

Unit 2: Health and Exercise

	Title	Reading	Listening	Writing	Speaking
1	Benefits of Walking	Article	---	Description	Personal Preference
2	Going Back in History	Diary entries	Pair discussion	Description	Imaginary situations
3	Past or Present	----	Presentations	Compare and contrast	Compare and contrast
4	Allergies and Food Intolerances	Statements	Interview	Letter	Opinion and point of view
5	Taking It All into Consideration	Short story	Role plays	Paragraph – opinion	Role play + discussion
6	Getting What We Need from Our Food	Interview in newspaper	----	Article	Expressing personal opinion and knowledge
7	Improving Your Health	Tips / Steps	Talk	Dialogue	Personal opinion and ability
8	Labeling Foods	Informative article + description	----	Letter of opinion	Point of view
9	I Think That...	Description	Presentations	Description	Presentation

Overall performance objectives:

- Can discuss personal preferences and knowledge
- Can express opinions and preferences both orally and in writing
- Can describe actions and ideas
- Can plan and justify ideas
- Can collaborate to create a plan for change
- Can compare and contrast
- Can describe life in the past vs today
- Can use collocations and prefixes and suffixes
- Can use vocabulary in writing and orally

Vocabulary: New

absorb	biology	daily	hopeful	movement	stages
additional	block (v)	defined	ideally	necessarily	successful
adequately	chore	definition	imaginary	objections	suit
adjust	combination	demanding	immune	obligated	summary
administration	committed	demonstrate	incentive	p.m.	supplements
admit	committee	destination	inevitably	personally	synthetic
adopt	comparison	details	ingredients	policy	taste
afford	compose	detect	instantly	possibility	technology
agricultural	considerable	dissatisfied	intervention	previous	typical
allergy	contemporary	evidently	intolerance	probable	unlikely
attempt	contrast	exceeding	label	publicized	varied
attentive	convenience	generate	lacked	requirement	vary
basically	cooperate	highlight	manufactured	resources	voluntary
beginnings	coordination	highly	manufacturer	retired	willing
behavior	criteria	homemakers	missing	similarity	



Chunks, idioms and sayings

aimed at	comprised of	in detail	pays off	take effect
at first sight	concerned with	in many respects	provided that	take on
better off	for the sake of	in the course of	regardless of	the nature of
carry on	get rid of	in the form of	related to	these days
check out something	give support	in this respect	set out	with the intention of
come up with	got through	in those days	such as	work into
common sense	grow up	make up your mind	supposed to do	

Reentered / Reviewed

acceptable	creative	focused	keep fit	period	sensitivity
acknowledge	daily	for instance	knowledge	physical	series
anticipate	damage	function	lacking	practical	severe
aspects	decrease	furthermore	make use of	prepare	skill
assignment	desire	generally	manage	present	so as to
assure	determined	grateful	materials	pressure	source
average	dialogue	growth	meaning	pressured	specialist
avoid	difficulties	guidelines	medical	primarily	specific
aware	digest	highlight	medicine	processed	strengthen
balance	disease	identify	mixture	producing	stress
beneficial	distance	ignore	model	product	suffer
benefit	effective	imagination	moreover	promote	suitable
breathing	effort	imagined	motivation	protect	supplies
by means of	essentially	immediately	natural	reaction	to what extent
cells	eventually	improvement	notice	recommendation	transportation
certainly	excessive	in conclusion	nutrients	remove	various
challenge	excessively	inactive	obligate	require	vital
characteristics	exercise	including	obligation	resident	worthwhile
combination	expectation	indicate	obtain	responsible	well-being
connection	expected	influence	obviously	route	
consider	experience	informative	otherwise	routine	
considerate	experts	instance	pace	schedule	
considering	exposed	instructions	package	senior citizen	
contains	exposing	introduced	packaging	sensitive	
contribute	focus	investigate	pay attention	physical	

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1: The Benefits of Walking

1. Let's Talk! Have the students work in small groups of 3-4 students to discuss the questions. These questions are a way of suggesting that the girls consider walking more during the day. The last question can be discussed by the whole class.

2 a. Have the students match the phrases to the definitions.

Answers:

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

2.b. Have the students complete the sentences using the words in Column A in Exercise 2.a.

Answers:

- | | |
|------------|------------------|
| 1. take on | 2. regardless of |
|------------|------------------|

- 3. carry on
- 4. work into

- 5. set out
- 6. pays off

2.c. Have the students choose the word that can be used instead of the word in bold.

Answers:

- 1. a.
- 2. b.
- 3. c.
- 4. a.
- 5. a.
- 6. c.

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2. d. Have the students choose one word that doesn't have a similar meaning to the word in bold.

Answers:

- 1. c
- 2. a
- 3. d
- 4: b
- 5. a
- 6. b

3. Have the students complete the passage with the words in the word bank.

Answers:

- a. highlight
- b. destination
- c. regardless of
- d. support
- e. carry on
- f. paid off

1. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

(Based on... <https://www.betterhealth.vic.gov.au/health/healthyliving/walking-for-good-health/>
<https://www.prevention.com/fitness/a20485587/benefits-from-walking-every-day/>)

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5. Have the students answer the questions according to the text in Exercise 4.

Answers:

- a. 4
- b. Accept any two of the following answers: *It can improve the function of the heart / it can strengthen bones / it can make a person more immune to disease / can help a person lose excessive weight / can help a person live longer.*
- c. 3

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- d. 1. *Make walking part of your routine.*
- 2. *You will be able to walk easily and safely.*
- 3. *You do not have time to take a long walk during the day.*
- e. 1. *walk at a slow pace*
- 2. *walk at a pace that is quick but allows you to carry on a conversation*
- f. 2

6. Let's Write! Have the students write a short description of their walk around their neighborhood. They should describe what they see, who they meet and anything else they'd like. They are to write between 60-80 words in their notebooks.

You can use the [Writing Templates](#) on page iv in the TG to help you teach and review this.

You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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2: Going Back in History

1. Let's Talk! Have the students work in groups of three or four to answer the questions and discuss the issues presented there.

Encourage them to share their answers so that a class discussion can develop as well about the topics presented.

These are some possible ideas for responses. Don't give the students these answers unless you find that they are stuck and need some ideas to get started.

- a. Life was simpler / people worked much harder / girls helped at home and did not go to school / people's lives were shorter/
- b. They made fire from wood / oil / other substances that can burn so they were able to see at night, to cook, and to stay warm. They usually lived near a river or a well so they could bring water for their needs. There were no refrigerators so they always needed to make fresh food.
- c. They needed to walk / ride horses or donkeys / have wagons pulled by animals.
- d. Some chores included chopping wood, drawing water from the well or river, feeding and taking care of animals, milking cows and growing vegetables.
- f. This question may have contrasting answers. Some girls may think that life was healthier then, since people were more active and ate more natural foods. Others may focus on the fact that medicine was not as advanced, and many people had shorter lives. Accept any logical answer.
- g. Animals such as cows, etc. often lived in people's farms or yards. (Different places in the world may have had different animals.) They needed to bring water from the well or river. There may have been a fireplace in the house (especially in Europe) to burn firewood to keep people warm. Ask the girls if their great, great grandparents had other ways of keeping warm and cooking.

2. a. Have the students match the words to their meanings.

Answers:

- | | | |
|------|-------|-------|
| 1. m | 7. n | 12. j |
| 2. i | 8. g | 13. h |
| 3. a | 9. e | 14. k |
| 4. b | 10. c | 15. l |
| 5. p | 11. f | 16. o |
| 6. d | | |

NOTE: If you'd like to explain where p.m. and a.m. come from: a.m. = ante meridiem which means before midday. And p.m. means post meridiem, meaning after midday. These are not used with morning, evening, night, etc.

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2. b. Have the students choose the sentence that shows the meaning of the sentence given.

Answers:

- | | |
|------|------|
| 1. b | 5. a |
| 2. a | 6. b |
| 3. b | 7. a |
| 4. a | 8. b |

3. Have the students rewrite the sentences by replacing the word in bold with a word from the word bank, in their notebooks.

Answers:

- | | |
|---------------------|----------------------|
| a. In many respects | f. p.m. |
| b. evidently | g. demanding |
| c. At first sight | h. get through |
| d. were supposed to | i. admit |
| e. was comprised of | j. homemaking chores |

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4. a. Have the students imagine going back in time. Have a class discussion about what they would like to see and when they would like to travel to if it were a possibility.

4. b. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions according to the diaries in Exercise 4.b.

Answers:

- a. 1. an exciting adventure
2. a calm vacation
- b. This is an opinion question and the students should answer what they think. Possible answers are: she looks like her great grandmother whose time she went back to / she resembles a relative with the same name, etc.
- c. 2

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d. The two reasons are: It was uphill. And she was carrying heavy buckets of water.

e. 1

f. Possible answers: We have electric lights so we can stay awake longer/ We have running water in our houses / We can buy the food that we want at a supermarket / We can travel on a bus or car

g. Have the students explain their ideas based on the diaries. Accept all logical answers.

6. Let's Talk! Pair Work. Have the students work in pairs to describe their own 'trip' to a time in the past. They could use the questions to help them. They are to share their ideas with the class.

You can assess the students using the **Speaking Rubrics** on page ix in the TG.

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3: Past or Present?

1. Let's Talk! Have the students discuss the questions presented below. This should be a class discussion with no right answers but logical arguments.

2. a. Have the students choose the correct meaning of each word in bold.

Answers:

- | | | |
|------|------|------|
| 1. a | 4. b | 7. b |
| 2. a | 5. a | 8. a |
| 3. b | 6. b | 9. b |

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2. b. Have the students match the words to their meanings.

Answers:

- | | |
|------|------|
| 1. e | 5. c |
| 2. g | 6. f |
| 3. b | 7. h |
| 4. a | 8. d |

3. Have the students draw a chart with two columns using Then and Now as headings in their notebooks. They are to take the phrases and write them in the column they think they fit best. They should explain their reasoning. Some of the phrases could appear in both.

Possible answers:

Then: previous periods, people concerned with survival, difficulty traveling in the winter in cold areas, life that is basically simple and quiet

Now: contemporary times, these days, technology and machines, people concerned with survival, comfort and conveniences, life that is basically simple and quiet

4. a. Pair Work. Have the students work in pairs to complete the sentences about life in general today compared to a few hundred years ago. They should write their ideas in their notebooks. Complete the following sentences, by comparing life today with the way people lived a few hundred years ago.

This exercise is not only vocabulary work but an opportunity for the girls to write their ideas and opinions before organizing their compositions.

4. b. Let's Talk! Pair Work. Have the students use the information they wrote in Exercise 4.a. to help them describe the daily life of one family member. They are to relate to the points presented to them. They should discuss their ideas and organize them in a manner to enable them to present the daily life of their choice of person.

4. c. Let's Talk! Have the students present their daily life description from Exercise 4.b to the class. The students should listen and compare the points to their own description. What are the similarities and differences?

You can assess the students using the [Speaking Rubrics](#) on page ix in the TG.

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4: Allergies and Food Intolerances

1. Let's Talk! Discuss the questions with the whole class.

NOTE: The topic of food allergy or intolerance may be a topic that many girls are not aware of or have not learned about. At this point, the girls may not know the answers to the questions, but you can encourage them to give their opinions. There are no "right or wrong" answers at this point.

2. a. Have the students circle the word that doesn't mean the same as the word on the left.

Answers:

- | | |
|----------------|--------------|
| 1. ignore | 5. lose |
| 2. buy | 6. discussed |
| 3. for example | 7. possibly |
| 4. reason | |

2.b. Have the students choose the sentence that shows the meaning given sentences.

Answers:

- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. b |
| 3. b | 6. a |

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3. a. Have the students read the sentences and decide if they are true or false. If they think the sentence is false, they should find a word to replace the words in bold, from Exercise 2a. and 2b. They should then write the revised sentence in their notebooks.

Answers:

- | | |
|------------------------|-------------------------|
| 1. True | 5. False – related to |
| 2. False – digest | 6. True |
| 3. False – necessarily | 7. False – intervention |
| 4. False – additional | 8. False – grow up |

b. Have the students complete the crossword puzzle.

Answers:

- | | |
|----------------|-----------------|
| ACROSS | DOWN |
| 2. committed | 1. detect |
| 6. necessarily | 3. definition |
| 7. intolerance | 4. intervention |
| | 5. additional |

4. Listening Comprehension.

4.a. & 4.b. Have the students listen to an interview with Dr. Samuel Stone, an expert on allergies and food intolerance. They should then answer the questions in their books.

4.a. This task should be done after the first listening.

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4.b. These questions should be answered after the second listening.

It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript

Mr. Wise: Good evening, ladies, and thank you for coming to another meeting of our weekly program on the subject of improving the health of our families. I'm Yossef Wise, your host. Lately there has been a growing awareness of the problem of food allergies, and I know that many of you wanted to hear more information on the subject. Therefore, we are happy to have our guest, Dr. Samuel Stone, who is a specialist in food allergies and food intolerance. Thank you for joining us Dr. Stone.

Dr. Stone: Thank you Mr. Wise. It is my pleasure to be here and to contribute my knowledge to parents who are committed to learning more about ways to keep their families healthy.

Mr. Wise: Dr. Stone, you mentioned two medical terms, food allergies and food intolerance. Is there a difference between them?

Dr. Stone: Yes, there is. The definition of a food allergy is that there is a reaction of the immune system to a certain food. That is, there is something in that food that the body interprets as a danger, and so it wants to get rid of it. The problem is that sometimes an allergic reaction can be quite severe and may need immediate medical intervention. For instance, it can cause a person to have trouble breathing and can even cause death.

Mr. Wise: That is very frightening. Parents with a child who has allergies have a very great responsibility, and they must protect him or her from eating food that causes an allergic reaction.

Dr. Stone: That is correct. For example, if a child is truly allergic to peanuts, it may be very dangerous for him to eat something that contains peanuts, or even to smell peanuts. It is important for his family, his teacher, and his classmates to be aware of that and to avoid exposing the child to a food that is dangerous for him.

Mr. Wise: Dr. Stone, is there a possibility that a child can be allergic to a food only when he is young, and that he will be able to eat the food when he grows up?

Dr. Stone: That may happen in some foods. For instance, a child may be allergic to eggs or to milk when he is young, but he may be able to eat them when he is older. On the other hand, a person who is allergic to peanuts, or to certain types of fish, will probably stay that way for the rest of his life.

Mr. Wise: If someone in my family is sensitive to a certain food, does that necessarily mean that he is allergic to that food?

Dr. Stone: No, not at all. He may have something called "food intolerance". That means that he may suffer stomach problems or have some other discomfort when he eats certain food. For example, many people should not eat milk products, not because they are allergic to milk but because their body can not properly digest lactose, which is found in milk and cheese. Another example of food intolerance is when people have trouble eating most kinds of bread and pasta because they cannot digest gluten, which is found in wheat.

Mr. Wise: What may happen if a person with "food intolerance" continues eating that food?

Dr. Stone: He will not have a severe reaction, such as breathing problems, but after a while there may be damage caused to parts of his stomach. As a result, he may eventually have trouble digesting the food and getting the important nutrients, vitamins, and minerals that he needs to stay healthy.

Mr. Wise: How can a person know whether he has food allergy or food tolerance, or if he is just suffering from a virus?

Dr. Stone: That is a very good question. In order to detect what exactly is bothering the patient, the doctor will ask a series of questions. The doctor will check out how quickly the

reaction came after the patient ate a certain food, and whether anyone else got sick from that food at the same time. He will also want to know what else the person ate, and if he ever felt sick before after eating the same food. An additional question he will ask is how the food was made, and whether it was left out of the refrigerator for a long time. In that way, the doctor can decide whether the problem is related to allergy, food intolerance, or to food that was not cooked or stored properly.

Mr. Wise: Thank you so much, Dr. Stone, for your informative talk. I am sure that the parents in the room have a better idea about sensitivity to various foods, and they now know what to look out for when their children have a reaction to a certain food.

Dr. Stone: It was a pleasure to be here. If anyone has a specific question, I'll gladly answer now. Or if you would like, I can be reached at my office on Mondays and Wednesdays between 4 and 6 p.m. Mr. Wise has my phone number.

Information taken from <https://www.webmd.com/allergies/food-allergy-intolerances>

Answers to questions.

4.a.

- | | |
|----------------|------------------------------|
| 1. allergies | 4. intolerance |
| 2. allergies | 5. intolerance and allergies |
| 3. intolerance | |

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4.b.

- | | |
|---|----------|
| 1. c | 4. d |
| 2. a | 5. c & e |
| 3. Possible answers: milk /
cheese/ bread/ pasta | |

5. Let's Write! Have the students write a letter to Dr. Stone describing one of the two situations given. Remind them of the structure of a paragraph. Refer them to the Tip! to help them. They should write between 80-100 words in their notebooks. Encourage them to share their letters.

You can use the [Writing Templates](#) on page iv in the TG to help you teach and review this. You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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5: Taking It All into Consideration

1. Let's Talk! Have a class discussion around the questions in the task relating to allergies. Encourage the students to express their ideas and to explain their reasoning. Ask if anyone in class has an allergy to a food and what they do about it, if they are willing to share. Refer them to the Tip box to remind them of how to express an opinion.

2. a. Have the students match the questions to their answers to find the definitions of the words.

Answers:

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

b. Have the students write the definition of the words based on the sentence pairs in Exercise 2.a. They should NOT translate the words, but write the English definition

Possible Answers:

- | | |
|------------------|-----------------------|
| 1. must | 4. change |
| 2. work together | 5. be able to pay for |
| 3. be focused | 6. be happy to |

Read the **Do you Know?** box with the students and discuss the issue of prefixes and suffixes. Go over the examples given and ask the students to give more examples.

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3. Have the students complete the sentences using the words in the word bank. They should make the changes necessary, adding prefixes or suffixes where needed.

Answers:

- | | |
|----------------|----------------|
| a. careful | e. selfish |
| b. cooperative | f. thoughtless |
| c. responsible | g. attentive |
| d. willing | |

4. Role Play! Group work. Have the students work in small groups of 3-4 students. They are to imagine the situation given and create a plan for their role play presentation. They are to relate to all the points asked of them and they are to use at least 3 of the words studied in this lesson.

They should perform the role play in front of the class and while they watch their classmates and compare their ideas to what their classmates did.

Encourage the students to express themselves using all the language they know. It's a wonderful opportunity to speak freely.

You can assess the students using the [Speaking Rubrics](#) on page ix in the TG.

5. a. Let's Talk! Have the students relate to the questions given after the viewing of the role plays. Encourage the students to express their ideas and their state their opinions.

5.b. Let's Write! Have the students write a short paragraph in their notebooks, in which they present their ideas. Encourage them to share their ideas.

You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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6: Getting What We Need from Our Food

1. Let's Talk! Have the students discuss the questions and express an opinion on the different issues presented relating to healthy eating. Encourage them to talk and share their ideas. Relate to the questions provided.

2 a. Have the students match the words to their meanings.

Answers:

- | | | |
|------|------|------|
| 1. m | 3. f | 5. p |
| 2. a | 4. k | 6. n |

- | | | |
|-------|-------|-------|
| 7. i | 11. o | 15. j |
| 8. e | 12. g | 16. l |
| 9. c | 13. b | |
| 10. d | 14. h | |

2.b. Have the students choose the word that means the same as the word in bold.

Answers:

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. b |
| 3. b | 8. a |
| 4. a | 9. a |
| 5. a | 10. b |

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3. a. Have the students complete the dialogue using the words in the word bank. Explain that they may need to make changes where necessary.

Answers:

- | | |
|----------------|-----------------|
| 1. biology | 5. policies |
| 2. compose | 6. synthetic |
| 3. summary | 7. combinations |
| 4. the form of | 8. absorb |

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4.b. Have the students complete the sentences in their notebooks to express an opinion, or partial opinion, on taking vitamin supplements.
Encourage them to share their answers with the class.

Option: Have the students do this task in pairs and then compare with another pair. Then they can share their answers with the class. Ask them if they were persuaded that the other opinions are correct.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

[Info taken from: https://kidshealth.org/en/teens/vitamins-minerals.html](https://kidshealth.org/en/teens/vitamins-minerals.html) // <https://www.healthlinkbc.ca/health-topics/ta3868>

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5. Have the students answer the questions according to the text in Exercise 4.

Answers:

- a. 3

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- b. 3, 4

- c. 1. *eating a combination of different foods/ eating different foods that are rich in vitamins and minerals*
2. *get (the proper amount of) the vitamins and minerals that they need in their diet.*
- d. 1. *Eating a combination of different foods is very important.*
2. *Your body can absorb other vitamins and minerals / Your immune system can function well.*
3. *These vitamins, B1, B2, and C do not stay in the body for more twenty four hours.*
- e. 1. *it is easier to get enough of these vitamins*
2. *we take large amounts of vitamins supplements / we take too much of these vitamins.*
- f. 3

6. Let's Write! Have the students write a short article for the school newspaper describing ideas about the best way to include enough healthy food in one's diet. They could use the suggestions offered there. They are to write 100-120 words in their notebooks.

Encourage them to share their ideas with the class.

You can use the [Writing Templates](#) on page iv in the TG to help you teach and review this.

You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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7: Improving Your Health

1. Let's Talk! Pair work. Have the students work in pairs to discuss the questions given. When they are finished, have the pairs share their ideas with the class and see if there is anything the class all agrees on.

NOTE: Each of the discussion questions has at least one new vocabulary word. Before discussing the questions, have the class guess the meaning of the words.

2. a. Have the students choose the word that means the same as the word in bold.

Answers:

- | | |
|------|-----|
| 1. a | 5.a |
| 2. b | 6.a |
| 3. b | 7.b |
| 4.a | 8.a |

2.b. Have the students choose the word that is **NOT SIMILAR** to the word at the top of the column.

Answers:

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

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3. Let's Play! Pair Work. Have the students work in pairs to follow the correct path to changing their eating habits. They should draw a line from the first point, a. to the statements that they believe would help them change their eating habits. The order isn't vital, but it's easier to follow. See the path below.

They should explain to each other why they chose the points they did.

Answers:

- a. Understand that **beginnings** are difficult.

- c. Eat a **varied** diet of natural food.
- d. Remember you are doing this **for the sake of** your health.
- g. Eat food that has the B vitamins, **such as** chicken, meat, and eggs.
- j. Find **incentives** to keep you eating healthy food.
- m. **Attempt** to eat a combination of different kinds of foods.
- o. Ask for **recommendations** for foods that are good for you.
- p. **Make up your mind** that a healthy diet is worthwhile.

a. Understand that beginnings are difficult.	c. Eat a varied diet of natural food.	e. It is probable that you will fail.
b. Expect to succeed instantly .	d. Remember you are doing this for the sake of your health.	f. Eat foods that do not suit your personal taste .
g. Eat food that has the B vitamins, such as chicken, meat, and eggs.	i. Find incentives to keep you eating healthy food.	k. Adopt a very strict diet in which you eat only fruits and vegetables.
h. Spend considerable time thinking about how difficult it is.	j. On a typical day , eat only junk food.	l. Attempt to eat a combination of different kinds of foods.
m. Eat foods that are highly processed and have a lot of sugar and fat.	n. Ask for recommendations for foods that are good for you.	o. Make up your mind that a healthy diet is worthwhile.

4.a. Have the students create collocations using the words in the chart in their notebooks. Read the **Do you remember?** box and discuss the issue of collocations reminding them of what they already know.

Possible answers:

1. typical day
2. new beginnings / day / attempt
3. make an attempt / a recommendation
4. adopt a child / a recommendation
5. warm day / recommendation
6. considerable amount of time / success
7. highly probable
8. instant success

4. b. Have the students write at least five sentences using the collocations they formed in their notebooks. Encourage them to share their ideas.

5. Listening Comprehension.

Have the students listen to the talk by Mrs. Solomon in Mrs. Krauss' class. They should then answer the questions in their books.

It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript

Mrs. Krauss: Good morning, girls. Many girls have shown considerable interest in the topic of vitamins and minerals after reading my article the school paper, and some have been asking how they can include the vitamins they need in their daily diet. Therefore, we have invited Mrs. Solomon to speak to us. Mrs. Solomon is an expert on nutrition, and she is here to answer your questions and to help each of you adopt a healthy diet that is varied and easy to plan, so there may be no need for you to consider vitamin supplements.

Thank you, Mrs. Solomon, for coming today.

Mrs. Solomon: Thank you for having me. I would like to start my talk today by telling you the good news. Consuming enough vitamins and minerals in your daily menu is not as difficult as you think. In fact, it is highly probable that many of you are not at all lacking the vitamins and minerals that you need at all. It is true that babies and older people often need vitamin supplements, but that is generally not the case with girls your age, especially if you eat foods that are high in vitamins and minerals.

Mrs. Krauss: Which foods would you recommend that the girls eat on a daily basis?

Mrs. Solomon: My first recommendation is to change from white bread to whole-wheat bread and from white rice to whole, or brown, rice. That will add magnesium, iron, vitamins B6 and B12, and other vitamins to your diet, all for a very small change in your eating habits.

Shira (Student): Excuse me, may I please ask a question?

Mrs. Solomon: Certainly.

Student: My name is Shira. I have tasted whole wheat bread once or twice and I do not like it. What do you suggest for me?

Mrs. Solomon: That is a very good question, Shira. Any attempt to change your eating habits will fail unless the food suits your own personal taste. If you do not like whole wheat bread, there are other ways to add iron and vitamins B6 and B12 to your diet. You can do so by eating meat or chicken and eggs, and you can add magnesium by eating nuts or peanuts. In general, if you make sure to eat a combination of different foods, such as fruits and vegetables, grains, nuts and fish or meat, you will probably get all the vitamins and mineral that you need. For example, you are adding calcium and Vitamin E when you use beans, almonds, or other nuts in your daily diet. Sweet potatoes, carrots and other orange vegetables give you potassium and Vitamin A, and other fruits and vegetables add Vitamin C to your diet.

Yes, is there another question?

Efrat (student 2): Yes, thank you. My name is Efrat. Are you saying that no one our age should be taking vitamins?

Mrs. Solomon: No, I cannot say that. Some of you may have special diets because of food intolerance, or you may have health issues that require extra vitamins. I am saying that most girls your age who eat a variety of foods will not need vitamin supplements.

Yael (Student #3): I have a question. I am Yael. Eating different kinds of healthy food sounds very nice, but on a typical day, I find myself too busy to eat anything in the morning, and I often take bags of chips or other snacks to eat during the day. How can I find the incentive to change my eating habits?

Mrs. Solomon: That is an important point. Changing habits does not come instantly. One way you can change your diet is by being organized. Before you go to sleep, make yourself a sandwich for school the next day, and in the afternoon, cut up some fruits or vegetables to snack on during the day. These few minutes of preparation for the sake of your health will probably make a big difference in the way you feel.

It may also help to make the change together with a friend, so you can remind each other of your goals. You can make yourselves incentives, such as planning a trip or buying yourself a gift after you are successful for a month.

In short, beginnings are always difficult, but if you make up your mind that it is important to you, you will be able to make a few small changes in your diets and to feel better. I wish you success.

Mrs. Krauss: Thank you very much, Mrs. Solomon, for being with us today.

Based on: <https://www.realsimple.com/health/nutrition-diet/vitamins/eat-vitamins>
<https://familydoctor.org/vitamins-and-minerals-how-to-get-what-you-need/>

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Answers to questions:

- a. 2, 3
- b. 3
- c. 1
- d. any of the following: beans, almonds, nuts
- e. 1
- f. any of the following: planning a trip, buying yourself a gift

6. Let's Write! Pair work Have the students work in pairs to write a short dialogue in their notebooks, about one of the two topics that are presented. They are to have at least 7 turns for each character.

When they are finished, those who want to can share their dialogue as a role play.

Encourage them all to share their dialogues.

You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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8: Labeling Foods

1. Let's Talk! Have a class discussion about the issue of labeling foods in Israel. We have a picture of the red labels here but there are also green ones. You might want to remind them of that as well.

Encourage all the students to express their ideas about the different issues presented in the questions.

2. a. Have the students match the words to their meanings.

Answers:

- | | | |
|------|------|------|
| 1. b | 4. a | 7. e |
| 2. d | 5. c | 8. i |
| 3. g | 6. h | 9. f |

2.b. Have the students choose the correct meaning of the words in bold for each sentences.

NOTE: For item 6, you can explain that **criteria** is the plural form of the word. The form for the singular is **criterion**.

Answers:

- | | | |
|------|------|-------|
| 1. a | 5. c | 9. c |
| 2. c | 6. b | 10. c |
| 3. b | 7. c | 11. a |
| 4. a | 8. a | |

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3. a. Have the students use the words in the word bank to complete the passage.

Answers:

- | | | |
|-------------------|-----------------|-----------------|
| 1. administration | 6. come up with | 11. adjustments |
| 2. requirement | 7. publicize | 12. labeling |
| 3. voluntary | 8. stages | 13. successful |
| 4. committee | 9. define | 14. generated |
| 5. criteria | 10. ingredients | 15. hopeful |

3. b. Have the students answer the question in their notebooks. Encourage them to share their point of view.

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4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn. It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

Based on information from:

<https://www.baytechlabel.com/red-logo-on-Israel-food-labels>

<https://www.timesofisrael.com/food-packages-to-carry-red-labels-for-excess-sugar-salt-and-saturated-fats/>

https://www.health.gov.il/English/Topics/FoodAndNutrition/Nutrition/Adequate_nutrition/Pages/labeling.aspx

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5. Have the students answer the questions according to the article in Exercise 4.

Answers:

- a. 2
- b. 3, 5
- c. 1. False
2. They chose the model of red circles that was similar to the labels used in Chile.
- d. 4

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- e. 1. 2020 and 2021
2. 2021
3. 2020 and 2021
4. 2020 and 2021
- f. 4

6. Let's Write! Have the students write a letter of opinion about the change in the taste of a specific food item. They should write between 100-120 words in their notebooks.

Encourage them to share their letters.

You can use the **Writing Templates** on page iv in the TG to help you teach and review this.

You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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9: I Think That...

1. Let's Talk! Group Work. Have the students work in small groups of 3-4 discussing the questions presented. They should all express their own ideas. Have the groups then share their ideas. Did they all agree or does everyone think something else. Encourage the different opinions.

2. a. Have the students choose the explanation that best defines the word in bold.

Answers:

- 1. a
- 2. a
- 3. b
- 4. a
- 5. b
- 6. a
- 7. a

2.b. Have the students complete the passage using the words in bold in Exercise 2.a.

Answers:

- 1. aimed at
- 2. demonstrate
- 3. in detail
- 4. personally
- 5. with the intention of
- 6. common sense
- 7. behavior

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3. a. Have the students complete the chart with the parts of speech for each word.

Answers:

	Noun	Verb	Adjective	Adverb
1.	success	succeed	successful	successfully
2.	imagination	imagine	imaginative/ imaginary	imaginatively
3.	volunteer	volunteer	voluntary	voluntarily
4.	demand	demand	demanding	demandingly

3.b. Have the students use the words to write at least 4 sentences that include two parts of speech of each word family in the same sentence, as in the example. They should write their sentences in their notebooks. Encourage them to share.

4. Present and Listen! Group work. Have the students work in small groups of 3-4. They are to choose one of the given topics, topics discussed and studied in this unit.

They are going to create a presentation about the topic to show what they've learned. They are to follow the guidelines to create the presentation.

Set a clear timeline and when the deadline arrives, they are to present their work to the class.

5. Present and Listen! Have the students present their work and the others are to answer the questions presented to them in their notebooks relating to each presentation.

Encourage the discussion after everyone presents to ensure everyone understood and all was clear.

You can assess the students using the [Speaking Rubrics](#) on page ix in the TG.