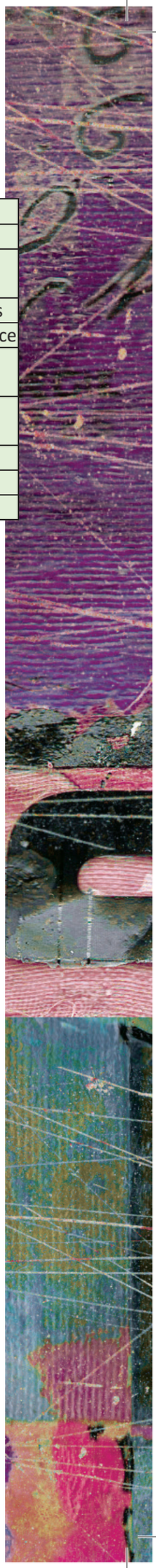

Unit 4: The World and Me

	Title	Reading	Listening	Writing	Speaking
1	Family Dinner:	Article	---	Opinion	Dialogues
2	Modern Life & Obesity	----	Discussion	Composition	----
3	What We Eat	---	---	Description	Survey & Results
4	Advertisements	Informative	---	---	Personal Preference
5	Healthy Drinking Habits	---	Interview	Letter	
6	Influence of Packaging	Article	---	---	Opinion / Preference
7	Inventions	Ad	---	Paragraph/ An Ad	Presentation
8	Color and Us	Informative	---	Letter	Description
9	The Best	---	---	Persuasive Essay	Presentation

Overall performance objectives:

- can discuss healthy living and eating
- can discuss how advertising affects our lives
- can express their points of view on the use of color, packaging and words
- can collect information through a survey and present findings
- reach conclusions and present their ideas
- express opinions and their reasoning
- describe and persuade
- are familiar with idioms and sayings
- write persuasive essay
- can write an informal letter
- can present a fully developed idea

Vocabulary: New

additionally	consider	emphasize	impact	output	rely
advertisements	considerably	engage (v)	importance	packaging	respond
afterwards	considerate	entitled	impression	patterns	selection
anxious	consideration	evidence	impressive	percent	share
apparent	consume	exclusive	including	perception	signal
apparently	contain	experience (v) + (n)	indicate	perceptive	significant
appealing	convey	experiment	liquid	persuade	slim
approve	convince	explore	management	persuasive	solution
associated with	count	factors	media	pleasure	somewhat
at risk	customer	familiar	ministry	problematic	specialize
audience	dehydrated	findings	negative	profit (v)	start
breathe (v)	design	focus	maintain	project (v)	subjective
briefly	designer	force	manage	promote	survey (n + v)
certain	difference	former	occasional	promotes	tendency

certainly	efficiently	functional	occasionally	reaction	term
combine	elementary	furthermore	organization (count n)	relatively	truth
connection	emotions	general	outcome	relieve (v)	typical

Chunks, idioms and sayings

apple of one's eye	for instance	put all your eggs in one basket	to some extent
as a matter of fact	have your cake and eat it too	smart cookie	would you like
as well as	in a nutshell	spill the beans	would you rather
cool as a cucumber	is worth (doing sth)	take something with a grain of salt	

Reentered / Reviewed

ability	consumers	knowledge	relationship
acquire	correspondence	learning styles	research
affordable	cut down on	lobster	restrictive diets
approach	data	maintain	retain information
assist	develop	memorable	rigid
associated with	document	method	routine
assume	enhance	mixture	schedule
attitude	ensure	motivation	situation
attract	essential	nutrition	spread
benefits	exhausted	obese	strengthen
challenge	expertise	obesity	success
circumstances	filth	observe	technique
clients	foggy	prevent	trendy diet
commercial	guarantee	products	urge you to
commitment	high priority	quality	variety
complex	identify	rate	
consequently	image	recommend	
consists of	influences	reduce	

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1 – Family Dinner

1. Pair Work: Have the students discuss whether they agree or disagree with the statements and why.
They should work together to decide on two ideas they agree on and two they don't. They should write their ideas in the chart and share with the class.
It's a good idea to have a whole class discussion about each point, to enable everyone to express an opinion.

2. Have the students match the words in bold in the sentences to the definitions.

Answers to meanings:

a. affordable	b. solution	c. research
d. consists of	e. respond	f. relatively
g. importance	h. including	i. share
j. relationships	k. explore	l. relieve
m. promote	n. experiences	o. priority

Answers to sentences

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

3. Have the students write a sentence or two in response to the statements that are provided in the exercise, in their notebooks. They are to use the words in bold, and any other new vocabulary word in their sentences.

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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.

Option: If you are looking for an interesting project for the students to do, you could have them collect data about what their friends eat for dinner and on which days they eat dinner as a whole family.

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

a. Any two of the following: *an opportunity to spend quality time together / creates an experience that touches the senses / creates and experience that leads to laughter /creates an experience that leads to good conversation / relationships with children develop / gives the children a quiet and secure setting to open up*
b. *one of the most effective ways of achieving the benefits*
c. *planning it in advance or making it a routine*
d. *being consistent is beneficial for children and teens*
e. *they learn how to ask and answer questions properly and how to speak properly*
f. Their answer should show that they understood the need for a quiet and secure place to talk and that the parents set an example for how to speak in a group.
g. Their answer should show their knowledge of healthy eating and that the routine ensures proper eating.

6. Let's Write! Have the students choose one of the findings from the study as presented in the box. They should write their opinion about it, explain how they think it could help and give one or more examples.

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Go over the box **Did you Know?** About the difference between idioms and Sayings. Have the students explain what they understood and give you examples of their own.

7.a. Have the students match the expression to its meaning.
Answer:

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

7. b. Have the students complete the dialogues using the expressions – the idioms or the sayings. Then have them read the dialogues in pairs, acting out the scene.
Answers:

1. apple of her eye
2. spill the beans
3. with a grain of salt
4. put all your eggs in one basket
5. in a nutshell
6. as cool as a cucumber

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2 – Modern Life and Obesity

1. Let's Talk! Pair Work! a. Have the students work in pairs to discuss the question of how many teens in Israel they think are obese.
The answer is 35% nationwide, but it varies from city to city.
b. The idea of these tips is to bring a little humor into the discussion about obesity and look at absurdities in the tips. Have the students skim the tips and ask if they are logical.
c. Have them work with a partner to rewrite at least three of the tips, not just saying Don't do that! They have to give actual tips.
Have them share their ideas when they are done.

BOX: Discuss the issue of Cause and Effect. Read the Do you know? box and have the students supply more examples. A few examples you could use.

- They ate a big breakfast because they were hungry.
- It was raining hard, so she took an umbrella.
- The boy didn't look before crossing the street, so a car almost hit him.
- I wanted to assist the old woman, so I carried her bags to her home.

2. Have them match the cause to the effect, Column A to Column B.
Answers:

1. c
2. e
3. o
4. l
5. a
6. n
7. k

8. m
9. g
10. h
11. i
12. j
13. b
14. d
15. f

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3. Have the students choose the correct word to complete each sentence.
Answers:

a. specialize
b. tendency
c. assist
d. manage
e. problematic
f. slim
g. management
h. retain
i. audience
j. maintains

4. Listening Comprehension.
Have the students listen to the discussion between Dr. Mina Factor and the mothers at Beth Yaakov Or Rochel School.
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 discussion twice to enable the students to check their answers.

Interview Transcript

Mrs. Chava Guttman: Good evening mothers of our Beth Yaakov Or Rochel School. I am Chava Guttman and I am happy to welcome you to our discussion this evening about a problematic health situation that faces many children and teens. Our expert for this discussion is Dr. Mina Factor a well-known children's doctor who also specializes as a dietary consultant for the Ministry of Health.

Dr. Factor: Thank you for inviting me to this discussion this evening. I am very happy to be here. I hope to be able to answer your questions.
The problem I would like to talk about today is the problem of childhood obesity. In Israel childhood obesity has grown considerably in recent years. Overweight and obesity rates in children and teens have become a disaster across the country**.** Different cities throughout Israel are affected by this problem. The highest number of obese children is in Ashkelon, with 38 percent of the children there being obese. Other cities are not far behind. Jerusalem has 30 percent and Elad has 22 percent.
As you can see, the numbers are high all over the country and the situation is the same everywhere. There are obese children in every city in the country.

So that's our problem and we have to find a solution or a way to reduce the numbers. I'll be happy to answer the audience's questions now.

Mother A: Doctor, can you please explain what obesity is exactly?

Dr. Factor: That is a good question. So what, exactly, is obesity?

A few extra kilograms don't make someone obese. Generally, a child is not considered obese until his or her weight is at least 10 percent higher than what is recommended. For example, if a girl is about 152 centimeters tall, and weighs 55 kilos, she's fine. But if she is 152 centimeters and weighs 63 kilos she is already considered obese.

If your child has a few extra kilos on them, and they are not obese, but this is the time to help them make a change to prevent them from becoming obese. A few extra kilos may indicate a tendency to gain weight easily. There is a need for a change in routine: a change in diet and exercise routine that is.
That was such an important question. Thank you.
Who has another question, please?

Mother B: I do, thank you. I'd like to know, when does obesity begin?

Dr. Factor: Now that's an important question. Many people think only adults can be obese. But in reality, obesity most commonly begins between the ages of 5 and 6. If not then, then it could easily begin during the teenage years.

Who else has a question?

Mother C: I'd like to ask. What chance is there of an obese child or teen of becoming slim or skinny as adults?

Dr. Factor: I'm sorry to say but the chances are slim. It will take a lot of work. Studies have shown that a child who is obese between the ages of 10 and 13 has an 80 percent chance of becoming an obese adult. Unfortunately, overweight children are much more likely to become overweight adults. However, if they maintain healthier patterns of eating and exercise as they grow, they can avoid becoming obese.

I can take another question.

Mother D: I was wondering. What are some of the specific factors that cause obesity?

Dr. Factor: The causes of obesity are complex and there are many factors that can cause obesity. Obesity in childhood and adolescence can be connected to poor eating habits or overeating. A family with poor eating patterns leads to children with poor eating habits and that could lead to obesity. If one parent is obese, there is a 50 percent chance that their child will also be obese. However, when both parents are obese, their children have an 80 percent chance of being obese.

Another factor is lack of exercise. Children and teens aren't very active today and we need to make sure they go outside and get some exercise. They need to move around.

Of course, a family history of obesity, stressful life events or family and peer problems can result in obesity too. Low self-esteem, or other emotional problems can also lead to obesity.

But, in a nutshell, someone can become obese when they eat more calories than their body uses. The extra calories become fat and can lead to obesity. If you eat more than you need, you gain weight.

I think we have time for maybe one or two more questions?

Mother E: What are risks and complications of obesity?

Dr. Factor: There are many risks and complications with obesity. Some are physical, such as heart disease, high blood pressure, diabetes, trouble sleeping or breathing, and even pain in the joints, like the knees.

But there are also problems of lower self-esteem, lower self confidence, emotional problems and of course, being less popular with their peers.

One last question please.

Mother F: How can obesity be managed and treated?

Dr. Factor: I am so glad you asked that. That is such an important question, and everyone needs to know the answer to it. I just want to give you a few ideas of how you, as mothers, can help manage and prevent the obesity problem with your own children. You can start a weight-management program at home by planning meals and making better food selections when you go to the supermarket. Make sure your child takes healthy food to school. Make sure the amount of food your children eat is not more than they need. That's what we call portion control. How much of each food is eaten.

You can change eating habits by not using food as a reward and making sure to sit down for meals together. You set an example. Eat slowly, at set times, small amounts and fewer fatty and unhealthy snacks.

Our time is up. I hope this question and answer discussion has helped you as mothers so you can assist your child, who may have an obesity problem, or to help you prevent such a problem.

Mrs. Chava Guttman: Thank you, Dr. Factor, for sharing your expertise with the mothers of our school. Thank you, mothers, for asking such important meaningful questions. I am sure everyone has gained much knowledge from this discussion. Thank you again!

Answers to questions:

a. 1, 3
b. 2
c. Yes
d. 3
e. Age 5-6
f. 4
g. 3, 4
h. Any of the following: not using food as reward, sitting down for meals, setting examples, eat slowly, eat small amounts, eat healthy food, eat fewer fatty and unhealthy snacks

<u>Page 84:</u>

5. Have the students write down two points that they found most important from the discussion in their notebooks. If needed, play the recording one more time to enable the students to listen for more information. Encourage them to share their ideas.

6. Puzzle Time. Have the students find all the nouns in the word cloud and write a short paragraph using at least 7 of them. Encourage them to share their paragraphs.
List of nouns in the cloud: schedule, relationships, products, benefits, knowledge, ability, nutrition priority, motivation, challenge, solution

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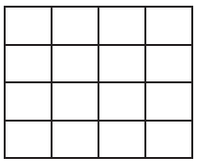
3 – What We Eat

1. Let's Talk! Have a class discussion with the students about the connection between obesity and how we eat.
This is an opportunity to remind them of the use of the first conditional. Review it with them to enable them to use it in their discussion. Use the **Tip** box to help.

2. Play Bingo with the class. Have the students draw a 4x4 grid in their notebooks.



They are to choose 16 of the words in the list on SB p. 86 and write them onto their Bingo card, the grid.
You read out the sentences below, **leaving out the word in bold red**.
The students have to complete the sentence and if they have the word that completes the sentence, they mark the word on their card.
Encourage them to write down the sentences you say so they can refer to them when checking their cards.
The winner is the first student to get 4 words in a row – vertically, horizontally or diagonally.
Sentences:

- Ruthie made a **commitment** to herself to exercise more.
- You need a lot of **motivation** to study a foreign language well.
- A positive **attitude** is important for success.
- The **circumstances** enabled the family to move to a bigger apartment.
- Good **quality** food is very important for a healthy lifestyle.
- Getting good grades on her exams is **high priority** for Malka.
- The speaker has a lot of **knowledge** of home safety.
- My mother has been using the same **products** to clean the house for years.
- The cake **mixture** is so tasty. I must stop eating it, or we won't have a cake.
- The **clients** who shop at this supermarket are all from the same neighborhood.
- A good friend is someone who you have a strong **relationship** with.
- My father needs to lose a lot of weight, so the doctor put him on a **restrictive diet**.
- My friend believes she will lose weight quickly on that new **trendy diet** of eating 8 apples a day.
- A good daily **routine** will keep you healthy.
- The civil servant **documented** the meeting and sent all the **documents** to his boss. *(pick either of the two red words to omit while reading)*
- There are clear **connections** between healthy eating and feeling better.
- The **importance** of studying hard in high school is clear for our future.
- Sarit and I **share** our lunch every day. Her mother always gives her such delicious foods.
- The teacher **indicated** that we will need to do well on this project if we want to pass the course.
- Tamar is so **slim** even though she eats and eats all the time.
- This is a **problematic** situation that we need to solve quickly.
- I believe that **commercial** cakes and cookies are not as good as homemade.
- The weather is so **foggy**, we can't see where we are going.
- We need to **strengthen** our bodies through exercise and good food.

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

1. urge you
2. avoid
3. develop
4. reduce
5. to process
6. concentrate
7. ensure
8. performed
9. build up
10. assist

3.b. Have the students write two examples for each descriptor in their notebooks.
Encourage them to share their ideas.

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3.c. Let's Write! Have the students choose one of the examples they gave in 3.c. and write a short paragraph explaining what they feel about it, why they feel that way and how they feel about it. They should write between 60-80 words in their notebooks.
Encourage the students to share their ideas.
Read the **Tip**! boxes with the class to help them.

4.a. Survey Time! This is a group work task. Divide the class into 6 groups, each group being responsible for one question. That group walks around and asks the whole class their question. Then the groups sit down and analyze their findings.

4. b. The groups take their data and organize it in a chart or graph of some sort. They have an example of a bar graph in their books. They are to present their findings.
Review the **Tip** Box for how to present their ideas.

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4 – Advertisements

1.Let's Talk!

a. Have the class discuss the pictures of the products and say which of the breakfast cereals they would choose and why. They could discuss price, attractive packaging, taste, familiarity, healthy, sweet, etc.
b. Have the students discuss the issue of advertisements in magazines or flyers that they see. Have them talk about what makes an advertisement attractive to them, why they would look at one.
Have them talk about whether they buy things because they saw an advertisement for it and why or why not.
Lead the discussion on what they think it is that makes an advertisement attractive or not.
Accept all logical and well explained responses.
Encourage them to reply to each other's points

2. a. Have the students choose the correct answer for each sentence.
Answers:

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

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b. Have the students match the words in Column A with their meanings in Column B.
answers:

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

3. Have the students complete the sentences any way they like, in their notebooks. The aim is to see if they understand the new vocabulary.
Accept any logical sentences.
Review the vocabulary that wasn't clear.

Note: Explain the concept of understanding words through context. Read the **Tip** box with the class.
In this article, there are words that are explained in context, and are not pre-taught. For example, generalities or slogans. This word is explained in the text.

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.

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

a. 2
b. *how popular the product is / the fact that so many people buy the product*
c. 4
d. *approve of the idea*
e. See chart
f. 3

The Technique that is Used	**The Reason for Using It**
Repetition and catchy slogans	a. **When a person hears the message many times he will approve of it.**
b. **Following the crowd**	to show how popular the product is so it is certainly worthwhile
Generalities	**c. It will give people the impression that the product will help them feel good.**
d. Appealing to emotion	It promotes the message through feelings rather than through logic.

6. Let's Talk! Have the students describe their favorite advertisement, explaining why they like it best. Make this a whole class discussion to sum up the topic of the lesson.

Option: Have the students bring in a picture their favorite advertisement if possible. Or bring in a collection of magazines the students can look through to find an advertisement they like and can talk about.

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5 – Healthy Drinking

1. Group Work! Have the students work in groups asking each other the questions in the book. This is a group activity, to get each member of the class to ask questions and to answer as they fill in the information. Encourage the students to use complete sentences. You may need to remind them of the difference between *how much* and *how many*. Use the Do you know? box to help you.

2. Have the students discuss the findings in their group.

NOTE: The words findings and consume are new vocabulary words to be taught in this lesson. It is a good idea to pre-teach these so the students will be able to use them immediately.

3.a. Have the students match the questions in Column A to the answers in Column B.
Answers:

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

3. b. Have the students choose the word that doesn't belong in each row of words.
Answers:

1. occasionally
2. start
3. blood pressure
4. somewhat
5. consequently

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4. a. Have the students complete the dialogue using the words in the bank.
Answers:

1. pleasure
2. matter of fact
3. occasional
4. somewhat
5. dehydrated
6. truth
7. liquid
8. as well as
9. Furthermore

4. b. Have the students fill in the Trivia questions, according to what they think is correct.
They will find out after they listen to the recording, so don't check these yet.
Answers:

1. F
2. F
3. T
4. F
5. F
6. T
7. T
8. F

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5. Listening Comprehension.
Have the students listen to the interview between Dr. Goldstein and Mrs. Levy at the local clinic. 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 interview twice to enable the students to check their answers.

Interview Transcript

Mrs. Simcha Levy: Welcome Doctor Ruth Goldstein and thank you for being with us today

Dr. Goldstein: It's my pleasure to be here.

Mrs. Levy: Doctor, we all know that it is important to drink enough water, especially in the summer. What about during the rest of the year?

Dr. Goldstein: In truth, it is important to drink enough all year, not only in the summer. In a way, it is somewhat easier to drink enough in the summer because we feel hot and we get thirsty. However, we have a tendency not to drink enough in the winter, since we do not feel so thirsty. We must drink enough every day, and not wait until we get thirsty

Mrs. Levy: How many cups of water should a person drink every day?

Dr. Goldstein: Well, the Institute of Medicine recommends a total of 13 cups a day for men and 10 cups for women. Children need a little less – between 6 and 8 cups a day. Of course, if you are hiking outside in the sun or if you are very active, should drink more than that.

Mrs. Levy: Ten cups! That sounds like a lot of water every day! Why is water so important?

Dr. Goldstein: You know, more than half of our body is made of water, and we need water for our body to work properly. If a person does not get enough water, he or she is at risk of becoming dehydrated, and the outcome may be very dangerous. In fact, I recommend you start your day by drinking a cup of water.

Mrs. Levy: I will start tomorrow. What about other drinks? Can they take the place of water?

Dr. Goldstein: Yes, you can drink some other drinks instead of water, but not instead of all of it.

Mrs. Levy: Which other drinks would you recommend?

Dr. Goldstein: Soda is fine, as long as it doesn't have too much salt in it. You need to read what is in it on the bottle. But I suggest you keep away from drinks like cola, sugary drinks or even diet drinks. These may cause negative side effects that are bad for your body. I also recommend eating fruits and vegetables, many of which contain a lot of water. Eating tomatoes, watermelon, berries, grapes, and citrus fruit can certainly take the place of one or two cups of liquid, depending of course on how much you eat.

Mrs. Levy: How about coffee? Can coffee take the place of water?

Dr. Goldstein: That is an interesting question. Drinking coffee used to have a bad name, and people were afraid to drink more than one or two cups a day. However, recently there has been a growing amount of evidence showing that coffee may be good for us. Research has shown that women who drink three or four cups of coffee a day may be less likely to suffer from Alzheimer's disease later in life.

Mrs. Levy: You mean, coffee is good for us? That is surprising. How about chocolate? That also is high in caffeine.

Dr. Goldstein: You are right. As a matter of fact, a small amount of high-quality dark chocolate is good for our blood, and it can help lower blood pressure and also improve other health conditions.

Mrs. Levy: Are you saying that drinking coffee and eating chocolate is always healthy?

Dr. Goldstein: No, not at all. Too much caffeine can raise blood pressure, as well as cause difficulty sleeping. This is especially true for younger people, like high school and Seminary students. I would recommend that young people reduce the amount of caffeine that they consume. They can drink an occasional cup of coffee, but they should not have more than one cup a day. Furthermore, too much chocolate can also cause problems, and if you eat too many sugar-rich milk chocolate bars you may gain weight. However, a cup or two of coffee and a small amount of dark chocolate is good for our health.

Mrs. Levy: That is good news for many people. Thank you very much for coming and sharing this information with us, Dr. Goldstein.

Answers to questions:

a. 2
b. Woman: 10 / Man 13
c. 3
d. Any of the following: tomatoes, berries, watermelon, grapes, citrus fruit
e. D
f. Any of the following: you eat a small amount / you don't eat too much, / it is dark chocolate / it is high quality
g. 1

6. Let's Write! Have the students write a short letter, in their notebooks, to the doctor to say thank you and to discuss what they are taking from the talk. They are to write between 70-90 words.
This is a good opportunity to review the format of an informal letter. Use the **Tip** box to help you. Remind them that they wrote a letter of recommendation in Unit 2, they can use the same format to help them.
Encourage the students to share their letters.

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6 – Influence of Packaging

1. Let's Talk! Pair Work. Have the students work in pairs to discuss the items in the pictures. The students should be encouraged to express their opinion or to talk about their shopping experiences.
Draw their attention to the phrases that will help them express their opinions. Use the Tip box to help. It contains some new expressions. You may want to teach those prior to the pair work task.

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

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

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3. Have the students match the word in A to the meaning in B.

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

4. a. Have the students read the sentence and choose the correct word to complete it.
Answers:

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

4.b. Have the students use the words in Exercises 2 and 3 to complete the sentences.
Answers:

1. rely
2. design
3. percent
4. significant
5. familiar, For instance, consider
6. To what extent
7. apparent

Page 95 & 96:

5. 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.

6. Have the students answer the questions according to the article they read in Exercise 5.
Answers:
a. who consider the package / packaging very important.
b. 1. There is a great variety of products in large supermarkets.
2. The companies design the packaging to attract buyers.
c. Accept something along the lines of: how companies emphasize that their product is familiar / how companies emphasize that you can rely on their product.
d. 4
e. When a cola company started using a bottle with a curvy shape, their sales increased by 45 percent.
f. 1. New products may have bright colors to attract buyers.

2. A package or bottle that is shaped like a curve can bring a feeling of softness and comfort

3. A picture of a hot bowl of soup is meant to give the shopper a cozy feeling of home. / An image of a fish conveys a feeling of freshness.

7. Have the students answer the questions, in their notebooks, based on their own point of view. Encourage them to use the new vocabulary learned in this lesson. Have them share their ideas and responses.

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7 – Inventions

1. Let's Talk! Have the students describe the inventions in the pictures that are quite useless in reality. Have them try to express what they think these are used for and what they think of them.
They are: a. a chair for two people, b. shoe umbrellas, c. walking sleeping bag, d. a dimple maker, e. roller skates

2. Have the students fill in the chart by writing the correct word under each picture. Note that there are more words than needed. These are all review from this unit.
Answers:

a. emphasize
b. marketing
c. document
d. patterns
e. audience
f. dehydrated
g. blood pressure
h. research
i. reduce
j. successful

3. Let's Write! Have the students find a connection among at least 8 of the words and write a short passage, of between 40-60 words using these words, in their notebooks. Encourage them to share their paragraphs.

4. Have the students match the words to the definitions
Answers:

1. i
2. f
3. k
4. h
5. a
6. j
7. c
8. e
9. d
10. l
11. g
12. b

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5. Have the students fill in the parts of speech for the words in the chart.
Answers:

	Noun	Verb	Adjective	Adverb
a	relative	----	relative	relatively
b	recommendation	recommend	-----	-----
c	impression	impress	impressive	impressively
d	emphasis	emphasize	-----	-----
e	------	convince	convincing	convincingly
f	consideration	consider	considerate	-----
g.	efficiency	-----	efficient	efficiently

6. Have the students fill in the missing words to complete the paragraph, using the words from Exercises 4 and 5.
Answers:

1. familiar
2. briefly
3. impression
4. elementary
5. relative
6. functional
7. entitled
8. Afterwards

7. a. Review the example of the advertisement for the chair. Explain all the sections by having the students point them out.

7.b. Let's Write! Have the students work in pairs to Explain that they are going to work in pairs to create their own advertisement for one of the products in the chart. They are to include the following in their ad:

- Catchy title
- Name of product
- Qualities
- Uses
- Why I should buy it
- Contact information

Furthermore, they have to use at least 6 of the words in Exercise 4 and 5. Encourage them to use expressions they've learned or idioms.

Their advertisement is to be created on an A4 page or card.

7. c. The students present their ads to the class and the class votes for the one they liked best.

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8 – Colors and Us

1. Let's Talk! Have a class discussion about the students' favorite colors and why. Ask them to explain how they feel when they see or wear that color.
Discuss the issue of what colors make them feel happy, sad, hungry, and so on. ask them if they were aware that colors may have an influence on them.

2. Have the students complete the passage using the words in the Word Bank.
Answers:

a. familiar
b. Apparently
c. elementary
d. reaction
e. briefly
f. Afterwards
g. former
h. pressure

3. a. Have the students match the words with their synonyms. Discuss the fact that impact and influence have similar meanings and their synonyms are similar as well.
Answers:

1. j
2. a
3. k
4. e
5. l
6. d
7. h/g
8. f

9. c
10. i
11. b
12. g/h

3.b. Have the students circle the correct word to complete each sentence. Answers:

1. anxious
2. pressure
3. associated
4. signaled
5. perception
6. reaction

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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.

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

a. They are examples of feelings or emotions that may be caused by color.
b. Colors influence reactions in our bodies.
c. No; While perceptions of color are somewhat subjective, there are some color effects that have universal meaning.
d. 3
e. any one of the following: white is considered clean / fresh / young / modern; black is considered powerful / mystery; yellow grabs your attention/ you remember it; gray you don't remember
f. To think about our favorite color and how it makes us feel when we wear it or see it.

6. Let's Write! Have the students write a letter to a friend about their favorite color. They should relate to the points given:

- What their favorite color is
- How it makes them feel when they see the color
- How they feel when they wear the color
- How they use the color

They are to write between 80-100 words. They should be encouraged to use the template provided. Review the structure of a letter. You can use the **Writing Templates** on page v in the TG to help you grade this. Encourage them to share their letters.

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9 – The Best

1. Let's Talk! Pair Work. Have the students work in pairs describing items either from their bookshelves at home or their desks. They shouldn't say what it is, but their description has to be clear enough for their partner to identify it.

Do one or two examples with the whole class to help them understand the process. For example, you can describe the following:

It's small and blue. I use it in the morning and at night. It helps me look neat. I use it slowly and often. – my hairbrush

2. a. Have the students categorize the words into adjectives and adverbs. These are mostly review words from this unit.
Answers:

Adjectives: familiar, former, elementary, exclusive, entitled, functional, important
Adverbs: additionally, afterwards, apparently, briefly, efficiently, relatively, considerably

2. b. Have the students write three sentences using two adjectives from the chart in each sentence and three sentences using two adverbs from the chart in each sentence.

3. a. Have the students write a persuasive essay. Before they start writing, review the layout of an essay and explain the essence of a persuasive essay. Review some ideas of what can be said. Use the vocabulary words from Exercise 2a.

3. b. Have the students present their argument but not reading from their essay. They should present their ideas and the class has to decide which presentation was the most persuasive.

You may use the rubric below to help you grade the presentations. Or you can use the **Writing Rubrics** on page vi in the TG to help you grade this.

Rubric:		
Criteria	**Comments**	**Mark**
Content & Organization		/40
Grammar		/20
Presentation		/40