q |

Practice with a partner. Read each sentence above, first as a statement, then as a question. Use only intonation to show the difference.

### 6 Information Gap Activity, pages 129 and 130.

**Pair** Turn to pages 129 and 130 and follow your teacher's instructions.




# Lesson 3

## In this lesson, you will

- read an article about alternative medicine.
- discuss health problems and remedies.
- write a short report.

## Alternative Medicine

When you are sick, do you go to a doctor? Read the article to find out what people worldwide do when they are sick.



### Alternative Medicine

Do you massage the back of your head to cure a headache? Do you put an ice pack on a sprained ankle? Do you listen to the radio to keep calm during a traffic jam? If your answer to any of these questions is “yes,” then you are practicing alternative medicine.

Before modern medicine, people used plants and home remedies to cure ailments. In general, alternative medicine is based on six main points:

- 1. People have a natural ability to heal.** The body’s healing power is more important than technique and technology.
- 2. The patient is more important than the doctor.** The doctor works with the patient’s feelings, beliefs, and opinions when deciding on a treatment.
- 3. Aggressive therapies may harm the patient.** Alternative medicine uses techniques and therapies with few or no side effects.
- 4. Healing takes time.** The body’s natural healing response, unaided by medicine, takes longer, but there is less chance for the symptoms to return.
- 5. Natural and whole ingredients work.** Many alternative treatments use herbs, plants, nutritional supplements, and whole foods. Drugs may be quicker and more effective, but they often come with unpleasant side effects.
- 6. The whole person must be treated.** Doctors look at the whole person, not just the part that is sick. Doctors include the body and the mind in deciding on a cure.

### **Pair** Discuss with your partner.

1. What are the main differences between alternative and modern medicine?
2. Which of the six points above do you agree with? Which don’t you agree with? Why?
3. Do you think alternative medicine is helpful? Why or why not?

# Lesson 3

## WARM UP

- Bring in several food containers whose labels have nutritional information. Preferably, bring in labels from different varieties of the same type of packaged food, such as different brands of yogurt, milk, or soup.
- Distribute the labels or containers. Elicit how to read the labels and what the different terms mean. You can create a vocabulary worksheet for students to take notes. Ask which information is most important to the students individually (*fat content, amount of protein or salt*).
- In groups, the students compare labels from several different brands or varieties of one product and take notes on the differences. They decide which is the best and report their findings.

## PRESENTATION

### Alternative Medicine

- **Set the stage.** Write the article title on the board. Remind the students that they discussed home remedies in Lesson One. Mention that home remedies are one kind of alternative medicine. Explain that *alternative medicine* refers to treatment that generally does not use drugs or surgery. Elicit other kinds of alternative medicine (*acupuncture, herbs, homeopathy*). Write these on the board.
  - **Personalize the situation.** Ask if any students have used any of these treatments, and whether they were successful.
  - **Focus on selected items.** Draw the students' attention to the discussion questions. Point out that the first question asks for a comparison between modern and alternative medicine, the second question asks whether the students agree with the article's six main points, and the third asks for general opinions about alternative medicine. Remind them to use the information in the reading as well as their background knowledge.
  - **Set the reading task.** Tell the students that while they read they should take notes or mark important points that will help them answer the discussion questions. They should also underline any vocabulary words that they cannot guess the meaning of.
  - **Check the reading task.** After the students have read the article, ask for difficult vocabulary. Write each word on the board, and ask a student to read aloud the sentence that contains the word. Elicit the meanings if possible, or provide definitions. Follow up by reading the article aloud, or by giving the students time to read it again silently.
  - **Engage the students in pair work.** In pairs, the students answer the discussion questions. Remind them that they do not have to agree with their partners' opinions.
  - **Circulate and monitor progress.** Check to make sure that the students write down specific answers to the first question, and that they support their answers to the other questions. Ask six pairs to come to the board and write the main points of the two types of medicine. Elicit other responses. As a class, discuss the students' opinions about alternative medicine, encouraging them to give support.
- Expansion:** Have a class debate on alternative versus modern medicine. Students can argue for the form of medicine they believe is best, or you can randomly designate them as supporters of one of the forms of medicine. Give each team a set amount of time to prepare its statement, letting the students know how much time you will allow them to speak. This can be conducted as a formal debate or as an informal discussion.

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## **1 Plants as Preventive Medicine**

► **Listening** ► **Speaking** ► **Reading**


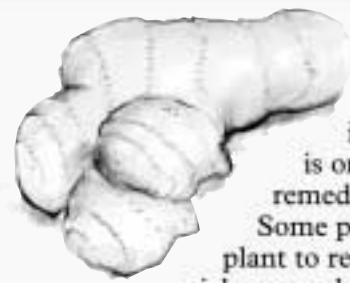




- Read aloud the introduction and the pair work instructions. Elicit meanings for each of the ailments in the pair work instructions. Give the students time to read the information in the activity, or read it aloud.
- **Pair.** Instruct the students to work with a partner and decide which of the foods could be used as a remedy for each of the ailments listed, then report their decisions to the class. Ask whether the students know of any other health benefits associated with these foods.

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## **2 Online** *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

# 1 Plants as Preventive Medicine

Many plants have good effects on our health. Read these descriptions of six plants. Learn how they can prevent some common and serious illnesses.

 <p><b>G</b>arlic is used as an ingredient in food all over the world. It may lower blood pressure and cholesterol and thin the blood. Some research shows that garlic may help to treat stomach ulcers.</p>	 <p><b>G</b>inger is another food commonly used in cooking. Ginger is one of the best remedies for a cold. Some people also use this plant to relieve motion sickness and dizziness.</p>
 <p><b>B</b>ananas are grown in hot climates. Some people eat bananas to fight colds. People also eat bananas for indigestion and heartburn.</p>	 <p><b>T</b>ea is one of the most popular drinks around the world. Some people drink it for indigestion. In Japan, green tea is used to prevent tooth decay. In many Asian countries, people believe that oolong tea can reduce cholesterol level and lower blood pressure.</p>
 <p><b>P</b>eople all around the world eat oranges, a source of vitamin C. Our skin and other tissues need vitamin C to stay healthy. Vitamin C-rich foods protect us from cold germs.</p>	 <p><b>C</b>hili peppers are very popular in many countries, such as Mexico, Colombia, India, and Thailand, where chilies make a variety of foods spicy. Chilies are used as remedies for flu and headaches. They may also slow the development of some types of cancer.</p>

Eating Healthy 78

**Pair** Discuss with your partner the plants you could use for the following ailments: colds, high cholesterol, indigestion, high blood pressure, flu, headache, stomach ulcers, cancer.

## 2 Online



Log onto [http://www.prenhall.com/brown\\_activities](http://www.prenhall.com/brown_activities)

**The Web:** Staying healthy

**Grammar:** What's your grammar IQ?

**E-mail:** Get well soon!

### 3 Wrap Up

**Group** Each health problem in the chart has a suggested remedy. In a group of three, discuss the problem and the suggested remedy. Suggest two more remedies for each. Then add two more health problems and two remedies for each one.

Health Problem	Suggested Remedy	Your Remedies
a cold	Drink a lot of tea and juices.	
a headache	Rub some chili peppers on your forehead.	
a toothache	Put clove oil on your teeth.	
puffy eyes	Put wet tea bags on your eyes.	
a burn	Put aloe vera on the burn.	
a sprain	Put ice on the sprain.	
insomnia (trouble sleeping)	Drink warm milk before going to bed.	

Write a short report based on your discussion.

### Strategies for Success

- Recycling vocabulary and phrases about health
- Creating opportunities to practice English
- Writing about an illness or accident

1. With a partner, talk about healthy lifestyles: what you both think you should do to be healthy people, such as getting plenty of sleep, eating a balanced diet, and exercising regularly. Make a list of “ten commandments” for a healthy lifestyle. Put your list on a wall or bulletin board.
2. With some classmates, go to a restaurant that serves “health food.” Order items that you think are especially healthy: low-fat, whole-grain, low-sugar, etc. Talk about your orders with each other in English.
3. In your journal, describe a time when you were sick or had a bad accident. Share your story with a partner and/or the rest of the class.

### 3 Wrap Up

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- As a class, read the instructions and information given in the chart. Clarify vocabulary as needed. Remind the students that they have learned about many types of remedies in this unit, including foods that heal, modern treatments, home remedies, and alternative medicine. They can use all of this information in their group discussions, as well as their own background knowledge.
- **Group.** In groups of three, the students complete the chart by discussing and deciding on the two best additional remedies for each health problem. They should also add two additional health problems and suggest remedies for them.
- Direct each group to write a short report summarizing the information they gathered in their group discussions. Use the *Alternative Medicine* reading on page 68 of the Student Book as a model, and show the students how the article begins with a short, summarizing introduction, and then contains several clear main points, with supporting information for each point. Review the characteristics of paragraph format before the students write. Have each group read its report to the class.

**WORKBOOK** Assign Workbook Lesson 3 for homework, or do in class.

### STRATEGIES FOR SUCCESS

By now, your students should be accustomed to these Strategies for Success exercises. They should need less direction from you. However, your encouragement and assistance are still important.

1. For Exercise 1, remind the students of the importance of living a healthy lifestyle and share any personal experiences you have had with exercising, dieting, getting enough rest, etc.
2. For Exercise 2, help your students, if necessary, to form a group, find a restaurant, and organize a dinner or lunch together.
3. For Exercise 3, suggest that partners might help each other to improve their descriptions by correcting grammar, spelling, etc.



*Checkpoint* activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

# CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

## Skills I've Learned Well

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---

---

---

## Skills I Need to Practice

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---

---

---

## Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

☐ Working by myself

☐ Working with a group

☐ Working with a partner

☐ Working as a whole class

In this unit, which exercises helped you to learn to:

listen more effectively? Exercise \_\_\_\_

read more easily? Exercise \_\_\_\_

speak more fluently? Exercise \_\_\_\_

write more clearly? Exercise \_\_\_\_

Which exercise did you like the most? \_\_\_\_

Why? \_\_\_\_\_

Which exercise did you like the least? \_\_\_\_

Why? \_\_\_\_\_

## VOCABULARY

### Verbs

advise  
cure  
experiment  
fry  
get in shape  
itch  
prescribe  
renew  
rub  
scratch  
sneeze  
steam  
weigh

### Nouns

advice  
ailment  
cure  
health food  
illness  
junk food  
pulse  
remedy  
symptom  
treatment  
weight  
whole food

### Medical Specialists

allergist  
cardiologist  
dermatologist  
general practitioner  
neurologist  
obstetrician  
ophthalmologist  
pediatrician

### Ailments & Remedies

alternative medicine  
anemia/ anemic  
ant bites  
bandage  
cast  
checkup  
dizzy  
food poisoning  
heart disease  
herbs

high blood pressure  
injury  
nauseated  
ointment  
poison oak  
pregnant  
sprained ankle



## ▶ **GRAMMAR SUMMARY**

### Verbs Followed by Infinitives

agree	love	remember
forget	need	try
hate	plan	want
like	prefer	would like

### Examples

I **need to see** a doctor.  
 They **like to steam** fresh vegetables.  
 She **plans to eat** healthier food in the future.

### Modal: *Should* (Review)

#### Affirmative Statement

You **should go** to the doctor.

#### Negative Statement

You **shouldn't eat** junk food.

### Affirmative and Negative Imperatives (Review)

Affirmative Imperatives	Negative Imperatives
Eat healthy food.	<b>Don't eat</b> a lot of junk food.
<b>Drink</b> a lot of juice when you have a cold.	<b>Don't forget</b> to take your pills.
<b>Get</b> a lot of rest and drink a lot of water.	<b>Don't try</b> to talk with a sore throat.

## ▶ **COMMUNICATION SUMMARY**

### Talking about health problems and remedies

I think I'm catching a cold. I have a sore throat and a headache.  
 In my country, people put butter on poison oak.  
 You should use a Band-Aid on that cut.

### Making a doctor's appointment

I need to see a doctor.  
 I'd like to make an appointment with Dr. Sanders, please.  
 Dr. Brown can see you on Monday at 11:00.  
 Would you like to make an appointment?  
 Yes, please.

### Making suggestions/giving advice

You should exercise more.  
 Don't eat before sleeping.

### Discussing a healthy diet

People should try to eat 3 to 5 servings of vegetables a day.

### Talking about preferences, likes, and dislikes in food

I prefer to eat some kind of meat for dinner.  
 I don't like fish very much.  
 Yoshi likes to have yogurt and fruit for breakfast, but I prefer milk and cereal.

### Planning a balanced meal

I'd like to broil some fish.  
 We need to add some vegetables.  
 We shouldn't use a lot of butter.

### Writing a report on health problems and remedies

Doctors often suggest that you drink a lot of tea and juices when you have a cold. Ana also likes to get a lot of rest, and Ali says that you should eat a lot of chili peppers.

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to each write three sentences using a verb followed by an infinitive. You can assign specific verbs to each student, or you can let them choose their own. Recap by having the students read their sentences aloud. Repeat this process with affirmative and negative imperatives, as well as with using *should* to give advice.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

## ADDITIONAL ACTIVITIES

### Lesson 1, Exercise 2 (p. 62)

#### *Understanding Medicine Labels*

- This activity heightens students' awareness of the importance of reading and understanding dosage and contra-indication information on medication labels and information sheets. Although it is not possible to teach all of the terms that the students will encounter when reading medication labels, this activity will provide them with the skills they need in order to ask for assistance in understanding this information.
- Ask your students to each bring in a bottle of medicine with a label written in English. If the students have the informational insert that came with the medicine, they should bring that as well. Bring in a few bottles in case some of the students don't have their own. Write the following questions on the board and have the students copy them into their notebooks:

What is the brand name of this medicine?  
What are the ingredients?

What ailment is this medicine for? Will this medicine make you sleepy?

How much should you take? How often should you take it?

Should you eat or drink something when you take it?

Can you drink alcohol when you take this medicine?

Can you combine other medicines with this one?

Is this medicine for children or adults? Who should not take this medicine?

- If possible, enlarge and photocopy or reproduce a medicine label onto a transparency, and, as a class, answer the questions as they pertain to

that medication. Then, instruct the students to answer the questions for their own medications and write the answers in their notebooks.

- In pairs, the students discuss what they learned about their medications. If they cannot answer all the questions about their medications, they should make notes about what they need to ask a pharmacist, doctor, or nurse before taking the medicine.
- Explain to the students that if there is a pharmacist in the store where they buy their medicine, they can ask him or her for information, even if the medicine is non-prescription. To practice this kind of conversation, instruct the students to create role-plays of a customer asking a pharmacist about a medication. Tell them to choose which of their medications they will use for their role-play. Clarify that one student will play the part of the customer, and the other will play the part of the pharmacist. Encourage them to prepare the role-plays without writing out the dialog. The customer can, however, use the list of questions during the conversation.
- As the students prepare their role-plays, circulate and help with information and pronunciation as needed. Encourage the students not to be shy when talking to the pharmacist. Ask all the pairs of students to perform their role-plays.
- After the students perform their role-plays, remind them that they can take their lists of questions with them to their doctor, nurse, pharmacist, or drugstore so that they can remember what questions to ask before taking any medication. Emphasize that correct or incorrect use of medications can be a life-or-death issue.

# WORKBOOK ANSWER KEY Lesson 1, pp. 39–42

## Exercise 1

- d. You might get a rash.
- f. You could get lost.
- e. You could sprain your ankle if you don't.
- a. You could fall.
- c. You might get sick from bacteria in the water.
- b. They might be poisonous.
- Wear a hat and sun screen when you hike in the sun.
- Carry a canteen of water on a hike.
- Take a compass.

## Exercise 2

- A: My daughter has a fever, and she coughs a lot.  
B: Take her to the pediatrician.
- A: The trees are in blossom, and I have been sneezing a lot.  
B: Make an appointment to see an allergist.
- A: I have this rash. It itches!  
B: You should see a dermatologist.
- A: My husband has frequent headaches. I think the computer screen is bothering his eyes.  
B: He should see an ophthalmologist.
- A: Lately, my mother has been complaining of chest pains. I wonder what's going on.  
B: She should call a cardiologist.
- A: I'll start my new job next week. I need a medical check-up first.  
B: You need to find a general practitioner.

## Exercise 3

### Wording may vary.

- Mina: My arm itches. I'm scratching it a lot.  
Doctor: Put some ointment on it.
- Janet: I tripped over a rock, and now it hurts to walk.  
Doctor: Put an ice pack on your ankle.
- Kenji: I am dizzy and nauseated. I also have a fever and a headache.  
Doctor: Take some aspirin and drink lots of water.
- Terry: I broke this glass, and now my finger is bleeding.  
Doctor: Put a Band-Aid on the cut.

## Exercise 4

- You need *to take* insect repellent or the bugs will get you.
- You should *pack* the radio.
- Remember *to pack* the sleeping bags.
- We should all *wear* hats.
- We need *to use* sunscreen.
- Can we *take* the dog?
- We must not *forget* the camera.
- You might want *to bring* some maps.
- I want *to sleep* on my own pillow.
- Try *to borrow* a tent from your friend.
- We might need *to cook*, so let's take a camping stove.
- You should *make* a reservation at the campground.

## WORKBOOK ANSWER KEY Lesson 1 (continued)

### Exercise 5

Answers will vary.

### Exercise 6

Answers will vary.

1. You should eat lots of fruit.
2. Drink lots of water, but don't drink a lot of coffee.
3. Get plenty of sleep every night.
4. Eat at least five servings of fruit and vegetables every day.
5. Avoid eating greasy food like French fries and hamburgers.
6. Don't smoke!

## WORKBOOK ANSWER KEY Lesson 2, pp. 43-44

### Exercise 1

Answers will vary.

1. Patient: I need to take care of my teeth.  
You should brush your teeth more often. Don't eat sweets. See a dentist regularly.
  2. Patient: I want to get better so I can play tennis.  
You should stay in bed until your temperature is normal. Get lots of sleep. Drink lots of liquids. Don't get up too soon.
  3. Patient: I want to become stronger and have muscles!  
You should exercise regularly and eat healthy food. Don't smoke, and avoid sugared soft drinks and beer.
  4. Patient: I was on a plane and started to get pains in my chest. I want to know what's the matter!
- I'll check you out. But you must change your eating habits when you are traveling. Avoid fast food, which has a lot of grease and fat. Instead, eat lots of fruit, vegetables, and salad. Drink lots of water, and get enough sleep and exercise.

### Exercise 2

Answers will vary.

## WORKBOOK ANSWER KEY Lesson 3, pp. 45–46

### Exercise 1

- |   |  |   |
|---|--|---|
| 1. No.  | 5. High blood pressure and high cholesterol, flu, and headaches.                                     | headaches, may also slow the development of some types of cancer. |
| 2. It contains too much butter.                                     |  |   |
| 3. A cold.  | 6. The garlic may lower blood pressure by thinning the blood. The chili pepper, a remedy for flu and |   |
| 4. Some people think ginger is one of the best remedies for a cold. |  |   |

### Exercise 2

Answers will vary.

Lunch: for French fries, substitute carrot sticks. Eat fruit for dessert, and drink a glass of milk instead of a milkshake.

Dinner: a clear soup instead of a creamed soup; only one dessert, not two, and preferably fruit.