Unit 4: The World and Me

	Title	Reading	Listening	Writing	Speaking
1	**Sun Safety**	----	Talk	Dialogue	Opinion
2	**SAD**	Informative Article	-----	Description	Opinion
3	**Tips to Recover from SAD**	Dialogue	----	Letter	Presentation
4	**How We Choose our Food**	Article	-----	Letter	Discussion
5	**Organic Food**	Informative Article	-----	Opinion	Discussion
6	**Eating Habits**	----	----	Description	Opinion
7	**Sugary Goodness?**	----	Talk	Note	Expressing opinions
8	**Who Benefits from Supermarket Set Up?**	Informative Article	---	Letter	Discussion / opinions
9	**Let's Go Shopping!**	Questionnaire	Presentations	Questionnaires / opinion essay	Discussion / opinions

Overall performance objectives:

- Can express opinion and preference
- Can describe people and things, orally and in writing
- Can write an opinion letter, an opinion essay and a descriptive essay
- Can persuade and discuss a variety of topics orally
- Can conduct a mini study
- Can explain why something is good or bad

Vocabulary in unit: New

addicting	emphasis	opposition	strongly
addiction	enforce	optimistic	substitute
artificial	estimate	organic	sunlight
availability	exposure	phenomenon	supervise
ban	fat	probability	symptom
checkout	gardener	purchase	temperature
company	gradual	qualify	temptation
conclude	gradually	radiation	tempted
condition	grown-up	regulations	therapist
conduct (v)	hopeless	safety	therapy
consideration	invisible	satisfy	treatment
desperate	manipulate	screen	ultimately
drop (n)	massive	shade	undoubtedly
	noticeable		

Collocations, Chunks, and Idioms

after all	common knowledge	find oneself	judging by	take into consideration

around the clock	conscious of	for the better / worse	on a regular basis	take measures
as far as health is concerned	cross your mind	get on your nerves	on the contrary	take something into consideration
based on	depend on	get over	ought to	talking things over
be in a bad mood	despite the fact	have an open mind	pass a law	the …, the …
be prepared to	discourage somebody from doing something	have nothing to do with	set an example	to be under the impression
bear in mind	do without	in control	sharp drop	to make matters worse
before very long	draw attention	in place of	sick of	what about
beyond our control	even though	in regard to	standard of living	whenever possible
come down with something	face up to	it goes without saying	stands for	

Reentered / Reviewed

addict	convenient	exposed	manufacture	point out	supplements
administration	convenience	fact	medicine	positively	surfaces
agriculture	customer	factor	method	predict	survey
allow	decide	from time to time	model	prepare	symptom
am/pm	decision	generation	mood	primary	synthetic
analyze	decline	guidelines	moreover	product	to some extent
approve	decrease	immense	negative	production	transported
artificial	decreasing	impact	nervous	promote	trend
aspect	department	increase	nevertheless	reflect	trust
assure	depressed	indication	northern	relieve	various
attitude	depression	industry	notice	remove	vital
available	developed	influence	nutrients	responsibility	well-being
avoid	discover	ingredients	obvious	schedule	willing
avoid	display	initiative	opponent	security	
challenging	disturb	inspects	option	shady	
concern	educate	introduced	overcome	sign	
concerning	effective	lable	participants	specific	
concerning	emotional	lack	patterns	specifically	
considerably	equipment	level	percentage	stress	
consumers	eventually	location	period	stressful	
contain	exchange	majority	periods	structures	
contrast	expand	management	personal	suffer	

Page 86

1: Sun Safety

1. Let's Talk! Have the students talk about the questions presented that deal with the topic of sun safety. Encourage them to express their opinions on the topics presented.

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

1. e
2. a
3. b
4. c
5. d

3. b. Have the students choose the word that has a different meaning than the word in bold in each line. Answers:

1. sometimes
2. forget about
3. take away
4. fear
5. begin
6. danger

3. a. Have the students complete the dialogue with the words in the bank.
Answers:

1. bear in mind
2. radiation
3. shade
4. screened
5. exposure
6. measures
7. take precautions
8. conclude

Page 87

3. b. Have the students write, in their notebooks, a logical ending to each sentence. Encourage them to
share.

4. Listening Comprehension.
Have the students listen to the talk by Dr. Debby Levy. They should then answer the questions in their notebooks.
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

Principal: Good morning, teachers, and thank you for coming to this special meeting, which deals with the health and safety of our students. Our first speaker today is Dr. Debby Levy, who will speak to us about sun safety, and the danger of being exposed to the sun for long periods of time. Thank you, Dr. Debby, for being with us today.

Dr. Debby: Thank you for inviting me to talk about this important topic. As teachers and parents of small children, you are certainly aware of the dangers of sunburn. You try to be careful at the beach, at the pool, and during long trips. But you must bear in mind that any exposure to the sun's rays can be harmful to the skin. That means that your students must take precautions to protect themselves at all times, even when walking to and from school, when playing outside during the breaks, and during school activities that take place outside. The World Health Organization strongly recommends that schools and teachers take the initiative to make sure that their students are aware of the rules of sun safety and that they are not exposed to strong rays of the sun during school hours.

Principal: Can you give us a few examples of ways that we can take the initiative?

Dr. Debby: Yes, I can. First of all, the younger students should be taught the rules of sun safety. There are work sheets available that can be helpful to teachers. We must teach our students that, even though the ultraviolet radiation from the sun is invisible, it certainly exists, and it can cause damage to our skin if we do not take measures to protect ourselves. It is important to educate our children about the importance of wearing clothing that covers their skin and using sun hats, especially on sunny days.

Education is only one way that we can help our students protect themselves. The school administration also has the responsibility to provide shady areas in the schoolyard. These shady areas can come from the natural shade of trees, or they can be a result of structures that are built over the playground equipment. A shady play area, together with the use of sun hats, and wearing clothing that covers the skin, can screen the students from the dangers of being exposed the sun.

Principal: What about during trips and outdoor activities?

Dr. Debby: Whenever the school plans a trip or an outdoor activity, you must put the primary emphasis on the safety of your students. Avoid long walks in the sun in the middle of the day. Make sure that a trip to a park or a playground provides enough shady area. On long trips, make sure that everyone has enough water, and is wearing a sun hat and using a cream or lotion. The lotion should have a Sun Protection Factor (SPF) of 30 or more, so that it blocks most of the rays of the sun. This is especially vital if the students are walking on sand or near the water, since research has shown that these surfaces can reflect as much as 85% of the sun's rays. That means that the sun's radiation in these places is considerably higher than in other places. After two hours of walking in the sun, or when spending time in the water, remind the students to use more sunscreen lotion.

To sum up, our students must learn the rules of sun safety, and they must be provided with shady areas in which to play during the breaks. Moreover, any trip or outside activity must be planned to take place in shady areas, or during hours when the radiation of the sun is not as strong. Of course, you as teachers must be a model for the students by following these sun safety rules yourselves.

I conclude my talk by wishing you and your students a good school year, and a healthy one as well.

Principal: Thank you very much, Dr. Debby, for your important message.

Based on: http://skincancer.org/wp-content/uploads/Sun-Safety-at-School.pdf

Answers to questions:

a. sun safety / not being in the sun for a long time / protecting yourself in the sun
b. 3, 5
c. wear clothing that covers your skin / use sun hats
d. 2
e. the safety of the students
f. 1
g. follows the sun safety rules

5. Let's Write! Have the students write a dialogue between a mother who is concerned about sun safety and her daughter who is getting ready to go to the beach. They should write at least 5 exchanges between the mother and daughter, in their notebooks. Encourage them to share their dialogues.

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.

Page 88

2: SAD

1. Let's Talk! Have the students discuss the questions about SAD, Seasonal Affective Disorder. Encourage them to express their views and ideas.

2. a. Have the students write the correct word next to each definition.
Answers:

1. artificial
2. therapy
3. a drop
4. sunlight
5. hopeless
6. symptom
7. therapist

2.b. Have the students read the dialogue and choose the answer that has the same meaning as the expression in bold.
Answers:

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

Page 89

3. Have the students replace the words in bold with a word from the word bank. They should write the answers in their notebooks.
Answers:

a. drop
b. artificial
c. in a bad mood
d. condition
e. hopeless
f. symptoms
g. get over
h. therapists
i. based on

4.a. Have the students answer True or False before they read the text to see what they might think or already know. Go over the answers only after doing Exercise 4.b. with the class.
Answers:

1. F
2. T
3. F
4. T
5. T

4. b. Read the text with the students. Discuss what type of text this is and what we can expect to find in it especially after having done the True False exercise in Exercise 4.a.
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.

Article based on:
https://www.nimh.nih.gov/health/publications/seasonal-affective-disorder
https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=85&contentid=P00755#:~:text=What%20are%20the,friends%20help%20you

Page 90

5. Have the students answer the questions according to the article in Exercise 4, in their notebooks.
Answers:

a. 2
b. the following:
1. People are not exposed to enough sunlight / People do not have enough exposure to sunlight.
2. This can have an emotional impact on the way a person feels
c. 1
d. 3
e. The answer should show that they understand that talking to someone, a therapist, could help people develop a more positive outlook on winter**.**

6. Let's Write! Have the students write a description of a winter day in Israel. Encourage them to write using many descriptors and adjectives. They should write between 120-140 words in their notebooks.

You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Page 91

3: Tips to Recover from SAD

1. Let's Talk! Pair Work. Have the students work in pairs to discuss the questions presented about SAD and the cities in the chart.

2. a. Have the students match the questions with the answers in the chart. Point out that it's a dialogue.
Option: Have the students act out the conversation.
Answers:

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

Page 92

2.b. Have the students write the meanings of the words, in their notebooks, as they are presented in Exercise 2.a.
Possible Answers:

1. get on your nerves – **disturb**
2. around the clock – **all day**
3. a sharp drop – **a sudden decline**
4. temperature – **measurement of cold**
5. face up to - **accept**
6. sick of- **tired of**
7. are you conscious - **are you aware of**
8. crossed your mind – **considered**
9. before very long- **in a short time**
10- optimistic – **positive**

3. a. Have the students use the phrases in Exercise 2.b. to complete the sentences.
Answers:

1. sick of
2. around the clock

3. sharp drop in/temperature
4. before very long
5. getting on my nerves
6. crossed your mind
7. face up to
8. are conscious of
9. optimistic

3. b. Have the students categorize the sentences in Exercise 3.a. according to the two topics presented. Discuss the answers and why they chose what they did.
Answers:

Negative Thoughts: 1,3, 5, 6, 9
Optimistic Ideas: 2, 4, 6, 7, 8
NOTE: Sentence #6 can be interpreted as being either positive or negative.

4. Let's Talk and Write! Group Work. Have the students work in small groups to come up with tips and optimistic messages for their friend Leah who is suffering from SAD. They should write a letter and plan what they will say to her on the phone, offering her encouraging and optimistic tips and messages.

a. They are to plan their ideas according to the categories presented.
b. They are to write a letter to Leah. They are to write at between 100-120 words in their notebooks.
c. They are to present their letter and their ideas for the phone call.
d. They are to offer an opinion on the other students' presentations and ideas.

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.

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

Page 93

4: How We Choose Our Food

1. Let's Talk! Group Work. Have the students work in small groups of 3 to discuss the questions presented about food. Then discuss what they learned and discovered in a class discussion and sharing.

2. a. Have the students match the word to its definition.
Answers:

1. b
2. e
3. c
4. a
5. g
6. d
7. f

2. b. Have the students choose the correct meaning for the bold expression in each sentence.
Answers:

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

3. a. Have the students write sentences, in their notebooks, with similar meanings to the ones presented. They should use the word bank provided.
Answers:

2. They *ought to use less sugar in their recipes.*

3. My friend said, "What *about making your own cookies?"*
4. You can be *in control of the ingredients (you put in).*
5. I started using *honey in place of sugar.*
6. It goes *without saying that my cookies were tastier.*
7. *I found myself gaining weight.*
8. I had to make a decision in *regard to (making) the cookies.*

Page 94

3.b. Have the students complete the parts of speech in each row.
Answers:

	Noun	Verb	Adjective	Adverb
1	**consideration**	**consider**	considerate	**considerately**
2	**fat**	**fatten**	fat, fattening	----------
3	----------	----------	**gradual**	gradually
4	purchase	**purchase**	**purchase**	----------
5	**substitute**	substitute	**substitute**	----------

3.c. Have the students complete the sentences with the words in the chart in Exercise 3.b.
Answers:

1. a. consider
b. considerately
c. considerate
d. consideration

2. a. substituting
b. substitute
c. substitute

3. a. purchase
b. purchase
c. purchase

3.d. Have the students use the words they didn't use in Exercise 3.c. in sentences in their notebooks.

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.

Page 95

5. Have the students answer the questions according the article in Exercise 4, in their notebooks.
Answers:

a. 3
b. … *money , … time.*
c. 1

Page 96

d. Answer of the following: *We can change the way we eat / When we change the way eat, there is a gradual change in our food preferences/ We can learn how to like other food.*
e. 4
f. 1

6. a and b Let's Write! Pair Work. Have the students work in pairs to write and answer letters about eating habits. They should write in their notebooks or on a piece of paper.
Encourage them to share their letters and responses.
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.

Lesson information based on: https://www.webmd.com/diet/features/why-we-eat-the-foods-we-do

Page 97

5: Organic Food

1. Let's Talk! Have a class discussion about the questions presented relating to organic food. Encourage the students to express their ideas.

2. a. Have the students circle the word that has a different meaning than the word in bold.
Answers:

1. in contrast
2. explanations
3. important
4. write about
5. affect
6. be unable
7. You are right

2.b. Have the students write the correct word, from the word bank, next to the definitions.
Answers:

1. gardener
2. opposition
3. enforce
4. company
5. organic
6. pass a law

3. Have the students complete the dialogue using the words in the word bank.
Answers:

a. gardener
b. am under the impression
c. on the contrary
d. organic
e. despite the fact
f. companies
g. massive
h. supervise
i. passed
j. regulations

Page 98

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.

Page 99

5. Have the students answer the questions according to the article in Exercise 4, in their notebooks.
Answers:

a. 2

b. *Organic food is grown using only natural methods/ without chemicals / without artificial fertilizer or pesticides.* (The other two points cannot be proven and are based on people's opinions.)
c. *You can know it is really organic. / You trust the farmer.*
d. 3
e. *Certain types of organic food can cause illness to the consumer. / Organic animals may be more exposed to disease./ It is harmful to the environment.*
f. *The trend of organic food will expand / grow*. or: *Organic food will be more available.*

6. Let's Write! Have the students write an opinion essay on their point of view regarding organic food. They should write between 120-140 words in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Content in this section based on:
https://www.britannica.com/topic/organic-food#:~:text=Organic....
https://www.foodbusinessnews.net/articles/18073-a-bright-future-for-natural-and-organic-industry
https://naturallivingfamily.com/

Page 100

6: Eating Habits

1. Let's Talk! Pair Work. Have the students work in pairs to discuss the questions provided regarding diet and changes over time.
They should then share their ideas with the class. Compare answers and ideas.

2. a. Have the students choose the correct meaning for the words in bold in each question.
Answers:

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

2. b. Have the students rewrite the sentences, in their notebooks, by replacing the words in bold with the words in the word bank. They may need to make changes to the vocabulary words.
Answers:

1. no matter how often
2. as a result of
3. can't be bothered with
4. can do without
5. As far as the standard of living is concerned,
6. depending on
7. are prepared

Page 101

3. Have the students complete the sentences about food choices, in their notebooks. Encourage them to share their ideas. Explain that they don't have to necessarily express their own opinion if they don't want to.

4. a. Let's Write! Have the students individually think about and plan their own essay. They are to follow the instructions that help them write their essay.

4 a.1. & 2. Have the students answer the questions individually in their notebooks. Encourage them to write as much detail now as possible to help them later with their essay. Encourage them to use the vocabulary you've been working on in this lesson.

4.b. Have the students organize their ideas and write their composition in their notebooks. They are to write between 120-140 words.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

5. Let's Talk! Have the students discuss the process of deciding on what to write and what to say. Have them relate to the questions presented.

Page 102

7: Sugary Goodness?

1. Let's Talk! Have the students guess the meaning of the words in bold. Then have a class discussion about the questions.
Accept any logical answer that is given. Do not tell them the answers to the questions, because they will hear the answers in the listening text.

2. a. Have the students match the questions in Column A with the answers in Column B.
Answers:

1. e
2. a
3. b
4. f
5. g
6. d
7. c

2.b. Have the students choose the answer that has a similar meaning as the words in bold.
Answers:

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

Page 103

3. a & b. Have the students match the words to the correct definitions.
Answers:

a:	b:
1. b	1. c
2. f	2. b
3. c	3. d
4. e	4. a

4. Listening Comprehension.
Have the students listen to the talk by Dr. Dina Gold who has come to give a talk at the Family Health events. They should then answer the questions in their notebooks.

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

Chana: Good evening, mothers, and welcome to our monthly talks about family health. Our guest speaker tonight is Dr. Dina Gold, who will tell us about sugar addiction and how to avoid it. Thank you, Dr. Gold, for joining us today.
Dr. **Gold:** Thank you, Chana. Please call me Dina. And thank you to all the mothers who took time off their busy schedules to come to this lecture. You know, it is common knowledge that children like candy, cookies, ice cream, in short- anything that has a lot of sugar added to the food. We also know that too much sugar is not healthy for anyone – not for us and certainly not for our children. The problem is that our children, and some of us grown-ups, as well, get so used to sugary foods that we become addicted to sugar.
How can we tell if anyone in our family is suffering from sugar addiction? One sign is when the person is desperate for more and more sugary foods. One candy or sweet drink is never enough for him, and he will look for other sweets to satisfy his hunger for more. Children with sugar addictions often have changing moods, with a "sugar high" making them wild and very active, followed by a "low", which makes them moody and unhappy. To make matters worse, a person who is addicted to sugar will need more and more sugar to satisfy himself as time goes on.
What should we do if we see signs of sugar addiction in our children? We may be tempted to take away all their sweets and stop giving them sugar at all. The problem is that stopping them from having sugary foods all at once will not work. Eventually, it will make our children consume even more sugar than before. So, what can we do to help our children? As in any other addiction, the best way to help someone who is addicted to sugar is to decrease the amount of sugar in his or her diet very gradually. Discourage children from eating too many candies and try not to have candies around the house at all. Instead, offer them homemade cookies and cakes. They will certainly contain less sugar than the sweets that are sold in the store.
Undoubtedly, there are many times when the amount of sugar our children have is beyond our control**.** On Purim, for example, or on Simchat Torah, our children will be given large amounts of candy and sweets, and there is not a lot we can do to stop it. The only thing we can do is give them a healthy meal before they get any candy at all. We can also prepare them for what is going to happen, so they know what to expect. You may also offer to exchange a number of candies for a healthier snack or for a small toy.
I will end my talk with one more idea. Parents can only be effective in teaching their children good eating habits if they eat well themselves. When we show our children that we are eating healthy meals, and keeping away from sugary foods, then we are setting an example for our children. I wish you and your children good health and success, and I thank you for listening. Are there any questions?
Chana: Thank you so much for that very useful information. Yes, questions from the audience?
(fade out with light murmurs)

Based on: https://www.tasteofhome.com/article/signs-have-sugar-addiction/

Answers to questions:

a. 2
b. 3

Page 104

c. 4

d. Any of the following: *Purim / Simchat Torah*
e. Any of the following: *Give them a healthy meal first / Prepare them for what is going to happen/ Exchange candies for a healthier snack or for a small toy.*
f. Any of the following: *eat healthy food / eat well / set a good example*

5. Let's Write! Have the students write a short note encouraging the young child to eat less sugar at the party. They should write between 50-80 words. Encourage the students to share their notes 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.

OPTION: You may want to have the students put on a short role play to act out the scenario instead of writing the notes.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.

Page 105

8: Who Benefits from Supermarket Set Up?

1. Let's Talk! Group work. Have the students work in small groups to discuss the questions presented about supermarkets and the way they are set up. After they are finished, have a whole class discussion asking each group to present their ideas.

2. a. Have the student match the words to their meanings.
Answers:

1. b
2. d
3. a
4. f
5. c
6. g
7. e

2.b. Have the students choose a word or words that do NOT mean the same as the word in bold.
Answers:

1. decide
2. ability
3. manufacture
4. approve
5. promote
6. hidden

3. a. Have the students replace the words in bold with a word or words from the word bank, in their notebooks.
Answers:

1. conducted
2. draw attention to
3. Judging by
4. noticeable
5. availability of
6. take into consideration
7. probability
8. checkout
9. ban

Page 106

3.b. Have the students copy the chart into their notebooks and categorize the statements in the right column. Then have them add an additional example for each category.

Answers:

Probability	**Manipulating others**	**Interesting phenomenon**	**Temptation**	**Estimated amounts**
4. 8.	5. 9.	1. 10.	3. 6.	2. 7.

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.

Page 107

5. Have the students answer the questions according to the article in Exercise 4, in their notebooks.
Answers:

a. 4
b. companies pay supermarkets to put their products in noticeable places / companies pay high prices to the store's management to make sure that their products are easily noticed
c. 1. *the children can see* / 2. *there is a display of small bags of candies and chips (for the children to see).*
d. 3
e. *more fruits and vegetables and less / fewer sweets and snacks*
f. *The management of the supermarket benefits because they get money from companies. / Companies that sell sweets and snacks benefit because their products are put in noticeable places.*

6. Let's Write! Have the students write a letter of opinion to a newspaper, in their notebooks. They are to write between 120-140 words.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Information in section based on:
https://www.washingtonpost.com/lifestyle/wellness/if-you-think-grocery-stores-are-playing-tricks-on-you-they-really-are/2018/01/05/4c49450a-deb2-11e7-8679-a9728984779c_story.html
https://scitechdaily.com/shoppers-choose-healthier-groceries-when-supermarkets-place-fruit-and-vegetables-near-store-entrances/

Page 108

9: Let's Go Shopping!

1. Let's talk! Group work. Have the students work in small groups to answer and discuss the questions presented about questionnaires. Then have each group share their ideas with the class.

2. Pair work. Have the students work in pairs to find and write words, from those they learned in this unit, and others, for each of the descriptions, in their notebooks.

The following are possible answers, just in case the class can't find enough.
Possible answers

a. As far as … is concerned, Based on, Are you under the impression, Cross your mind (Has it ever crossed your mind), Despite the fact that…., Find yourself (Have you ever found yourself) In regard to, Judging by, Undoubtedly, What about
b availability, checkout, draw attention, invisible, manipulate, noticeable, purchase
c. manipulate, be prepared to, discourage someone from, find yourself, hopeless, invisible, take into consideration, take precautions, temptation
d enforce, opposition, pass a law, regulations, take measures, wherever possible…
e. considerably, gradually, hopeless, on a regular basis, strongly, whenever possible

3. Have the students complete the sentences, in their notebooks, so they can be used in a questionnaire on shopping at the supermarket. Encourage the students to share their ideas.
Some possible answers should the need arise:

a. This has many possibilities, so accept any logical end to the sentence.
b. than you (expected/ wanted/ were hoping) to spend?
c. make shopping easier / more difficult?
d. that you see in the store / that are on display?
e. you buy things you do not need / you do not find the product you want / your baby is crying?
f. the place where their products are displayed / how many of their products are on display / which of their products are sold in the store?
g. do you buy a snack or candy on display / do you have to wait a long time for your turn/ do you not have enough money to buy the products that you bought?
h. to make sure that healthy foods are noticeable/ to make sure to have enough checkouts open / to make sure that the supermarket is clean/ to make sure that bread, milk, and eggs are always available?

4. a, b, c. Let's Write and Talk! Have the students work in groups to create a questionnaire, answer their friends' questionnaire and analyze their own findings.
The students are to work according to the instructions provided.
a. They create the questionnaire.
b. They exchange and answer.
c. They analyze their results, seeing what their friends think.
It's important that there are enough copies of each questionnaire for each member of the group to answer.
After the groups finish analyzing have each group present their findings regarding supermarket set up.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

5. Let's Write! Have the students choose one of the two options and write an opinion essay in their notebooks. They are to write between 120-140 words in their notebooks.
Encourage them to share.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.