

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА

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HEALTH IS ABOVE WEALTH

(teacher's book)

Практикум з аспекту «Розмовна практика» для здобувачів вищої освіти
ОС «Бакалавр» 3 курсу ОП «Англійська та друга іноземна мови та літератури
(переклад включно)», ОП «Німецька та друга іноземна мови та літератури
(переклад включно)»

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Н 43 Health Is Above Wealth (teacher's book): практикум з аспекту «Розмовна практика» для здобувачів вищої освіти ОС «Бакалавр» 3 курсу ОП «Англійська та друга іноземна мови та літератури (переклад включно)», ОП «Німецька та друга іноземна мови та літератури (переклад включно)» / уклад. О. В. Ковтун, О. С. Бойван, І. М. Запущляк, О. О. Войтович. Вінниця: ДонНУ імені Василя Стуса, 2026. 335с.

Практикум Health Is Above Wealth (teacher's book) з аспекту «Розмовна практика» для викладачів, які викладають першу та другу іноземну мови здобувачам 3 курсу ОП «Англійська та друга іноземна мови та літератури (переклад включно)», ОП «Німецька та друга іноземна мови та літератури (переклад включно)» містить практичні завдання з основних тем, що включені в програму вивчення першої та другої іноземної мови та варіанти відповідей. Практикум складається з 43 окремих уроків із інтерактивними, репродуктивними, частково-пошуковими завданнями. Практикум містить вправи, які можуть використовуватися під час аудиторних занять та в межах самостійної роботи студентів. Практикум Health Is Above Wealth (teacher's book) рекомендований для викладачів факультету іноземної та слов'янської філології, які викладають англійську мову як першу та другу іноземну мови.

ПЕРЕДМОВА

Практикум «Health Is Above Wealth» із розвитку усного мовлення з аспекту «Розмовна практика» призначений для здобувачів вищої освіти ОС «Бакалавр» 3 курсу ОП «Англійська та друга іноземна мови та літератури (переклад включно)» й ОП «Німецька та друга іноземна мови та літератури (переклад включно)».

Видання складається з 43 окремих занять. Тематика розділів націлена на засвоєння лексичного матеріалу й активізацію розмовних навичок. Матеріали кожного розділу містять завдання для опрацювання тематичного матеріалу, аудіоматеріали, низку закріплюючих і тренувальних вправ та завдань для самостійної роботи. Для практикуму передбачено матеріали з відповідями, що полегшує підготовку викладача до проведення заняття. Конкретні, послідовні, лаконічні й логічні завдання комплексно відображають різні види мовленнєвої діяльності здобувачів вищої освіти. Завдання складені так, що дають змогу з'ясувати не тільки репродуктивний рівень засвоєння навчального матеріалу, але й загальну комунікативну компетентність здобувачів вищої освіти.

Засвоєння основних теоретичних засад практикуму «Health Is Above Wealth» відбувається переважно через виконання практичних завдань під час занять. Вони спрямовані на ознайомлення та опанування лексики з медичної проблематики, а також розв'язання поставлених питань на основі отриманих практико-орієнтованих знань. Це сприятиме розширенню спектра навичок здобувачів освіти та забезпечить можливість ефективної самореалізації відповідно до сучасних вимог до майбутніх фахівців.

Робота з практикумом «Health Is Above Wealth» сприятиме розвитку іншомовних комунікативних умінь до рівня, який забезпечує використання англійської мови в широкому колі реальних ситуацій медичної сфери, забезпечення засвоєння студентами аналогічної термінології за умови домінування прагматичної, соціокультурної і фахово-професійної компетенції.

Внаслідок роботи з практикумом здобувачі закріплять уміння:

- ефективно працювати з поданою тематикою: добирати необхідну інформацію з різних джерел, критично аналізувати й інтерпретувати її, впорядковувати, класифікувати і вміти її застосовувати в практичних ситуаціях;
- усної інтеграції: брати активну участь у неформальних і формальних дискусіях та розмовах побутового, професійного змісту; розуміти чужі думки та пропозиції, коментувати, оцінювати та робити висновки; будувати висловлювання з залученням лексичних структур та комплексів, набутих протягом вивчення курсу;
- аудіювання: розуміти тексти, пов'язані з темами, які вивчаються; сприймати загалом та в деталях інформацію загальних тем навіть за додаткових звукових перешкод і варіацій акцентів;
- усного продукування: чітко та детально висловлювати думки щодо різноманітних актуальних тем, використовуючи широкий спектр мовних засобів, висловлювати своє ставлення до певних ситуацій; давати чіткі описи з дослідженої теми, робити резюме, узагальнення; адекватно та компетентно реагувати на спонтанні коментарі;
- оволодіння необхідним лексичним матеріалом із тем, що вивчаються, для вільного та послідовного викладення суті проблемних питань, пов'язаних із запропонованими темами.

Cleanliness

Pre-Reading

A. Warm-Up Questions

1. Is your home clean and orderly most of the time or only when you are expecting guests?
2. How important is it to have an organised workspace?
3. Do you carry hand sanitiser with you everywhere you go?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------------|--|
| _____ 1. have it together | a) untidy |
| _____ 2. immaculate | b) to clean until something shines |
| _____ 3. clutter | c) a mess, things that are left randomly around a room |
| _____ 4. dishevelled | d) extremely neat and clean |
| _____ 5. slob | e) a person who is messy and dirty |
| _____ 6. polish | f) cutlery (forks, knives, and spoons) |
| _____ 7. silverware | g) able to produce a lot |
| _____ 8. productive | h) to be very organised, to be ready |
| _____ 9. be told time and again | i) to be reminded many times |
| _____ 10. immune system | j) parts of the body that work together to fight off infection |

Reading

CLEANLINESS

Are you a neat freak or a slob?

1. Some people always seem to **have it together**. Their hair is perfect, their kids' clothes are pressed, and their homes are **immaculate**. Unlike these neat freaks, **slobs** always seem **dishevelled**.
2. Neat freaks cannot stand **clutter**. They are fearful of germs. Slobs, on the other hand, can't find anything if it's put away where it belongs! You can keep your shoes on when you visit their homes. If a slob comes to visit, you don't have to **polish** your **silverware**.
3. Keeping a perfectly ordered home and office may help you be more **productive**. But what about creativity? Some experts say that slobs, or at least those who refuse to clean up between each activity, are actually more imaginative. We only have to watch children play to see the proof. Young kids rarely tidy up their mess between projects. They have to **be told time and again** to put things away.
4. If we didn't clean up or tell our kids to wash their hands, we would surely be ill all of the time. Or would we? Some doctors say that our obsession with cleanliness prevents our **immune system** from developing properly. Is your house too clean?

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. According to the passage, what can neat freaks not tolerate?
2. What is a slob?
3. Why does the passage mention forks and knives?
4. Why might a little disorder be a good thing?
5. Why do some doctors think people are too clean?

Vocabulary Review

Which one word from the vocabulary list on page 1 will fit into all three blanks? Some words are used in a different way in these examples than they are in the passage.

1. a) I can't stand all of the _____ in the kitchen.
b) The bench at the front entrance is always full of _____.
c) My brain is so full of _____ that I can't concentrate.
2. a) My house would be _____ too if I had no children.
b) Don't come down for dinner until your room is _____.
c) Virgin Mary's pregnancy is often called the _____ Conception.
3. a) I got in trouble at work because I didn't _____ my shoes.
b) Did you _____ off the wine, or is there still enough for one glass?
c) I need some pink nail _____ to go with my dress.

Writing

A. Discussion

Read this letter out loud and discuss possible suggestions with your classmates.

Dear Dr. Neat Freak,

My wardrobe is full of clutter. I have so many pairs of shoes that I don't know what to do with them. I also have more clothes than hangers. I hate throwing things out! It isn't only my closet that is in disorder. I always seem to look dishevelled. I can't find anything to wear, and I sometimes run out of time before I can wash my hair. My office is a mess too. My boss has told me time and again that I'm not productive enough. Please help me! I feel so out of control.

Casey

B. Writing

After the discussion, write out a response from Dr. Neat Freak to Casey. Use your notebook if you need more room.

Class Opinion

Walk around the classroom and ask your classmates these questions about cleanliness. Write their answers in the chart below.

Classmate	Would you rather live with a neat freak or a slob? Why?	Do you think it is possible for a house to be too clean?	Some people say it is a sign of respect to look your best for other people. Do you agree or disagree?

Listening

Fill in the blanks as you listen to the recording.

CLEANLINESS

Are you a neat freak or a slob?

1. Some people always seem to have it together. Their hair is perfect, their kids' clothes are _____, and their homes are immaculate. Unlike these neat freaks, slobes always seem dishevelled.
2. Neat freaks cannot stand clutter. They are fearful of germs. Slobes, on the other hand, can't find anything if it's put away where it _____.! You can keep your shoes on when you visit their homes. If a _____ comes to visit, you don't have to polish your silverware.
3. Keeping a perfectly ordered home and office may help you be more productive. But what about creativity? Some experts say that slobes, or at least those who refuse to clean up between each _____, are actually more imaginative. We only have to watch children play to see the proof. Young kids rarely tidy up their mess between projects. They have to be told time and again to put things away.
4. If we didn't clean up or tell our kids to _____, we would surely be ill all of the time. Or would we? Some doctors say that our obsession with cleanliness prevents our immune system from developing _____. Is your house too clean?

AnswerKey

LESSON DESCRIPTION:

In this lesson, students read and talk about cleanliness. Why are some people 'neat freaks' while others are 'slobs'? A class survey about cleanliness is included.

LEVEL: Int

TIME: 1.5-2 hours

TAGS: discussion, cleanliness, organisation, clean, idioms, survey, children, family, habits

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. According to the passage, neat freaks cannot stand clutter. They are also fearful of germs.
2. A slob is an untidy person who always looks dishevelled.
3. The passage says that slobes will not care if your forks and knives are polished when they come and visit you.
4. A little disorder may allow you to be more imaginative.
5. Some doctors think people are too clean because our immune systems may not develop properly if they never have access to dirt and germs.

Vocabulary Review

- | | | |
|------------|---------------|-----------|
| 1. clutter | 2. immaculate | 3. polish |
|------------|---------------|-----------|

Writing

A. DISCUSSION

Read the letter out loud with your class. Discuss possible suggestions that Dr. Neat Freak could make to Casey.

B. WRITING

Have your students write a response from Dr. Neat Freak. Answers will vary. Invite your students to share their answers with the class.

Class Opinion

Have your students walk around the class and ask each other the survey questions. They should write the answers in the chart.

Listening

1. pressed
2. belongs, slob
3. activity
4. wash their hands, properly

Face Masks

Pre-Reading

A. Warm-Up Questions

1. Why do health-care workers wear face masks?
2. Why do everyday citizens sometimes need face masks?
3. Do you have a face mask? If yes, when and where do you wear it? If no, why not?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--|--|
| _____ 1. essential (<i>noun</i>) | a) required by law |
| _____ 2. pandemic | b) a new way of doing something that many people are already doing |
| _____ 3. social distancing | c) something that is very important |
| _____ 4. mandatory | d) the state of not having enough of something |
| _____ 5. shortage | e) the global spread of a new disease |
| _____ 6. personal protective equipment (PPE) | f) masks, gloves, gowns, and other equipment worn to prevent the spread of disease |
| _____ 7. the emergency services | g) the first people to arrive at the scene of an emergency |
| _____ 8. face the reality | h) negative ideas that many members of society think about a specific thing |
| _____ 9. stigma | i) to realise the difficult truth |
| _____ 10. the new normal | j) staying a safe physical distance away from others in order to prevent the spread of a disease |

Reading

FACE MASKS

The New Normal

1. Do you need to pick up some **essentials** at the local shop? Don't forget your face mask! Before the COVID-19 **pandemic**, shoppers had to remember to bring their reusable shopping bags. Now they have to remember a face mask. Face masks help reduce the spread of disease in places where **social distancing** is difficult, such as shops.
2. The main purpose of wearing a face mask during a public health crisis is to help protect others from getting sick from you. Without a face mask, you could pass an infectious disease to another person by simply sneezing or coughing. Even if you don't feel sick, you might be carrying the coronavirus. In fact, some establishments have even made face masks **mandatory** in order to protect the staff and patrons.
3. At the beginning of the COVID-19 pandemic, health experts asked everyday citizens not to purchase face masks. After all, there was a **shortage** of **personal protective equipment (PPE)** for health specialists and **the emergency services**. Later, health experts said it was a good idea for non-essential workers to wear face masks in public places. In some hard-hit places like London, wearing a face mask became a civic duty.
4. Even though most people understand the necessity of face masks, many people don't wear one. Unlike hats or scarves, face masks don't look or feel good. Face masks also make it difficult to do everyday things like talk and eat. And, let's face it—face masks even feel a bit scary when you aren't used to wearing or seeing them in your own city or place of work. They also force us to **face the reality** that the world is experiencing troubling times.
5. Face masks are becoming so common, however, that they are starting to lose their **stigma**, even in countries where face masks were previously rare. In fact, these days, people are more uncomfortable getting caught without a mask than with one. Have face masks become **the new normal**?

'Return to normalcy will require the widespread acceptance and adoption of mask wearing...'

—Dr. Fauci, infectious disease specialist

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. How has shopping changed since the pandemic?
2. What is the main reason for an everyday citizen to wear a mask in public during a pandemic?
3. Why should you wear a face mask even if you don't feel sick?
4. What was there a shortage of at the beginning of the COVID-19 pandemic?
5. What is paragraph 4 mainly about?
6. According to the reading, why are face masks beginning to lose their stigma?

Vocabulary Review

Use the word list to create six words or expressions. Write example sentences for each one.

Word List:

- | | | | |
|--------------|------------|-----------|------------------------|
| · infectious | · personal | · the new | · masks |
| · social | · face the | · reality | · protective equipment |
| · face | · disease | · normal | · distancing |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Grammar Review

A. Review

Review the usage of a common modal of advice.

Should

Should is the most common modal of advice.

Modals are always followed by a base verb.

A base verb is a verb with no ending (-s, -ed, -ing, etc.) added to it.

- You should wear a mask at the supermarket.
- You should place your mask over your nose and your mouth.
- You should wash your mask regularly.

Use the modal *should* at the beginning of a question when asking for advice.

- Should I wear a mask in the car?
- Should my kids have face masks on too?
- Should we make face masks or buy them?

B. Practice

Use the prompts to write questions or suggestions with *should*.

Ex. 1: kids / wear / face masks (question)

Answer: Should kids wear face masks?

Ex. 2: you / wear / face mask / work (suggestion)

Answer: You should wear a face mask at work.

1. pets / wear / face masks (question)

2. children / wear / face masks / school (suggestion)

3. we / sew / face masks / home (suggestion)

4. I / reuse / face mask (question)

5. they / buy / cloth or paper / face masks (question)

Usage Note

TO FACE

The verb 'to face' means to realise or accept that something is bad but true.

- Face it! The kids are not going back to school this semester.
- It's time to face the facts. The cruise we booked for next year is going to be cancelled.
- I can't face going to the gardening store. It's so crowded and some people aren't wearing a mask.

Discussion

1. Should world leaders wear face masks?
Why should or shouldn't they?
2. Should children wear face masks to school until they have a COVID-19 vaccination?
3. Would you dine in a restaurant where face masks are mandatory?
4. Will masks become fashionable?
5. What do you like least about face masks?



Listening

Fill in the blanks as you listen to the recording.

FACE MASKS

The New Normal

1. Do you need to pick up some _____ at the local shop? Don't forget your face mask! Before the COVID-19 _____, shoppers had to remember to bring their reusable shopping bags. Now they have to remember a face mask. Face masks help reduce the spread of disease in places where social distancing is difficult, such as shops.
2. The main purpose of wearing a face mask during a public health crisis is to help protect others from getting sick from you. Without a face mask, you could pass an _____ disease to another person by simply sneezing or coughing. Even if you don't feel sick, you might be carrying the coronavirus. In fact, some establishments have even made face masks _____ in order to protect the staff and patrons.
3. At the beginning of the COVID-19 pandemic, health experts asked everyday citizens not to purchase face masks. After all, there was a _____ of personal protective equipment (PPE) for health specialists and the _____. Later, health experts said it was a good idea for non-essential workers to wear face masks in public places. In some hard-hit places like London, wearing a face mask became a civic duty.
4. Even though most people understand the necessity of face masks, many people don't wear one. Unlike hats or scarves, face masks don't look or feel good. Face masks also make it difficult to do everyday things like talk and eat. And, let's _____—face masks even feel a bit scary when you aren't used to wearing or seeing them in your own city or place of work. They also force us to _____ that the world is experiencing troubling times.
5. Face masks are becoming so common, however, that they are starting to lose their _____, even in countries where face masks were previously rare. In fact, these days, people are more uncomfortable getting caught without a mask than with one. Have face masks become _____?

Answer Key

LESSON DESCRIPTION:

Should everyone wear face masks in public during a pandemic? In this lesson, students discuss the importance of face masks and the reasons why some people don't wear them. This lesson includes a review of modal so-far advice.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: discussion, fashion, the emergency services, health care, health, PPE, social distancing, pandemic, facemasks, Dr. Fauci

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or discuss as a class.

B. VOCABULARY PREVIEW

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

4. There was a shortage of PPE for health-care workers and the emergency services at the beginning of the pandemic.
5. Paragraph 4 is mainly about the reasons people don't like wearing face masks.
6. It's becoming more common to wear a mask than not wear one, so face masks are starting to lose their stigma.

Vocabulary Review

Example sentences will vary.

1. infectious disease
2. social distancing
3. face masks
4. personal protective equipment
5. face the reality
6. the new normal

(continued on the next page...)

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Many people now wear face masks while shopping because it's difficult to keep a safe social distance in the shops.
2. The main reason for an everyday citizen to wear a face mask is to protect others from getting sick.
3. You might be carrying a virus without knowing it, and you can unknowingly spread it by simply coughing or sneezing.

Answer Key cont.

Grammar Review

Go over the grammar notes about the modal of advice *should*.

After doing the practice work, invite your students to try to make their own sentences.

1. Should pets wear face masks?
2. Children should wear face masks at/to school.
3. We should sew face masks at home.
4. Should I reuse my face mask?
5. Should they buy cloth or paper face masks?

Usage Note

Review the common usage of 'face' as a verb.

Discussion

Answers will vary. Can be done in small groups or as a class.

Listening

1. essentials, pandemic
2. infectious, mandatory
3. shortage, emergency services
4. face it, face the reality
5. stigma, the new normal

Pandemics

Pre-Reading

A. Warm-Up Questions

1. What is a pandemic?
2. Have you been vaccinated against any diseases? Which ones?
3. How do people react when new diseases suddenly begin to spread?
4. How do you avoid becoming sick?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|----------------------|--|
| _____ 1. wipe out | a) passed easily from person to person |
| _____ 2. immunity | b) a person who buys and sells things |
| _____ 3. merchant | c) to kill, destroy |
| _____ 4. respiratory | d) to inject with medicine that protects against a disease |
| _____ 5. contagious | e) a person who is harmed, injured, or killed |
| _____ 6. seasonal | f) to become uncontrollably afraid or anxious |
| _____ 7. elderly | g) the state of being unaffected by a disease |
| _____ 8. vaccinate | h) older people |
| _____ 9. victim | i) happening only during certain times of the year |
| _____ 10. panic | j) related to breathing; involving the nose, throat, and lungs |

Reading

PANDEMICS

Nothing to sneeze at

1. During the mid-1300s, between 75 and 200 million people across Europe and Asia were **wiped out** by the same terrible disease. This disease was called the Black Death, and it was one of the biggest pandemics in human history.
2. A pandemic is the worldwide spread of a new disease to which most people do not have **immunity**. Viruses that become pandemics can originate in animals. The Black Death, for example, was caused by fleas that were living on rats. These rats were found on **merchant** ships travelling to Europe.
3. Many pandemics involve different types of influenza, which is caused by a virus that attacks the **respiratory** system. Sometimes, the name is shortened to 'the flu'. The flu spreads quickly because it is highly **contagious**. The most common type of flu is the **seasonal** flu, which only lasts for a few months, but can be fatal for the **elderly** or people with weak immune systems. However, the seasonal flu rarely causes a pandemic. One reason is that people can be **vaccinated** against it.
4. In the 20th century, there were only three pandemics. The most serious of these was the Spanish Flu pandemic of 1918. One-fifth of the world's population was infected, and 50 million **victims** died. In December 2019, a new type of coronavirus (COVID-19) was found in China and soon began to spread to countries all over the world. On March 11, 2020, the World Health Organization (WHO) officially declared COVID-19 a pandemic.
5. People often **panic** when a new pandemic is declared. Health officials remind the public that the best way to avoid getting sick is to wash your hands regularly and cover your mouth and nose when you sneeze or cough. They also recommend not touching your face.

'Pandemic influenza is by nature an international issue. It requires an international solution.'

—Margaret Chan,
Chinese-Canadian physician

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. What is paragraph 1 mainly about?
2. How did the Black Death come to Europe?
3. What is the most common type of flu?
4. What part of the population has the greatest risk of dying from the flu?
5. What was the most serious pandemic of the 20th century?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1.

You may need to change the word forms.

1. The supermarket doesn't sell peaches at this time of year because they are a _____ fruit.
2. In an emergency, many people feel you should help the _____ and children first.
3. There's a bee on your hand, but don't _____ ! If you move quickly, it might sting you.
4. Our colleague Dolores was sick last week, but now she's back at work. Don't worry, she's not _____.
5. I stopped smoking 10 years ago because I didn't want to get a _____ disease.

Vocabulary Review cont.

B. Choose the Correct Word

Choose the word or phrase with the closest meaning to the underlined word or phrase in the following sentences.

1. Before he went to Sri Lanka, Danny got vaccinated against malaria.
 - a) cured
 - b) protected
 - c) infected
 - d) informed
2. If you are the victim of a robbery, go to the police station as soon as you can.
 - a) target
 - b) perpetrator
 - c) witness
 - d) attacker
3. We don't know exactly what wiped out all the dinosaurs.
 - a) upset
 - b) confused
 - c) killed
 - d) devoured
4. I'm not afraid of catching the chickenpox because I am immune to this disease.
 - a) unaffected by
 - b) offended by
 - c) interested in
 - d) superior to
5. My ancestors were wine merchants in Italy.
 - a) critics
 - b) makers
 - c) drinkers
 - d) sellers

Grammar Review

SUFFIXES

A. Introduction

When a word ends with the suffix *-ious*, it is usually an adjective. For example, *contagious* is an adjective. Other common adjectives with this ending include *religious*, *studious*, and *tedious*.

Grammar Review cont.

B. Practice

Try to guess the adjective based on the definition. The first letter is given.
All of them will end with the suffix *-ious*.

#	Definition	Adjective
1	Important, not funny	<i>Serious</i>
2	Happening before, prior	P
3	Worried or nervous	A
4	Very tasty	D
5	Not difficult to guess, clear	O
6	Having a lot of questions	C

Discussion

1. Do you think closing international borders would help prevent the spread of pandemics?
2. What kinds of supplies do people buy when a pandemic is announced?
3. Do you know of any recent pandemics or health scares that almost became pandemics?
4. Do you think scientists will find a way to wipe out all diseases one day?
5. What is the bigger threat: a pandemic or nuclear war?
6. Can the government do anything to prevent a pandemic?
7. Should international events (e.g. conferences or sporting competitions) be cancelled due to health scares such as the 2019–20 coronavirus?
8. In an article about the coronavirus, journalists wrote about the 'thawing relationship' between Japan and China: 'Nothing brings together two old foes like a common problem'. How can international problems bring nations closer together?

Ancient Chinese Poem

Even though we live in
different places, we live
under the same sky.

Research

With your partner, research a historic pandemic such as the Black Death. Answer the following questions. Then share your research with the class.

1. Where did it start?
2. How did it start?
3. When did it start?
4. What were the symptoms?
5. How long did it last?
6. How many people were wiped out?

Listening

Fill in the blanks as you listen to the recording.

PANDEMICS

Nothing to sneeze at

1. During the mid-1300s, between 75 and 200 million people across Europe and Asia were _____ by the same terrible disease. This disease was called the Black Death, and it was one of the biggest pandemics in _____ history.
2. A pandemic is the worldwide spread of a new disease to which most people do not have _____. Viruses that become pandemics can _____ in animals. The Black Death, for example, was caused by fleas that were living on rats. These rats were found on merchant ships travelling to Europe.
3. Many pandemics involve different types of influenza, which is caused by a virus that attacks the _____ system. Sometimes, the name is shortened to "the flu." The flu spreads quickly because it is highly contagious. The most common type of flu is the seasonal flu, which only lasts for a few months, but can be fatal for the _____ or people with weak immune systems. However, the seasonal flu rarely causes a pandemic. One reason is that people can be vaccinated against it.
4. In the 20th century, there were only three pandemics. The most serious of these was the Spanish Flu pandemic of 1918. One-fifth of the world's _____ was infected, and 50 million _____ died. In December 2019, a new type of coronavirus (COVID-19) was found in China and soon began to spread to countries all over the world. On March 11, 2020, the World Health Organization (WHO) officially declared COVID-19 a pandemic.
5. People often _____ when a new pandemic is declared. Health officials remind the public that the best way to _____ getting sick is to wash your hands regularly and cover your mouth and nose when you sneeze or cough. They also recommend not touching your face.

Answer Key

LESSON DESCRIPTION:

Students read about pandemics and discuss how people and governments can deal with them. This lesson includes grammar practice with suffixes.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: discussion, pandemic, epidemic, the flu, diseases, medicine, history, suffixes, coronavirus

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or discuss as a class.

B. VOCABULARY PREVIEW

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

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|-------------|----------------|
| 1. seasonal | 4. contagious |
| 2. elderly | 5. respiratory |
| 3. panic | |

B. CHOOSE THE CORRECT WORD

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the subtitle and quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 7. Help your students with vocabulary and expressions that they are unfamiliar with.

Grammar Review

- | | |
|-------------|--------------|
| 1. serious | 4. delicious |
| 2. previous | 5. obvious |
| 3. anxious | 6. curious |

(continued on the next page...)

Comprehension

- Paragraph 1 is mainly about the Black Death, one of the biggest pandemics in human history.
- The Black Death came to Europe on fleas that were living on rats. The rats were found on merchant ships.
- The most common type of flu is the seasonal flu.
- The flu can be fatal for the elderly and people with weak immune systems.
- The most serious pandemic of the 20th century was the Spanish Flu pandemic of 1918.

Answer Key cont.

Research

Put students in pairs and have them choose two different topics.

If possible, once the research is finished, have students who studied the same topic compare their notes. Pairs can present their research to the class.

Listening

1. wiped out, human
2. immunity, originate
3. respiratory, elderly
4. population, victims
5. panic, avoid

The Coronavirus

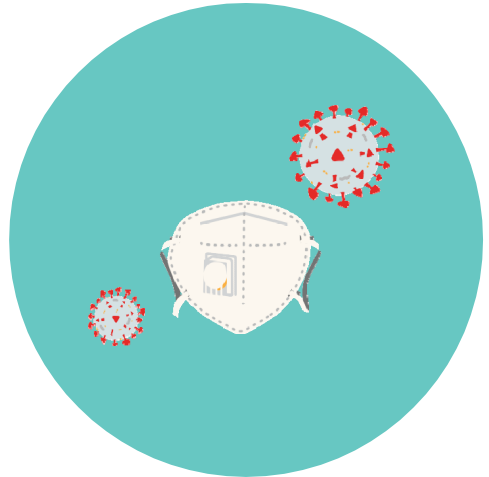
In this lesson, you will learn six facts about COVID-19, which became a pandemic in 2020.

Let's read and discuss!

Pre-Reading

A. Warm-Up Questions

1. Are you worried about the coronavirus?
Why or why not?
2. What regions are currently most affected by this virus?
3. Is this outbreak getting worse or better in your region of the world?
4. What does it mean to be quarantined?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------|--|
| _____ 1. outbreak | a) more likely to experience harm than others |
| _____ 2. virus | b) to recognize the differences |
| _____ 3. contagious | c) to identify an illness |
| _____ 4. quarantine | d) an infectious agent that causes disease in living things |
| _____ 5. distinguish | e) the number of deaths (e.g., per illness or population) |
| _____ 6. asymptomatic | f) a period or state of isolation to prevent the spread of infection |
| _____ 7. mortality rate | g) able to be spread from one person to another through contact |
| _____ 8. diagnose | h) showing no symptoms |
| _____ 9. vaccine | i) a sudden increase in something negative (e.g., disease or war) |
| _____ 10. vulnerable | j) a substance that provides immunity against a disease |

Reading

6 Facts about COVID-19

1. *The origin of this coronavirus is unknown.*

COVID-19 appears to have jumped from animals to humans in late 2019. The **outbreak** first appeared in the Chinese city of Wuhan. Many experts believe it started at a seafood market there. A Chinese doctor who warned the medical community about the **virus** died from it on February 7, 2020.

2. *COVID-19 is contagious.*

According to many health experts, the average person who contracts COVID-19 will pass it on to about two other people. To limit the spread, those who have this **contagious** illness or who have been near someone who has it should go into **quarantine**.

3. *COVID-19 symptoms are similar to the flu.*

It's difficult to **distinguish** flu symptoms from coronavirus symptoms. Typical symptoms of COVID-19 are fever, cough, and shortness of breath. Some people experience other symptoms such as loss of smell and taste. Others have COVID-19, but are **asymptomatic**.

4. *The mortality rate of COVID-19 is unknown.*

At this stage, health experts can only estimate the **mortality rate** of this coronavirus. Estimates range between 1% and 4%. Many countries lack the testing kits to **diagnose** this virus. We do know that elderly people are at a higher risk of death than young people.

5. *Prevention is key to limiting the COVID-19 outbreak.*

To prevent the spread of this virus, health experts recommend washing hands with soap and water for at least 20 seconds. It's also important to cover one's mouth with a sleeve or tissue when coughing or sneezing. People with flu symptoms should stay at home.

6. *There are now vaccines for COVID-19.*

Health experts began working on **vaccines** right away. They estimated it would take at least 18 months before a vaccine was available, but it actually took less than a year. In December 2020, a few countries began vaccinating their most **vulnerable** people.

“This virus is very dangerous. It’s public enemy number one and it’s not being treated as such.”

—WHO director-general
Dr. Tedros Adhanom Ghebreyesus,
Feb 20, 2020

Vocabulary in Context

Circle the following words in the reading and identify the part of speech for each word. Use your dictionary to help you understand any words you aren't familiar with.

#	Word	Part of Speech
1	outbreak	
2	virus	
3	contagious	
4	quarantine	
5	distinguish	

#	Word	Part of Speech
6	asymptomatic	
7	mortality rate	
8	diagnose	
9	vaccine	
10	vulnerable	

Comprehension

Read the statements below.

If the statement is true based on the reading, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. Many experts believe COVID-19 started in a grocery store.
- _____ 2. The doctor who first spoke out about the coronavirus also had the disease.
- _____ 3. It's easy to tell if you have the flu vs. COVID-19.
- _____ 4. A vaccine for COVID-19 was available to all shortly after the outbreak.
- _____ 5. The best way to avoid COVID-19 is to avoid travel.

Vocabulary Review

A. Writing Questions

Practice writing questions using the vocabulary from this lesson (page 1). Change the word forms if you wish. Try to include at least one vocabulary word in each question. Share your questions out loud with a partner and try to make corrections together. Ask your teacher for help. Put your best question on the board.

- What is the difference between viruses and bacteria?
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Vocabulary Review cont.

B. Odd One Out

Choose the word or phrase that does NOT belong in each group.

- | | | |
|---|---|---|
| 1. a) contagious
b) spreads
c) diagnose | 3. a) carrier
b) asymptomatic
c) vaccine | 5. a) differentiate
b) recover
c) distinguish |
| 2. a) vaccine
b) cure
c) mortality | 4. a) distinguish
b) solitary confinement
c) quarantine | 6. a) diagnose
b) vulnerable
c) weak |

C. Complete the Sentences

Complete the sentence with a word from the word list to the right.
Some words will not be used.

- People in long-term care homes are the most _____.
- Many young people are _____. They carry the virus, but they don't present any symptoms.
- Only a doctor can _____ your symptoms as being caused by COVID-19.
- Due to the recent coronavirus _____, the government is limiting who can come into the country.
- We don't have an official _____ yet. Not all of the deaths have been recorded.
- We need more test kits. It's difficult to _____ between this virus and the seasonal flu.

Word List

- outbreak
- virus
- quarantine
- spread
- distinguish
- asymptomatic
- mortality rate
- diagnose
- vaccine
- vulnerable

Useful Expressions

QUESTIONS

- Have you traveled to *China/Iran/Italy/New York* in the last few months?
- Have you been on a cruise ship in the last few months?
- Are you experiencing any flu symptoms?
- Have you been in contact with anyone infected with COVID-19?
- Have you or any of your friends or family been under quarantine?

STATEMENTS

- I' m worried about catching the coronavirus.
- I' m a paranoid person. (I worry too much about things.)
- I' m stocking up on food and supplies because of the outbreak.
- I' m worried I might contract the coronavirus.
- I don' t want to be put in quarantine.
- I' m not traveling right now because of the health risks.

Role-Play

TELEHEALTH

Get together with a partner. Act out a scene between a doctor on a video conference and a person with coronavirus symptoms.

Try to use vocabulary from the reading.

Discussion

1. In your opinion, is COVID-19 still " public enemy number one" ?
2. What is the difference between viruses and bacteria?
3. Did you purchase emergency supplies due to this outbreak?
4. Will you get on a cruise ship ever again?
5. How do/did you feel about getting the COVID-19 vaccine?

Writing

Do a little more research on the coronavirus. Create your own list of facts using one of the topics provided.

Topic: _____

1. _____

2. _____

3. _____

4. _____

5. _____

Example Topics

- 5 Myths about the Coronavirus
- 5 Ways to Prevent the Spread of a Virus
- 5 Differences between the Coronavirus and the Seasonal Flu
- 5 Reasons to Wear a Mask during the Coronavirus Outbreak

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn six facts about COVID-19. They learn and review related vocabulary and discuss measures to prevent the spread of disease. Note: This lesson will be updated as major changes occur.

LEVEL: Int – High Int

TIME: 1.5-2 hours

TAGS: coronavirus, virus, outbreak, COVID-19, pandemic, epidemic, flu, health, symptoms, prevention

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups.

B. VOCABULARY PREVIEW

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

Reading

Have students read the article together or silently. Encourage learners to underline any words they are unfamiliar with. Discuss the quote. Make sure your students know what WHO stands for (World Health Organization). Find out if they know what the WHO does.

Vocabulary in Context

- | | | |
|--------------|--------------|---------------|
| 1. noun | 5. verb | 9. noun |
| 2. noun | 6. adjective | 10. adjective |
| 3. adjective | 7. noun | |
| 4. noun | 8. verb | |

Comprehension

1. F – Many experts believe it started in a seafood market.
2. T
3. F – The symptoms are similar to the seasonal flu.
4. F – A vaccine became available to the most vulnerable in some countries in December 2020.
5. F – The best way is to wash your hands.

Vocabulary Review

A. WRITING QUESTIONS

Answers will vary. Have students practice their questions out loud in pairs. Help students with question formation.

B. ODD ONE OUT

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

C. COMPLETE THE SENTENCES

- | | | |
|-----------------|-------------|-------------------|
| 1. vulnerable | 3. diagnose | 5. mortality rate |
| 2. asymptomatic | 4. outbreak | 6. distinguish |

(continued on the next page...)

Answer Key cont.

Useful Expressions

Go over the useful questions and statements related to this outbreak.

Role-Play

Place students in pairs for this activity. Invite your students to perform their skits. You can decide whether or not you want to see a written dialogue. Encourage your students to use some of the vocabulary found in Vocabulary in Context on page 3.

Discussion

Put students in small groups or discuss the questions as a class. Invite your students to share their concerns or questions to help generate topics that would be useful for the follow-up research and writing exercise.

Writing

Have students do some extra research on a topic they want to know more about. Then have them write a list of facts similar to the one on page 2. They can use the space provided or their notebooks if more room is needed. Allow students to come up with their own related topic if they don't want to use one of the ones provided. Invite students to share their research with the class.

SPELLING NOTE:

This lesson shows the American spelling of the words *Traveled*, *Traveling*, and *Practice*. Other English-speaking countries spell these words this way: *Travelled*, *Travelling*, and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Flu Vaccinations

Pre-Reading

A. Warm-Up Questions

1. Do you get a flu jab every year?
2. Does your doctor recommend the flu jab?
3. Do you think it's important for children and the elderly to be vaccinated for the flu?
4. What risks are associated with flu jabs?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------------------|---|
| _____ 1. influenza | a) to allow the immune system to fight a disease on its own |
| _____ 2. vaccine | b) to relate, to connect |
| _____ 3. risk | c) the medical term for 'flu' |
| _____ 4. associate | d) a possible problem |
| _____ 5. allergic | e) a bodily change caused by taking medicine |
| _____ 6. side effect | f) producing a negative reaction in the body |
| _____ 7. mutate | g) to demand, to not accept 'no' |
| _____ 8. preventative | h) to stop something negative from happening |
| _____ 9. immune system | i) to change forms |
| _____ 10. insist outweigh | j) a substance given to a person to prevent a disease |
| _____ 11. let nature take its course | k) to be more important than something else |
| _____ 12. | l) the body's natural defense against disease |



Reading

FLU VACCINATIONS

Weighing the risks

1. **Infl enza** is the long word for 'flu'. The flu makes it difficult for the body to fight off other illnesses. Some doctors think everyone should get an annual flu **vaccine**.
2. There are some **risks associated** with flu jabs. People who are **allergic** to eggs or chicken can get sick from flu vaccines. Injecting a foreign substance into the body can also have **side effects**. The flu jab doesn't always work, either. This is because the influenza virus **mutates**.
3. There are other **preventative** measures besides getting flu jabs. Frequent handwashing is one. Staying home from work or school greatly reduces the spread of flu. Do you stay in bed when you're sick?
4. Some people never seem to get sick. Perhaps they are born with stronger **immune systems**. Or maybe they are positive people who believe in healthy lifestyles.
5. Doctors **insist** that people in certain groups get vaccinated for influenza. Young children and the elderly are more likely to die from flu-related illnesses. In these cases, the benefits of the flu jab **outweigh** the risks. Healthy people may prefer to **let nature take its course**.

Could it be the flu?

FLU SYMPTOMS

- cough
- fever
- runny nose
- sore throat
- body aches
- fatigue

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. According to some doctors, how often do people need the flu vaccine?
2. Who should not get a flu vaccine?
3. Why doesn't the flu vaccine always prevent influenza?
4. What is mentioned as a more natural way of preventing the spread of flu?
5. Who needs the flu vaccine the most?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. People who are _____ to animals have difficulty keeping pets.
2. If you want a strong _____, make sure to get enough sleep.
3. My doctor _____ that I start eating healthier.
4. You could take a pill to help fight the infection, or you could _____.
5. Flu bugs are _____ with cold weather.
6. A _____ measure is to cover your mouth with your elbow.
7. One of the possible _____ of the medicine is muscle weakness.

B. Choose the Correct Word

Choose the word with the closest meaning to
the underlined word or phrase in the following sentences.

- | | | |
|--|---|--|
| 1. The virus <u>mutated</u> , so a new vaccine was created.
a) prevented
b) changed
c) stopped
d) died | 3. There is a season each year when a lot of people get the <u>influenza</u> virus.
a) bird
b) stomach
c) flu
d) sick | 5. There is a higher <u>risk</u> of catching the flu when you travel to certain foreign countries.
a) system
b) danger
c) version
d) place |
| 2. The benefits of having a family doctor <u>outweigh</u> the challenges of finding one.
a) worsen
b) offset
c) require
d) include | 4. There is a <u>vaccine</u> you can get to prevent chicken pox.
a) jab
b) pill
c) book
d) instructions | |

Discussion

- 1. Do you trust your doctor to make important decisions about your health, such as whether or not to get a vaccination?
- 2. Is the world too worried about the spreading of disease?
- 3. Do you get sick often? Why do you think you are healthier (or less healthy) than your friends or family members?
- 4. Do you worry about flu pandemics such as bird flu or swine flu? Why or why not?

Class Opinion

Walk around the class and ask your classmates questions.
Write their answers in the chart below.

Classmate's name:	Does your country offer free flu jabs?	Do you (or would you) get the flu jab every year?	Do you stay home from school, work, and social events when you are sick?

Listening

Fill in the blanks as you listen to the recording.

FLU VACCINATIONS

Weighing the risks

1. _____ is the long word for 'flu'. The flu makes it difficult for the body to fight off other illnesses. Some doctors think everyone should get an annual flu _____.
2. There are some _____ associated with flu jabs. People who are _____ to eggs or chicken can get sick from flu vaccines. Injecting a foreign substance into the body can also have _____. The flu jab doesn't always work, either. This is because the influenza virus mutates.
3. There are other _____ measures besides getting flu jabs. Frequent handwashing is one. Staying home from work or school greatly reduces the spread of flu. Do you stay in bed when you're sick?
4. Some people never seem to get sick. Perhaps they are born with stronger _____. Or maybe they are positive people who believe in healthy lifestyles.
5. Doctors _____ that people in certain groups get vaccinated for influenza. Young children and the elderly are more likely to die from flu-related illnesses. In these cases, the benefits of the flu jab _____ the risks. Healthy people may prefer to let nature take its _____.

AnswerKey

LESSON DESCRIPTION:

Students read about flu jabs and why they are controversial. They learn and practise new vocabulary and discuss health issues.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: flu, flu jab, influenza, vaccine, vaccines, vaccination, health

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Go over the flu symptoms in the box. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- Some doctors think people should get the flu vaccine every year.
- People who have an allergy to chicken or eggs should not get the vaccine.
- The flu virus is always changing, so the vaccine doesn't always work.
- Two natural ways of preventing the spread of flu are washing your hands and staying home when you are sick.
- Young children and the elderly are more at risk of dying from flu-related illnesses.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|-------------------------------|-----------------|
| 1. allergic | 5. associated |
| 2. immune system | 6. preventative |
| 3. insists | 7. side effects |
| 4. let nature take its course | |

B. CHOOSE THE CORRECT WORD

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

Discussion

Answers will vary.
Can be done individually or in small groups or pairs.

Class Opinion

Have students walk around the class and ask their classmates questions. They should record their answers in the chart.

Listening

- Infl enza, vaccine
- risks, allergic, side effects
- preventative
- immune systems
- insist, outweigh, course

Vaccinations

In this lesson, you will read and talk about vaccinations. You will consider the health benefits and risks and debate whether or not immunization programs should be mandatory.

Pre-Reading

A. Warm-Up Questions

1. Did you receive vaccinations as a child?
2. Do children in your native country receive vaccinations at school?
3. Why are immunization programs controversial?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------|---|
| _____ 1. anxious | a) to be more important than something else |
| _____ 2. inject | b) long-lasting (a problem) |
| _____ 3. outweigh | c) a rule or standard |
| _____ 4. chronic | d) nervous, worried |
| _____ 5. principle | e) to choose not to accept or participate in |
| _____ 6. mandatory | f) powerless, easily harmed |
| _____ 7. pharmaceutical | g) required |
| _____ 8. cost-effective | h) cheap (in comparison to other options) |
| _____ 9. opt out | i) related to the production and sale of medicine or medical supplies |
| _____ 10. vulnerable | j) to insert liquid into the body with a needle |

Reading

VACCINATIONS

Societal duty or personal choice?

1. An infant's first vaccinations cause even the bravest parents to feel **anxious**. Caregivers have to trust that medical professionals are **injecting** the correct amounts of a substance for their child's immunity. They also trust that the benefits of the vaccine (disease prevention) **outweigh** the risks (and sleepless nights).
2. Immunization was one of the most important public health achievements of the 20th century. Vaccines prevent diseases and outbreaks such as mumps, measles, whooping cough, small pox, and polio. In countries wealthy enough to adopt immunization programs, many vaccine-preventable diseases disappeared.
3. Not all parents agree that their children should be vaccinated, however. Some don't think vaccines are as safe as medical experts suggest. They worry that vaccines either won't work or will cause unnecessary harm. Many parents are convinced that **chronic** illnesses that are on the rise (e.g., autism, asthma, and allergies) are linked to immunization.
4. Some parents who are against vaccinations are more concerned about the **principle** of **mandatory** vaccinations than the medical risks. These people don't want their government or school board deciding what is right for their children. Some feel that certain vaccines (such as the chicken pox vaccine) are unnecessary, while agreeing that others (such as the measles vaccine) are important.
5. Another concern many opponents share is the idea that **pharmaceutical** companies and medical professionals profit from immunization programs. The medical community, however, insists that preventing a disease is more **cost-effective** than treating it.
6. Regardless of the reason for **opting out**, each time a parent declines a child's vaccination, society becomes more **vulnerable** to disease. Vaccines provide "herd immunity" to people who are most at risk, including pregnant women, unvaccinated adults, the elderly, and babies who are too young for vaccinations.

"It is unacceptable to hear that children and adults are dying from disease where safe and cost-effective vaccines are available."

—Vytenis Andriukaitis,
EU Health Commissioner

Principle Vs. Principal

The words "principle" and "principal" are commonly confused. "Principle" is always a noun meaning *a rule or standard*. "Principal" can be a noun meaning *the leader or chief*, or an adjective meaning *the most important*.

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. How does the article begin?
2. Why does the reading mention the 20th century?
3. What are some chronic illnesses that many parents think are related to immunization?
4. How does money come into play in society's debate about vaccinations?
5. What is paragraph 6 mainly about?

Vocabulary Review

A. Complete the Questions

Complete the questions using a vocabulary word from page 1.

1. Is your child _____ about getting her shots today?
2. Are these vaccinations _____ for all grade nine girls?
3. Is this a _____ illness, or is he expected to recover quickly?
4. How _____ is it to do the vaccinations at school rather than at a clinic?
5. Why are the elderly more _____ to this disease?
6. Can I _____ of the chicken pox vaccination for my toddler?

B. Synonyms

Circle the two synonyms in each group of words.

- | | | | |
|--|---|---|---|
| 1. a) worried
b) mandatory
c) anxious | 3. a) long-lasting
b) chronic
c) autism | 5. a) injection
b) shot
c) immunize | 7. a) chronic
b) vulnerable
c) weak |
| 2. a) money
b) cheap
c) cost-effective | 4. a) prevention
b) principle
c) rule | 6. a) opt out
b) decline
c) fear | 8. a) pharmaceuticals
b) disease
c) medications |

Vaccine, Vaccination, Immunization

USING THE CORRECT NOUN

The nouns below all have slightly different meanings.

Word	Meaning
vaccine	the product that provides immunity
vaccination	the injection of the vaccine
immunization	the process through which immunity (disease resistance) results from vaccinations

Shot

The word "shot" is synonymous with "vaccination."

- Did your daughter get her six-month **shots** today?

Discuss

Work with a partner or in small groups.
Discuss the following questions.

1. Should non-vaccinated kids be allowed to attend day care or school and join teams or clubs?
2. Why does making a program mandatory cause more people to fear it?
3. Is it unethical to opt out of an immunization program on behalf of a child? What effects might this have in adulthood?
4. Should families who opt out of immunization programs pay higher taxes and insurance premiums?
5. Many vulnerable people die from the flu. Should flu shots be mandatory too?

Debate

Below are two topics to debate in small groups or pairs. Your teacher will tell you if you will be debating for or against the idea. You will have ten minutes to prepare your arguments.

Topic #1

Vaccinations are no different from infant car seats or seat belts. They should all be mandatory in countries that are fortunate enough to have them.

Topic #2

Choosing whether or not to immunize one's own child is a personal matter and should not be considered a social responsibility.

Research & Critical Thinking

One of the growing concerns parents have about vaccinations is the unproven link to autism. Do some research to find out when and how this concern emerged. Why do scientists and medical experts insist there is no connection?

Writing

Choose one of the questions from the Discuss section on page 4. Then write a paragraph stating your own opinion.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Useful Expressions and Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying/Rephrasing

- Let's be clear here.
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was... (rephrase something in a way that is clearer)
- In other words...
- What I was trying to say before I was interrupted is that...

Summarizing/Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

Students read about vaccinations and discuss why some parents are anxious and/or opposed to immunization programs. The lesson includes vocabulary review exercises, comprehension questions, discussion questions, and debate questions. It also includes useful expressions for debates.

LEVEL: Int–Adv

TIME: 1.5–2 hours

TAGS: discussion, health, vaccine, vaccination, immunization, immunity, shots, public health

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Answers will vary.

B. VOCABULARY PREVIEW

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

Reading

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. Help your students with vocabulary and expressions that they are unfamiliar with.

Review the commonly confused words *principle* and *principal*.

Comprehension

- The article begins by describing how it feels to take an infant for his/her first shots.
- The reading mentions the 20th century because this is when the medical breakthrough of immunization took place.
- Some illnesses that many parents think are related to immunization are autism, asthma, and allergies.
- Some people do not trust immunization programs because the medical industry is profiting from vaccinations. On the other hand, medical experts say that it's cheaper to prevent disease than to treat it.
- Paragraph 6 is mainly about "herd immunity" and society's responsibility to protect its most vulnerable members.

Vocabulary Review

A. COMPLETE THE QUESTIONS

- | | | |
|--------------|-------------------|---------------|
| 1. anxious | 3. chronic | 5. vulnerable |
| 2. mandatory | 4. cost-effective | 6. opt out |

B. SYNONYMS

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

(continued on the next page...)

Answer Key cont.

Vaccine, Vaccination, Immunization

You and your students may be confused about these similar words. Review the subtle differences and introduce the commonly used word "shot(s)."

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 6). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others.

Research & Critical Thinking

Optional task. Assign this topic to students who want to learn more.

Writing

Answers will vary.

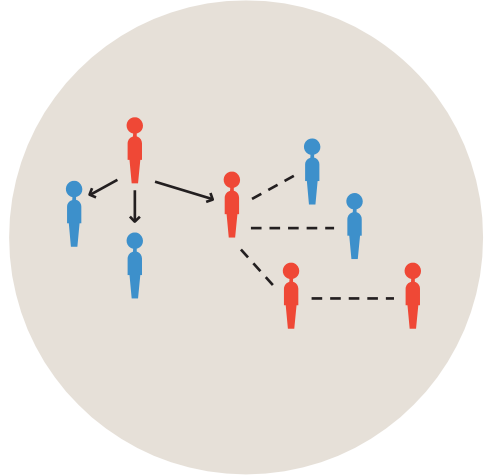
Contact Tracing

In this lesson, you will learn five facts about contact tracing, a focus of the public health sector during a pandemic. Let's read and discuss!

Pre-Reading

A. Warm-Up Questions

1. Besides *doctor* and *nurse*, what health and wellness jobs can you think of?
2. What does a contact tracer do?
3. What type of background do you think contact tracers need?
4. Is contact tracing currently an important job?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------|---|
| _____ 1. vital | a) privacy |
| _____ 2. isolate | b) having an illness that could spread |
| _____ 3. expose | c) very important, necessary |
| _____ 4. transmission | d) the spread of something infectious |
| _____ 5. infected | e) to keep apart from others |
| _____ 6. sensitive | f) the act of reducing the seriousness of a situation |
| _____ 7. confidentiality | g) a right or freedom that a government should not limit |
| _____ 8. trace | h) to be able to find something or someone through investigative work |
| _____ 9. mitigation civil | i) having or possibly causing a strong, emotional reaction |
| _____ 10. liberty | j) to put someone in an unprotected situation |

Reading

5 Facts about Contact Tracing

1. *Contact tracing is vital during an epidemic.*

During an epidemic, it is **vital** to slow down the spread of a disease. Finding, educating, and **isolating** those who have been **exposed** can drastically reduce **transmission** and prevent an epidemic from becoming a pandemic. Once an outbreak becomes a pandemic, contact tracing can help bring it under control. Before COVID-19, contact tracing was used to reduce the spread of SARS and Ebola.

2. *Contact tracing is a bit like detective work.*

Contact tracers work in the community much like a police officer or social worker. Contact tracing begins with contacting an **infected** person and asking a set of questions. For example: *Who have you been working with? Have you been experiencing any symptoms? Where have you been shopping?*

3. *Contact tracing is a public health job.*

These specialists typically have a public health background and can refer patients and contacts to other health specialists when needed. In addition to understanding medical symptoms, contact tracers need to establish trust with patients and high-risk individuals who may have been exposed to an infectious disease. Contact tracing is **sensitive** work, and these specialists understand the importance of patient **confidentiality**.

4. *Contact tracing is expensive.*

During a pandemic, contact tracers are needed all over the world. To effectively address the COVID-19 pandemic, the US estimated that a nationally funded contact tracing program would cost about four billion dollars. In addition to finding and isolating all high-risk members of the community, testing these contacts on a regular basis is vital.

5. *Contact tracing apps are controversial.*

Tech giants like Apple and Google are researching and building apps that use GPS to **trace** people' s movements for the purpose of contact tracing.

US infectious disease expert Dr. Anthony Fauci believes that contact tracing is an important part of **mitigation**. However, he also believes that many Americans will be reluctant to give up their **civil liberties** if the government is involved in funding these types of apps.

“Do you give up a little liberty to get a little protection?”

—Dr. Anthony Fauci, paraphrasing Benjamin Franklin

Vocabulary in Context

Circle the following words in the reading and identify the part of speech for each word. Use your dictionary to help you understand any words you aren't familiar with.

#	Word	Part of Speech
1	vital	
2	epidemic	
3	exposed	
4	transmission	
5	infectious	

#	Word	Part of Speech
6	sensitive	
7	confidentiality	
8	trace	
9	mitigation	
10	civil	

Comprehension

Use your notebook to answer the questions based on the reading.

1. When is it important to begin contact tracing?
2. Why does the reading mention SARS?
3. What type of background do contact tracers typically have?
4. Why does a contact tracing program cost so much?
5. Who is Dr. Anthony Fauci?

Grammar Review

A. Reference

In English, we use the present perfect progressive (also known as the present perfect continuous) for continuing actions. These actions started in the past and will continue into the future.

	Present Perfect Progressive
Pattern	have / has + been + -ing verb
Use	shows an action that started in the past, continues to the present, and will continue into the future
Time Markers	• for • since • all
Examples	• She has been feeling sick for three days. • He has been working from home since Monday. • I' ve been trying to contact you all week.

B. Writing Questions

Imagine you are a contact tracer. Practice writing questions for patients and contacts using the present perfect progressive tense.

- *How long have you been experiencing COVID-19 symptoms?*
- _____
- _____
- _____
- _____
- _____

Vocabulary Review

A. Odd One Out

Choose the word or phrase that does NOT belong in each group.

1. a) isolate

b) vital

c) necessary
3. a) infected

b) sensitive

c) diseased
5. a) trace

b) investigate

c) mitigate
2. a) mitigation

b) intervention

c) transmission
4. a) civil liberties

b) public health

c) rights and freedoms
6. a) exposed

b) unprotected

c) traced

B. Complete the Sentences

Complete the sentence with a word from the Word List to the right.
Some words will not be used.

1. I didn't realize I was _____ until I received a call
from a contact tracer who said I was exposed and should be tested.
2. It's _____ that you remain in isolation for 14 days.
3. _____ of infectious diseases often occurs on
public transit.
4. Public health nurses understand the importance of
patient _____.
5. We need to _____ your close contacts. Who have
you been working with at the office?
6. Privacy is a _____ ! I don't have to tell you
where I've been spending my free time.

Word List

• vital

• transmission

• confidentiality

• infected

• sensitive

• trace

• mitigation

• civil liberty

Useful Expressions

QUESTIONS

- How long have you been working from home?
- Have you been going out into the community?
- Have you been wearing a mask?
- Have you been self-isolating?
- Have you been experiencing any symptoms?

STATEMENTS

- I' ve been working from home for three weeks.
- I' ve been going grocery shopping at the market on Main Street.
- I' ve been wearing a mask for the last three days.
- I' ve been self-isolating for 12 days.
- I' ve been experiencing symptoms since last Friday.

Role-Play

CONTACT TRACING

Get together with a partner. Act out a scene between a contact tracer and a person who has an infectious disease. Try to use the present perfect progressive tense and vocabulary from the reading.

Discussion

1. In your opinion, which is a more important mitigation technique during an epidemic, testing or tracing?
2. Many people have become unemployed due to COVID-19. Do you think anyone could be hired as a contact tracer or do you think the job requires special skills?
3. What civil liberties are important to you? Should people give up their right to privacy during a public health crisis?
4. Since the COVID-19 pandemic began, what measures have you taken to limit close contact with other people?

Writing

Another important mitigation method in an epidemic or pandemic is testing. Do some research and create your own list of facts about testing using one of the topics provided (or your own related topic). Try to use some of the vocabulary from this lesson.

Topic: _____

1. _____

2. _____

3. _____

4. _____

5. _____

Example Topics

- 5 Reasons Testing Is Vital in a Pandemic
- 5 Ways to Get Tested Today
- 5 Reasons Testing Doesn' t Work
- 5 Facts about COVID-19 Testing

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn five facts about contact tracing. They learn and review related vocabulary and review the present perfect progressive tense.

LEVEL: Int – High Int

TIME: 1.5-2 hours

TAGS: contact tracing, pandemic, epidemic, COVID-19, coronavirus, health, public health, testing, present perfect progressive

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups.

B. VOCABULARY PREVIEW

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

Reading

Have students read the article together or silently. Encourage learners to underline any words they are unfamiliar with. Discuss the quote.

Comprehension

1. It is important to begin contact tracing before an epidemic becomes a pandemic.
2. The reading mentions SARS as an example of an infectious disease that was slowed down due to contact tracing.
3. Contact tracers typically have a public health background.
4. A contact tracing program costs a lot because, in addition to finding and isolating all high-risk contacts, it is necessary to test these people regularly. (It takes a lot of people to do this important and sensitive work.)
5. Dr. Anthony Fauci is an infectious disease specialist in the US. (Note that during COVID-19, Dr. Fauci has been working on the White House Coronavirus Task Force.)

(continued on the next page...)

Vocabulary in Context

- | | |
|---------------------------|---------------|
| 1. adjective | 6. adjective |
| 2. noun | 7. noun |
| 3. verb (past participle) | 8. verb |
| 4. noun | 9. noun |
| 5. adjective | 10. adjective |

Answer Key cont.

Grammar Review

A. REFERENCE

Go over the grammar chart with your students.

B. WRITING QUESTIONS

Answers will vary. Have students practice their questions out loud in pairs. Help students with question formation.

Vocabulary Review

A. ODD ONE OUT

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

B. COMPLETE THE SENTENCES

- | | | |
|-------------|--------------------|------------------|
| 1. infected | 3. Transmission | 5. trace |
| 2. vital | 4. confidentiality | 6. civil liberty |

Useful Expressions

Go over the useful questions and statements related to contact tracing.

Role-Play

Place students in pairs for this activity. Invite your students to perform their skits. You can decide whether or not you want to see a written dialogue. Encourage your students to use some of the vocabulary found in Vocabulary in Context on page 3.

Discussion

Put students in small groups or discuss the questions as a class. Invite your students to share their concerns or questions to help generate topics that would be useful for the follow-up research and writing exercise.

Writing

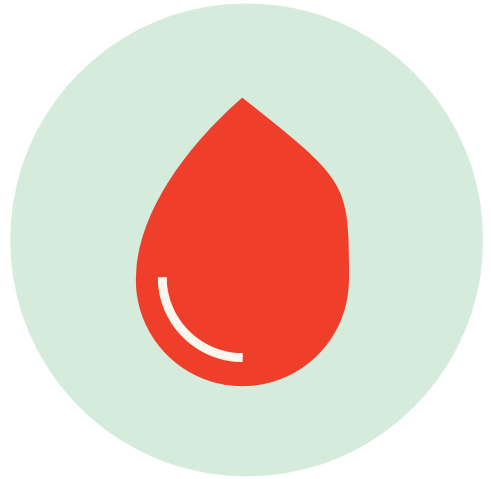
Have students do some extra research on a topic they want to know more about. Then have them write a list of facts similar to the one on page 2. They can use the space provided or their notebooks if more room is needed. Allow students to come up with their own related topic if they don't want to use one of the ones provided. Invite students to share their research with the class.

SPELLING NOTE:

This lesson shows the American spelling of the word *Practice*. Other English-speaking countries spell this word this way: *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Blood

How many blood types are there? Which types are rare? In this lesson, you'll learn eight fascinating facts about blood. You'll also learn about the importance of blood donation and blood transfusions. Let's begin!



Pre-Reading

A. Warm-Up Questions

1. Do you know your blood type?
2. Have you ever donated blood?
3. Why do hospitals ask for blood donations?
4. Who can't donate blood?

B. Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing the words in context on page 2.

- | | |
|----------------------------|--|
| _____ 1. donation | a) a part of something |
| _____ 2. classification | b) the placement of something into separate categories |
| _____ 3. component | c) relating to the characteristics a person inherits |
| _____ 4. genetic | d) able to exist together without problems |
| _____ 5. eligible | e) the network in a person's body that helps protect from diseases |
| _____ 6. compatible | f) having the right or ability to do something |
| _____ 7. immune system | g) the transfer of blood from one body into another |
| _____ 8. antibody | h) the giving away of something (usually to help someone) |
| _____ 9. blood transfusion | i) a protein in a person's blood that helps protect from diseases |
| _____ 10. organ | j) a body part with a specific function |

Word Dissection

The words *antibody* and *antigen* sound similar because they have the same prefix. *Anti-* means "against" or "the opposite of something." So *antibody* literally means "against the body." Meanwhile, *-gen* means "cause" or "origin." So an *antigen* is technically something that is "against the origin of something."

Reading

8 Fascinating Facts about Blood

1. *Blood has many functions.*

Blood carries oxygen from your lungs to your cells. It also transports nutrients, proteins, hormones, and waste. In addition, it helps fight infections and prevents blood clots. Blood also helps regulate your body temperature.

2. *Blood volume depends on body size.*

The average adult has 9–12 pints (4.3 to 5.7 liters) of blood inside his or her body. A newborn has about a cup of blood. A healthy adult can safely donate about a pint of blood. After a blood **donation**, the body replaces the blood within a few weeks.

3. *Blood types are organized into blood group systems.*

The two widely used blood group systems are *ABO* and *Rh*. ABO blood types are A, B, AB, and O, depending on whether the blood contains A antigens (markers on the surface of red blood cells), B antigens, both A and B antigens, or neither (type O). Rh blood types are positive or negative, and these **classifications** show whether or not the blood contains Rh factor (a protein in red blood cells). Your blood type can be A positive, A negative, B positive, B negative, AB positive, AB negative, O positive, or O negative.

4. *Blood has four parts.*

There are eight common blood types, but all of them have the same four **components**: red blood cells, white blood cells, plasma, and platelets.

5. *There's no blood substitute.*

Because blood can't be created artificially yet, doctors rely on blood donations from healthy

people in order to save lives. Your blood type is simply a **genetic** difference, like having blue or brown eyes. No matter what blood type you have, if you are a healthy adult who meets the requirements, you can donate blood. Males can donate more frequently than females.

6. *Some blood types are rare.*

During blood shortages, there are often special callouts for specific blood types, including the rarest, AB negative, or the second rarest, B negative. Only .6% of the population has AB negative blood, and only 1.5% of the population has B negative blood. In addition to donating red blood cells to both AB types, AB negative donors can donate life-saving plasma to patients of any blood type. Many countries have a database of **eligible** rare blood donors for emergencies.

7. *Your immune system knows your blood type.*

If you received donated blood from someone whose blood was not **compatible**, it would be very dangerous. This is because **immune systems** create **antibodies**, which are proteins that protect the body against invaders. If a patient received the wrong kind of blood during a **blood transfusion**, the patient's antibodies would attack the invading blood cells. This could cause the body's **organs** to stop working.

8. *Blood transfusions save lives.*

Blood transfusions are the most common life-saving procedure performed in hospitals. Approximately one in seven hospital patients needs blood. If your blood is used in a blood transfusion, you can save up to three lives!

Comprehension

A. True or False?

Read the statements below. Write T if the statement is true. Write F if the statement is false, and correct the information in your notebook.

- _____ 1. Doctors can manufacture blood.
- _____ 2. All blood contains plasma.
- _____ 3. Antibody is one of the blood types.
- _____ 4. O positive blood contains Rh factor.
- _____ 5. AB negative is the rarest blood type.

B. Ask & Answer

Practice asking and answering the following questions with your partner. Then write your answers in complete sentences in your notebook.

- 1. What are two of blood's functions?
- 2. What could happen if you received the wrong kind of blood during a transfusion?
- 3. What are the four components of blood?
- 4. What type of ABO blood contains no A or B antigens?
- 5. According to the reading, how many lives can you potentially save if you donate blood?
- 6. What percentage of the population has B negative blood?
- 7. Why is it especially important to donate blood if your blood type is AB negative?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 2.
You may need to change the word forms.

1. Did you know that having red hair is caused by a _____ mutation?
2. Kidneys are _____ that sort through the waste in human blood.
3. If you get sick often, there might be a problem with your _____.
4. Pierre donated blood because his sister needed a _____.
5. You' re not _____ to donate blood yet. You have to be 17 years of age.
6. I had a lot of old clothes, so I gathered them together
and made a _____ to the homeless shelter.

B. Choose the Closest Meaning

Choose the word that is closest in meaning to each vocabulary word.

- | | | |
|-------------------|----------------|------------------|
| 1. components | 4. genetic | 7. immune system |
| a) structures | a) usual | a) rebellion |
| b) parts | b) interesting | b) understanding |
| c) appearances | c) hereditary | c) resistance |
| 2. classification | 5. transfusion | 8. antibodies |
| a) category | a) creation | a) leaders |
| b) teaching | b) replacement | b) invaders |
| c) grades | c) drain | c) defenders |
| 3. compatible | 6. eligible | 9. donate |
| a) agreeable | a) permitted | a) take |
| b) clever | b) formal | b) give |
| c) opposing | c) illegal | c) buy |

Grammar Review

PARTS OF SPEECH

A. Reference

In English, there are eight different parts of speech. These are *nouns*, *pronouns*, *verbs*, *adjectives*, *adverbs*, *prepositions*, *conjunctions*, and *interjections*. Can you remember how each of these parts of speech function?

Many of the vocabulary words in this lesson can be changed into different parts of speech. For example, if you wanted to change the adjective *genetic* into a noun, the result would be *gene*.

B. Changing the Word Forms

Change the forms of the following vocabulary words:

#	What kind of word is...	Make it into a...
1	transfusion	verb
2	donation	verb
3	immune	noun
4	classification	verb
5	genetic	adverb

Writing

A. Research

Choose a new topic related to blood and do some research about it. Here are some examples:

- 8 Reasons People Need Blood Transfusions
- 8 Requirements for Blood Donation Eligibility
- 8 Functions of the Blood
- 8 More Facts about the Blood

B. Make a List

Write your list here or type it in a blog post or document.

Title: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Answer Key

LESSON DESCRIPTION:

In this lesson, students read *8 Fascinating Facts about Blood*. The lesson includes vocabulary review, comprehension questions, and a research and writing task.

LEVEL: High Int

TIME: 1.5-2 hours

TAGS: blood, blood types, blood donation, blood transfusion, science, the body, health, parts of speech

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

B. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary.

Comprehension

A. TRUE OR FALSE?

1. F – Blood can't be created artificially. It can only be transfused.
2. T
3. F – Antibodies are proteins which defend the body against invading infections.
4. T
5. T

B. ASK & ANSWER

1. Blood carries oxygen from your lungs to your cells, fights infections, prevents blood clots, regulates body temperature, and transports nutrients, proteins, hormones, and waste.
2. If you receive the wrong kind of blood, the antibodies in your immune system will attack the new blood.
3. All blood contains red blood cells, white blood cells, plasma, and platelets.
4. Type O blood contains no A or B antigens.
5. If you donate blood, you could save up to three lives.
6. 1.5% of the population has B negative blood.
7. It is important to donate blood if you have AB negative blood because you can donate blood to both AB types and you can donate plasma to patients of any blood type.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|---------------|----------------------|
| 1. genetic | 4. blood transfusion |
| 2. organs | 5. eligible |
| 3. antibodies | 6. donation |

B. CHOOSE THE CLOSEST MEANING

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

Grammar Review

B. CHANGING THE WORD FORMS

Challenge students to change some of the vocabulary from the reading into different word forms.

1. noun, transfuse
2. noun, donate
3. adjective, immunity
4. noun, classify
5. adjective, genetically

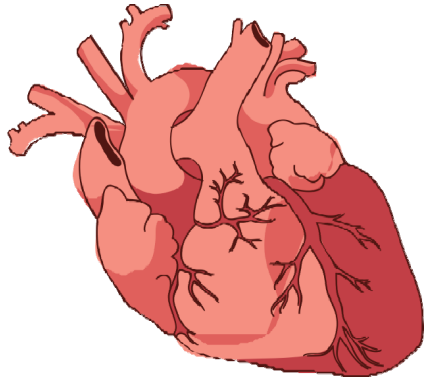
Writing

For homework, have students research a related topic and summarize it in list form. Then have students share their lists.

SPELLING NOTE:

This lesson shows the American spelling of the words *Liter* and *Practice*. Most other English-speaking countries spell these words this way: *Litre* and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

The Heart



Do you exercise for at least 30 minutes a day?

Do you manage your stress and get enough sleep?

Heart disease is the leading cause of death in America and a major health concern around the world. It is up to you to keep your heart healthy. In this lesson, you will read 10 surprising facts about the heart.

Pre-Reading

A. Making Predictions

Who is at risk for heart disease?

- a person with heart disease in the family
- _____
- _____
- _____

B. Warm-Up Questions

1. What is more important, exercise or rest?
2. What are some heart-healthy foods?
3. How many teaspoons of sugar do you think there are in a can of soda?
4. How is a woman's heart different from a man's?

C. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|------------------------------|---|
| _____ 1. intake | a) tension caused by a strong force of blood through the arteries |
| _____ 2. heart rate | b) to not take or do something that is part of one's routine |
| _____ 3. plenty | c) the amount of a substance taken into the body |
| _____ 4. high blood pressure | d) a growth of abnormal cells that begins in the breast |
| _____ 5. relaxation | e) the number of heartbeats per minute |
| _____ 6. breast cancer | f) a state of calmness in the body and mind |
| _____ 7. gum disease | g) more than enough |
| _____ 8. infection | h) worry and anxiety |
| _____ 9. stress | i) an infection in the soft flesh around one's teeth |
| _____ 10. skip | j) an illness caused by germs that enter the body |

Reading

10 SURPRISING FACTS ABOUT THE HEART

1. *Potatoes are a heart-healthy food.*

One russet potato (with the skin on) has half the recommended daily **intake** of vitamin C.

2. *Females have faster heart rates.*

The average female **heart rate** is 75 beats per minute (bpm). That is 5 bpm faster than the average male heart rate.

3. *Most people consume far too much sugar.*

One can of soda has about eight teaspoons of sugar! One hundred calories (six teaspoons) of sugar is **plenty** for a single day. Diabetes and obesity are bad for the heart.

4. *Lack of sleep increases blood pressure.*

You can reduce your risk for **high blood pressure** by getting at least eight hours of sleep per night.

5. *Relaxation reduces heart disease.*

People always talk about the importance of exercise. **Relaxation** is important, too. An hour of relaxation per day is essential for a healthy heart.

6. *Heart disease is a woman's disease, too.*

Heart disease is not only a man's disease. Women are five times more likely to die of heart disease than **breast cancer**.

7. *Brushing your teeth can save your heart.*

Those who have **gum disease** are twice as likely to suffer from heart trouble.

8. *The flu increases your risk of a heart attack.*

Wash your hands! You are twice as likely to suffer from a heart attack when your body is fighting any type of **infection**.

9. *A broken heart can break your heart.*

Having a poor relationship with your partner increases your chance of heart disease. Holding on to anger or having a negative attitude creates **stress**.

10. *Popcorn is a heart-healthy snack.*

Many people know about the benefits of berries and nuts. Another heart-healthy snack is popcorn! (Be sure to **skip** the butter and salt.)

Comprehension

Read the statements below. If the statement is true based on the reading, write T beside the sentence. If it is false, write F and correct the information in your notebook.

- _____ 1. A man typically has a faster heart rate than a woman.
- _____ 2. A can of pop has about six tablespoons of sugar.
- _____ 3. More women die of heart disease than breast cancer.
- _____ 4. Good dental hygiene can decrease the risk of heart disease.
- _____ 5. Plain popcorn is good for you.

Vocabulary Review

A. Remembering the Facts

Reread the *10 Surprising Facts about the Heart*. Put the reading away and try to use the words to the right to retell the list in your own words. Work with a partner and take turns. Check off each word as you use it.

Don't worry about the order.

Words:

- | | |
|-----------------------|-----------------|
| — intake | — breast cancer |
| — heart rate | — gum disease |
| — plenty | — infection |
| — high blood pressure | — stress |
| — relaxation | — skip |

B. Odd One Out

Which word does not belong in the group?

Can you think of another word that would fit?

- | | | |
|---|---|---|
| 1. a) high blood pressure
b) salt
c) stress
d) plenty
_____ | 3. a) relaxation
b) breast cancer
c) disease
d) illness
_____ | 5. a) gum
b) tooth
c) tongue
d) heart
_____ |
| 2. a) gum disease
b) plenty
c) more than enough
d) amount
_____ | 4. a) swallow
b) skip
c) intake
d) have
_____ | |

Writing

A. Brainstorm

What are some things people can do to improve their heart health? Use this space to brainstorm some ideas.

B. Make a List

Write your list here, or type it in a blog post or word document.

10 THINGS I CAN DO TO IMPROVE MY HEART HEALTH

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Listening Practice

Designate each corner of your classroom as one of the following:
Strongly Agree / Agree / Disagree / Strongly Disagree. Listen to your teacher read out the following statements. Walk to the corner that best describes your feeling about each statement.

1. I am more active than most of my friends and family members.
2. I am careful about what I eat.
3. I know how to measure my own pulse.
4. I manage stress effectively.
5. I know how to draw a human heart.
6. High blood pressure is more dangerous than low blood pressure.
7. I am a couch potato.

Role-Play

DOCTOR'S ORDERS

Get together with a partner. Create a role-play between a doctor and a junk-food-obsessed child. What can the doctor do to convince the child to eat heart-healthy food?

Discussion

What are some typical signs of a heart attack? Take some guesses, and then do a little research for homework. Whose guesses were correct?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read a list called *10 Surprising Facts about the Heart*. The lesson includes a role-play, a vocabulary review, and a class discussion.

LEVEL: Intermediate

TIME: 1.5-2 hours

TAGS: heart, health, high blood pressure, exercise, junk food

Pre-Reading

A. MAKING PREDICTIONS

Discuss as a class. Answers will vary.

B. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

C. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves.

Review any difficult vocabulary.

Comprehension

1. F – A woman typically has a faster heart rate than a man.
2. F – A can of pop has about eight teaspoons of sugar.
- 3-5. T

Vocabulary Review

A. REMEMBERING THE FACTS

Answers will vary. Students will retell the list in their own words.

B. ODD ONE OUT

Additional words will vary.

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

Writing

Individual answers.

Listening Practice

Answers will vary. You may want to make four signs that say *Strongly Agree / Agree / Disagree / Strongly Disagree* and paste them in four different corners of your classroom. Read out the sentences and have students move to the area of their choice. Discuss each sentence in groups or as a class.

Optional Activity: Print out an image of a human heart and photocopy enough for half of your students. Put students in pairs and give one student the picture. This student will describe the heart and the other student will draw the heart. (Drawing can be done with eyes closed for more fun.) Parts of the heart that they may want to include are: *aorta, pulmonary artery, pulmonary vein, right atrium, left atrium, right ventricle, left ventricle, inferior vena cava, superior vena cava*. Students can practice spelling tricky words for others.

Role-Play

Put students in pairs and have them come up with a little skit. Invite students to present their skits in front of the class. Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class. Have students guess typical signs of a heart attack, and then do some research for homework.

Allergies

Allergy season can be any season. It depends on what you are allergic to. What if you don't know what you are allergic to? It may be time for an allergy test. In this lesson, you will read about three types of allergy tests.

Pre-Reading

A. Brainstorming

Brainstorm with your class. What types of things are people allergic to? (E.g. cats, dogs, pollen, dust)

B. Warm-Up Questions

1. How do you know if you have allergies?
2. Have you ever had an allergy test?
3. What types of allergy tests do you know about?
4. How do people feel when they don't know what is causing an allergic reaction?

C. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|----------------------|---|
| _____ 1. suspected | a) the part of the arm between the elbow and wrist |
| _____ 2. allergen | b) a small covering |
| _____ 3. forearm | c) a blood protein that responds to an allergen or unwanted substance |
| _____ 4. prick | d) believed to be true or present, but not sure |
| _____ 5. patch | e) the complete removal of something |
| _____ 6. antibody | f) to poke with something sharp |
| _____ 7. elimination | g) to state for certain that information is correct |
| _____ 8. confirm | h) something that causes an allergic reaction (e.g. pollen or dust) |



Reading

Allergy tests help determine which foods, plants, or materials a person is allergic to. It is helpful to have a list of **suspected** allergens. Medical history is also helpful.

3 Types of Allergy Tests

1. *Skin Test*

Doctors place a small amount of an **allergen** on a person's skin (usually on the **forearm**). For the 'prick test', a needle with a tiny amount of the allergen is **pricked** onto the skin. Results take about 15–20 minutes. For the 'patch test', a small **patch** containing the allergen is applied to the skin for about 48 hours. If a person has an allergy, the skin becomes red and raised.

2. *Blood Test*

A blood test requires a blood sample from the allergy sufferer. The blood is taken to the lab. The sample is introduced to various allergens. If the person has an allergy, certain **antibodies** form in the blood. The blood test is not as accurate as the skin test.

3. *Challenge Test*

This is also called the **elimination** test. This is sometimes used for finding food allergies. One at a time, suspected foods are removed from a person's diet. Types of food to eliminate include eggs, milk, or wheat. This type of test can take a long time. A skin or blood test may still be used to **confirm** an allergy.

Symptoms of Allergies

- itchy eyes
- watery eyes
- dark circles under the eyes
- shortness of breath
- skin rashes
- skin swelling
- digestive problems
- vomiting

Comprehension

Read the statements below. If the statement is true based on the reading, write T beside the sentence. If it is false, write F and correct the information in your notebook.

- _____ 1. A blood test for allergies involves placing a patch on the skin.
- _____ 2. Feeling very hot all of the time is a typical allergy symptom.
- _____ 3. It takes about 20 minutes to get results back from a skin prick test.
- _____ 4. There are three common types of tests for allergies.
- _____ 5. The challenge test is often used to find food allergies.

Vocabulary Review

Circle the vocabulary error in the sentences below.
Describe the error in the blank spaces.

1. I am allergy to dust.

2. Antibiotics form in the blood.

3. First elimination milk products. Next, try wheat.

4. The skin will become red and raising.

5. The blood test is not as accurate for the skin test.

Interview

Find someone who has an allergy. Ask the allergy sufferer the following questions. Write your own question for #6. Take notes as you listen.

1. What are you allergic to?

2. How long have you had this allergy?

3. How did you find out you had this allergy?

4. What happens if you eat /
breathe in / touch this substance?

5. How do you prevent allergic reactions?

6.

Writing

Create your own list.

10 Things People Are Allergic To and how to avoid these allergens

- | | |
|--|--------------------------------------|
| 1. <u>Chocolate</u>
<u>Ask about ingredients when ordering dessert.</u>

_____ | 6. _____

_____ |
| 2. _____

_____ | 7. _____

_____ |
| 3. _____

_____ | 8. _____

_____ |
| 4. _____

_____ | 9. _____

_____ |
| 5. _____

_____ | 10. _____

_____ |

Role-Play

DOCTOR'S ORDERS

Get together with a partner. Create a role-play between a doctor and an allergy sufferer. The patient will discuss his or her allergy symptoms. The doctor will describe three options for allergy testing. Try to use vocabulary from the reading.

Discussion

What would you rather be allergic to? Why?

1. Nuts or wheat?
2. Milk or eggs?
3. Beef or chicken?
4. Chocolate or strawberries?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the three main types of allergy tests. They learn new vocabulary and interview an allergy sufferer.

LEVEL: Int

TIME: 1.5-2 hours

TAGS: health, allergies, allergy, allergy tests, sickness, symptoms, interview

Pre-Reading

A. BRAINSTORMING

Discuss as a class. Answers will vary.

B. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

C. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves.
Review any difficult vocabulary.

Comprehension

1. F – A blood test involves introducing allergens to a person's blood and waiting for antibodies to form.
2. F – Typical symptoms of allergies include watery or itchy eyes and skin rashes.
- 3-5. T

Vocabulary Review

1. I am **allergy** to dust.
Allergy is used as a noun instead of an adjective (*allergic*).
2. **Antibiotics** form in the blood.
An incorrect word is used. *Antibiotics* should be *antibodies*.

3. First **elimination** milk products. Next, try wheat.
The verb *eliminate* should be used instead of the noun form.
4. The skin will become red and **raising**.
The correct adjective form is *raised*.
5. The blood test is not as accurate **for** the skin test.
The comparison requires a second *as* instead of *for*.

Interview

Have students complete this task for homework.

Writing

Individual answers.

Role-Play

Put students in pairs and have them come up with a little skit.
Invite students to present their skits in front of the class.
Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class, in small groups, or in pairs.

Autism

How much do you know about autism? Is your knowledge based on facts? In this lesson, you will learn the answers to five frequently asked questions about autism. You will also review health-themed vocabulary and do some research on your own.



Pre-Reading

A. Warm-Up Questions

1. What is autism?
2. Do you know anyone with autism?
3. Is autism curable?
4. Which skills might be difficult for people with autism?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|--|
| _____ 1. neurological | a) coming from outside the body |
| _____ 2. diagnose | b) to obsess over something |
| _____ 3. spectrum | c) to determine what illness one has |
| _____ 4. fixate | d) to be very good at something |
| _____ 5. excel | e) a replacement for something or someone |
| _____ 6. external | f) to deal with a difficult situation |
| _____ 7. stimulus | g) used for the purpose of helping |
| _____ 8. cope | h) related to the nervous system |
| _____ 9. assistive | i) a change in the environment detected by the body |
| _____ 10. substitute | j) the continuous range of levels between two extremes |

Reading

What do you know about autism? Read the answers to these frequently asked questions and look up any words you aren't familiar with.

5 Frequently Asked Questions (FAQs) about Autism

1. *What is autism?*

Autism is a bio-**neurological** developmental disorder. It often affects a person's ability to communicate and interact with others.

2. *Who develops autism?*

Autism is usually **diagnosed** in children before the age of three. It is four times more common for boys to develop autism than girls. In the US, one in 54 children has autism.

3. *What are the symptoms of autism?*

Autism is known as a **spectrum** disorder. This means that the symptoms vary from person to person. For example, 40% of people with autism are nonverbal, while the other 60% speak. Some people with autism might have more trouble interpreting social cues and making eye contact than others. Some might **fixate** on a particular interest, **excel** at math, or have photographic memories.

4. *How do people with autism respond to the world around them?*

It is common for people with autism to be bothered by **external stimuli**. Often, they "stim" to **cope** with their environment. Stimming is repetitive physical movement. For example, a person might wave their hand over their eyes to block light, or they might hit themselves over and over again in order to feel stronger sensations.

5. *What tools can help people with autism?*

There is no cure for autism. However, **assistive** technology can help people with autism communicate and feel secure so that they can progress. The devices they use can be high-tech or low-tech. For instance, a nonverbal person might use an advanced machine that serves as **substitute** for the human voice. Others who are nonverbal might point to pictures in a binder to express their needs, wants, ideas, and emotions.

Note:

When talking about autism, it is important to use "people-first language"—language that puts the person before the diagnosis. In other words, it is more acceptable

Fact: The rate of autism has grown over the last 20 years. It is the fastest-growing developmental disorder.

—National Autism Association, 2021

Comprehension

Read the statements below.

If the statement is true based on the reading, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. Autism affects the nervous system.
- _____ 2. In the US, 54% of children have autism.
- _____ 3. All people with autism experience the same symptoms.
- _____ 4. Stimming can help a person with autism cope with their environment.
- _____ 5. There is no cure for autism, but people with autism can progress.

Vocabulary Review

Complete the sentences by using one of the words from the word list.

Some of the words will not be used.

1. Categories like “ high functioning” and “ low functioning” are insufficient because _____.
2. Tiffany has difficulty making eye contact, but she _____ at solving puzzles.
3. Dr. Ng _____ four children with autism last month.
4. He doesn’ t have autism. However, he has another _____ disorder.
5. My sister is affected by changes in lighting and other visual _____.

Word List:

- external
- excels
- assistive
- spectrum
- stimuli
- neurological
- diagnosed

Did You Know?

Although some people with autism have trouble expressing emotions or developing social skills, this doesn’ t mean they don’ t want to! Studies have shown that people with autism do develop bonds with people who are important to them. *Seeming* uninterested is not the same as *being* uninterested!

Knowledge Stretch

A. Research

Although life can be challenging for people with autism, many people on the autism spectrum have achieved fame and success. Do some research and make a list of five famous people with autism. Make sure to write down their name, when they lived, and what they are famous for.

Famous Person	When were they alive?	What are they famous for?

B. Share

Now share your findings with another student or group.
Did you research the same people? Had you heard of them before?

Writing

Use the vocabulary from the word list to write 5 sentences about autism.

Word List:

- fixate
- external
- cope
- assistive
- substitute

1. _____

2. _____

3. _____

4. _____

5. _____

Answer Key

LESSON DESCRIPTION:

In this lesson, students explore five FAQs about autism. They learn some important facts and do some research about famous people on the autism spectrum.

LEVEL: Int

TIME: 1.5-2 hours

TAGS: autism, health, health matters, neurological disorders, disorders

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

1. Autism is a bio-neurological disorder that often affects a person's ability to communicate and interact with others.
2. Individual answers.
3. Autism is not curable, but people with autism can progress.
4. Some people with autism might have difficulty making eye contact or socializing, while others might have difficulty speaking or expressing emotions. The important thing to remember is that every person with autism is different.

B. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves.
Review any difficult vocabulary. Discuss the statistic.

Comprehension

1. T
2. F – In the US, one in 54 children has autism.
3. F – Autism is a spectrum disorder, so people experience it in different ways.
4. T
5. T

Vocabulary Review

- | | |
|--------------|-----------------|
| 1. spectrum | 4. neurological |
| 2. excels | 5. stimuli |
| 3. diagnosed | |

Knowledge Stretch

A. RESEARCH

Have students complete this section for homework or give them class time to do the research. Some famous people on the autism spectrum include Tim Burton, Hans Christian Anderson, Emily Dickinson, Albert Einstein, Bill Gates, Steve Jobs, Jerry Seinfeld, and Wolfgang Amadeus Mozart, among others.

B. SHARE

Place students in pairs or small groups to share what they learned through their research and to complete their charts.

Writing

Have students practice the vocabulary from the word list by writing sentences.

Cancer

Pre-Reading

A. Quote

Discuss this quote with your classmates.

“Man performs and engenders so much more than he can or should have to bear. That’s how he finds that he can bear anything.” —William Faulkner



B. Opinion

What are the first five words that come to your mind when you hear the word “cancer”?

Examples: thin, tired, crying, family, hospital...

C. Warm-Up Questions

1. Why do cancer patients often lose their hair?
2. Do you wear sunscreen? Why or why not?
3. Why do doctors ask about your family history of cancer?
4. Is it possible to catch cancer from someone who has it?

D. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|---------------------------|---|
| _____ 1. deodorant | a) the emission of energy in rays or waves |
| _____ 2. rumor | b) a rating that measures sun protection factor |
| _____ 3. radiation | c) the smoke that a person inhales when near someone who is smoking |
| _____ 4. chemotherapy | d) an underarm hygiene product, used to conceal body odor |
| _____ 5. SPF | e) a cancer treatment that involves the use of chemicals |
| _____ 6. melanoma | f) an agent that invades living cells and causes an infective illness |
| _____ 7. pass down | g) something that people tell each other without facts or proof |
| _____ 8. secondhand smoke | h) easily transferred from one person to another |
| _____ 9. contagious | i) a serious type of skin cancer |
| _____ 10. virus | j) to give from one generation to the next |

Reading

6 MYTHS ABOUT CANCER

1. *Deodorants cause cancer.*

Many people still believe that **deodorants** cause breast cancer. This likely started as an email **rumor**. Breast cancer is often found in the armpit area, but there is no known link between deodorants and cancer.

2. *Cancer causes hair loss.*

Many cancer patients lose their hair due to medical treatment. **Radiation** and **chemotherapy** can cause hair loss. It is not the cancer that causes the hair loss.

3. *Dark-skinned people don't get skin cancer.*

Darker skin provides a small amount of natural **SPF**. On the other hand, **melanoma** is more difficult to detect on darker skin. For this reason, skin cancer can be more deadly for dark-skinned people.

4. *Female cancers come from the mother.*

Many people think that breast and ovarian cancer are **passed down** from the mother. A father can also pass down genes that increase his daughter's risk of cancer.

5. *Pollution is worse than cigarette smoke.*

Air pollution is not good for the lungs of animals or humans. However, tobacco smoke is more likely to cause cancer. Even **secondhand smoke** can lead to cancer.

6. *You can't catch cancer.*

Most cancers are not **contagious** like colds and flu. A few cancers are caused by **viruses** or bacteria. The human papilloma virus (HPV) can lead to cancer in males and females. Hepatitis B can lead to liver cancer.

Further Thinking

Can you think of any more myths about cancer?
Did any of these surprise you?

Comprehension

Read the statements below. If the statement is true, write T beside the sentence. If it is false, write F and correct the information.

- _____ 1. Chemotherapy often causes hair loss.
- _____ 2. Deodorants are strongly linked to cancer.
- _____ 3. Dark-skinned people don't need sunscreen.
- _____ 4. A girl can inherit cancer risks from her father's side of the
- _____ 5. HPV is strictly a female form of cancer.

Vocabulary Review

A. Matching

Match the words on the left to the related statements on the right.

- | | |
|-----------------------|---|
| _____ 1. contagious | a) Samir is sure Jolene has cancer. She has lost a lot of weight. |
| _____ 2. pass down | b) Mack got his baldness from his father's side. |
| _____ 3. rumor | c) Choose sunscreen that is at least 30 if you're going to the beach. |
| _____ 4. SPF | d) It is usually administered by an IV (intravenous). |
| _____ 5. chemotherapy | e) I have a sore throat, and I don't want you to catch it. |

B. Pronunciation

Work with a partner. Compare your pronunciation of each word. Do you pronounce these words in the same way? Ask your teacher to help you find the right vowel sounds and word stress. Mark where the main stress is in each word. How many syllables does each word have?

#	Word	# of Syllables
1	chemotherapy	
2	radiation	
3	contagious	
4	melanoma	
5	deodorant	

Writing

A. Brainstorm

Think of a health topic that you know a lot about. Use this area to brainstorm a list of myths about this topic.

B. Make a List

Turn the information that you brainstormed into a list.

6 MYTHS ABOUT _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Listening Practice

Designate each corner of your classroom as one of the following: *Strongly Agree / Agree / Disagree / Strongly Disagree*. Listen to your teacher read out the following statements. Walk to the corner that best describes your feelings about each statement.

Discuss each item when the movement stops. Why do you agree/disagree? Why do you have a strong opinion about this?

1. I worry about my health on a regular basis.
2. I like visiting people in hospitals.
3. Smokers deserve to get cancer.
4. I feel comfortable talking about cancer.
5. My doctor talks to me about the risks of cancer.
6. I know my extended family's medical history.

Role-Play

DOCTOR'S ORDERS

Create a role-play between a doctor and a person who is afraid of getting cancer. The patient is a "hypochondriac." He/she believes every myth about cancer. The doctor tries to set the patient's mind at ease. Try to use vocabulary from the reading.

Discussion

1. How do myths get passed around?
2. When it comes to rumors, are you skeptical, naive, or something in between?

Antonyms

skeptical: you don't believe something until you do your research or consult another source

naive: you believe everything you hear

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn six myths about cancer. They also write their own list of myths on a health topic they are interested in. This lesson includes a listening exercise, a role-play activity, and vocabulary review tasks.

LEVEL: Intermediate-Advanced

TIME: 1.5-2 hours

TAGS: cancer, health, myth, smoking, hospital, doctor

Pre-Reading

A. QUOTE / B. OPINION / C. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

D. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves.
Review any difficult vocabulary.

Comprehension

- T
- F – Despite the rumors, there is no known link between deodorant and breast cancer.
- F – People with darker skin have some natural SPF, but they can and do get melanoma. It can be deadly because melanoma is less noticeable on darker skin.
- T
- F – Like breast cancer, men can also get HPV.

Vocabulary Review

A. MATCHING

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

B. PRONUNCIATION

- | | |
|-------------------------|---------------------|
| 1. che/mo/the/ra/py – 5 | 4. mel/a/no/ma – 4 |
| 2. ra/di/a/tion – 4 | 5. de/o/do/rant – 4 |
| 3. con/ta/gious – 3 | |

Writing

Individual answers.

Listening Practice

Answers will vary. You may want to make four signs that say *Strongly Agree / Agree / Disagree / Strongly Disagree* and paste them in four different corners of your classroom. Read out the sentences and have students move to the area of their choice. Discuss each sentence in groups or as a class.

(continued on the next page...)

Answer Key cont.

Role-Play

Put students in pairs and have them come up with a little skit.
Invite students to present their skits in front of the class.
Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class. Answers will vary. Ask your students if they consider themselves skeptical or naïve when they hear health tips.

SPELLING NOTE:

This lesson shows the American spelling of the words *Rumor* and *Odor*. Other English-speaking countries spell these words this way: *Rumour* and *Odour*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Busy Disease

Have you ever felt like you were too busy? Do you often complain that there aren't enough hours in the day? In this lesson, you will learn ten signs that you are too busy. You will also come up with your own cure for busyness.

Pre-Reading

A. Discuss

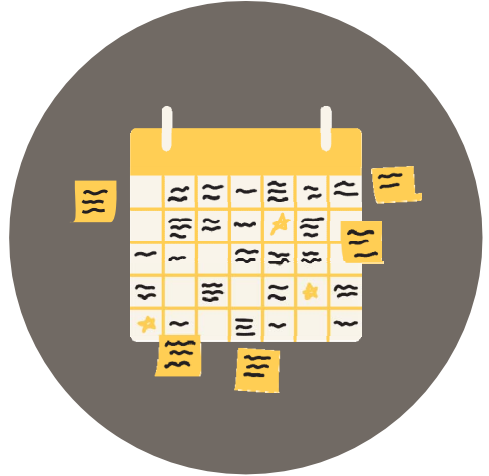
Discuss the following quote with your class:

"When did we forget that we are human beings, not human doings?"

—Omid Safi, Professor

B. Warm-Up Questions

1. Who sets the pace for your life?
Is it you, your boss, your family members, or your friends?
2. Do you regularly make time for exercise?
3. Do you make time to eat nutritional meals on a daily basis?
4. How much free time do you have for yourself each day?
5. How much sleep do you get on an average night?



Pre-Reading cont.

C. "I'm Too Busy!"

Place a ☐ in the box beside any statement that you would respond to in this way: "Not me! I'm too busy!"
Compare your answers to a partner's answers.

- ❖ I sleep 7-8 hours every night.
- ❖ I leave time for work and play.
- ❖ I see close friends face-to-face on a weekly basis.
- ❖ I ignore my mobile device when I'm in a social setting.
- ❖ I have breakfast before checking email or texts.
- ❖ I am physically active for at least 30 minutes per day.

D. Vocabulary Preview

Match up as many words and meanings as you can.
Check this exercise again after seeing the words in context on page 3.

- | | |
|------------------------------|--|
| _____ 1. on the go | a) the ability or effort to use time efficiently |
| _____ 2. time management | b) feeling that there is too much to do and not enough time |
| _____ 3. workaholic | c) a promise or plan to do something or get something done |
| _____ 4. commute | d) to travel to work regularly by car or public transportation |
| _____ 5. overwhelmed | e) in progress |
| _____ 6. commitment | f) having a strong drive to win or do better than others |
| _____ 7. memory lapse | g) to stop using electronic devices |
| _____ 8. competitive | h) a period when one forgets something |
| _____ 9. unplug | i) just before a deadline or start time |
| _____ 10. at the last minute | j) a person who is addicted to working |

Reading

10 Signs That You Are Too Busy

1. *You have too many projects on the go.*

People who say they are too busy often have poor **time management**. If you want to start a new project, finish the old one first.

2. *You work too many hours.*

In addition to working too long, **workaholics** often **commute** too far. If you work fewer hours and work closer to home, you'll have more time to do what you love.

3. *You don't sleep enough.*

Sleep is the first thing to go when a person feels **overwhelmed** with **commitments**. If you sleep too little, your life will likely be shorter.

4. *You are too afraid to say no.*

Believe it or not, saying "no" is not a sign of weakness. If you say "no" once in a while, new opportunities will open up for you.

5. *You don't exercise enough.*

Physical activity gives your busy mind the break it needs! If you feel too busy, refresh your mind by going for a run or a walk.

6. *You forget too often.*

People who feel overwhelmed often complain of **memory lapses**. If you need to focus, slow down.

7. *You are too competitive with your peers.*

If you are trying to "keep up with the Joneses," you may have busy disease. Set the pace for your own life so that you feel in control.

8. *You don't unplug often enough.*

Thanks to mobile devices, we are connected to work 24/7. If you're glued to your phone after hours, leave it in a basket at your front door.

9. *You eat too much junk food.*

Busy people run from place to place without making time for healthy meals. If your last three meals were takeout, you are too busy!

10. *You cancel plans too often.*

Many people who are too busy cancel plans **at the last minute**. If you know you'll likely cancel, just say no.

Is busyness really a disease?

The word "disease" comes from the meaning *not at ease*. People who are too busy usually work too hard. When you say, "I'm too busy," you usually mean "I don't have enough time to do the things that I enjoy."

Grammar Review

A. Intensifiers

Intensifier	Meaning	Form	Example
too	The intensifier "too" has a negative meaning. It means "in excess."	too + adjective	I am too busy.
		too + adverb	She drove too slowly.
		too much + uncountable noun	I have too much work.
		too many + countable noun	I have too many meetings.
enough	The intensifier "enough" has a positive meaning. It means "a sufficient amount."	adjective + enough	He's old enough to get a driver's license.
		adverb + enough	We ran fast enough.
		enough + noun	I have enough time.
so	When used before adjectives and adverbs, with a negative meaning, "so" and "too" are sometimes interchangeable.	too / so + adjective	- I'm too busy. - I'm so busy.
		too / so + adverb	- She drives too slowly. - She drives so slowly.

Note #1

The negative form "not enough" means "an insufficient amount." *Too much*, *too many*, and *not enough* are often used when talking about busyness.

- I have too much to do.
- I don't have enough time.

Positive Meaning
Note #2

Negative Meaning

While *too* means "in excess" (always with a negative meaning), *so* means "very." In the examples in the chart above, you can see how both make sense. The important thing to remember is that "too" can't be used when there is a positive meaning.

Grammar Review cont.

B. Practice

Correct the following sentences.

1. I' m busy enough to bake cookies for the party.

2. She' s too tire to finish this project.

3. We don' t have too much time to meet the deadline.

4. I have too much projects on the go.

5. She commutes for too much hours every day.

6. Workaholics don' t get so many sleep.

7. You don' t have time enough.

8. I' m overwhelmed so.

9. He' s afraid too say no.

10. My son' s not competitive to play hockey.

Vocabulary Review

Review the vocabulary words in the reading on page 3. Write an example to demonstrate your understanding of each word. Include some **context** to make sure your reader understands the word too. Share your examples with a partner.

#	Word	Example
1	on the go	<i>We are always on the go. Most days we go straight from school to hockey practice.</i>
2	time management	
3	workaholic	
4	commute	
5	overwhelmed	
6	commitment	
7	memory lapse	
8	competitive	
9	unplug	
10	at the last minute	

Role-Play

DOCTOR'S ORDERS

In pairs, create a dialogue between a doctor and a patient whose life is too busy. The patient doesn't have enough time to sleep or eat properly. The doctor offers suggestions for slowing down and making better choices. Use *so*, *too*, and *enough/not enough* in your dialogue.

Writing

A. Brainstorm

Can you think of any ideas
for curing busy disease?

- Work less.
- Sit down to eat.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

B. Make a List

Write two statements for 5 of the cures listed to the left.
The first statement should be the advice (cure), and the
second should be the result "if" someone takes the advice.

5 Cures for Busy Disease

Ex. Drink herbal tea. If you drink tea, you will sleep better.

1.
2.
3.
4.
5.

Small Talk

A. How Are You?

Dialogue 1

Read the first dialogue and practice it with a partner.

A: Hey! Long time no see. How' s life?
B: We' re so busy.
A: I hear ya.* We' re really busy too.

Dialogue 2

That conversation ended quickly! Now see what happens when people avoid the word “ busy.” Discuss the differences between the dialogues.

A: Hey! Long time no see. How' s life?
B: Hello! Oh, not bad. We spend a lot of time at the ice rink these days.
Max plays hockey three times a week. He loves it, though. How are you?
A: Pretty good, thanks. I spend a lot of time taking Ella to dance rehearsals. She has a show on Saturday.
B: Oh, really? Maybe I' ll buy a ticket.
A: We have an extra ticket. Do you want to come with us?

B. How's Work?

Dialogue 1

Read the first dialogue and practice it with a partner.

A: Hey! Long time no see. How' s work?
B: Work? Crazy busy.
A: Tell me about it.* I' m so busy this month.

Dialogue 2

Try again! Write a new conversation. Avoid the word “ busy” and extend the dialogue.

A: Hey! Long time no see. How's work?
B: _____

A: _____

B: _____

***Ihearya/
Tell me about it:**

*I'm having / have had
the same experience.*

When said in a certain tone,
it does not actually mean the
person wants to hear more.
Listen to your teacher say it
out loud and practice.

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn ten signs of being too busy. Students practice related vocabulary, discuss health-related issues, and create their own list of cures for busyness.

LEVEL: Int–Adv

TIME: 1.5–2 hours

TAGS: discussion, stress, health, intensifiers, busy, busyness, too, enough, so, if clause, conditionals

Pre-Reading

A. DISCUSS

Discuss as a class. Answers will vary.

B. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

C. "I'M TOO BUSY!"

Place students into pairs to discuss their checked boxes.

D. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary.

Grammar Review

A. INTENSIFIERS

Review the rules about too, enough, not enough, and so vs. too.

B. PRACTICE

Have students practice making corrections.

This activity can be completed on paper or as an oral activity.

1. I' m **too busy** to bake cookies for the party.
2. She' s too **tired** to finish this project.
3. We don' t have **enough** time to meet the
4. I have **too many** projects on the go.
5. She commutes for **too many** hours every day.
6. Workaholics don' t get **enough** sleep.
7. You don' t have **enough** time.
8. I' m **so/too** overwhelmed.
9. He' s **too afraid** to say no.
10. My son' s not competitive **enough** to play hockey.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

Help your students understand the meaning of “ in context.”
Make sure that they write at least two sentences per example.
Answers will vary.

Role-Play

Place students into pairs for this activity. Invite your students to perform their skits. You can decide whether or not you want to see a written dialogue. Encourage your students to use some of the vocabulary from the reading.

Writing

A. BRAINSTORM

Brainstorm as a class or in small groups.

B. MAKE A LIST

You may choose to assign this section for homework, or have students complete it in class individually or in pairs.

Small Talk

Put students into pairs to read and discuss the dialogues.
Discuss what happens when people avoid using the “ busy” response. Demonstrate the different meanings of “ tell me about it” by changing your intonation for your students.

- Tell me about it. *I’m interested in hearing more. Please tell me.*
- Tell me about it. *I’ve had or am having that same experience.*

SPELLING NOTE:

This lesson shows the American spelling of the word *Practice*. Other English-speaking countries spell it this way: *Practise* (when used as a verb, *Practice* when used as a noun). Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Sitting Disease

Do you work or study at a desk for many hours a day? Is the couch your favorite place to spend your evenings? If yes, you may have sitting disease! In this lesson you will read *6 Tips to Prevent Sitting Disease*. You will also discuss health-related issues and work on perfecting your posture.

Classroom Challenge

Are you sitting down right now? Change your position as you work through this lesson. Stand up, lie down, jog on the spot, sit on your desk...



Pre-Reading

A. Warm-Up Questions

1. How many hours do you sit on an average day?
2. How could you add more movement to your everyday routines?
3. What modern devices do you use in order to save yourself from physical labor? (Labor is work.)
4. Is your lifestyle more sedentary than your parents' lifestyle was at your age? Explain. (Sedentary means lack of movement.)

Tip:

If someone tells you to *stay put*, they want you to stay in one place. You can still stand up, stretch, or do some jumping jacks!

B. Discuss

Read the quote below. It is a headline that was found in a magazine for runners.

“Sitting is the new smoking—even for runners.” —Selene Yeager

1. What do you think the article was about?
2. Do you agree or disagree that sitting too long can be as dangerous to your health as smoking?

Reading

6 TIPS TO PREVENT SITTING DISEASE

1. Set a timer.

If you work at a desk, you probably sit for more than six hours a day. Set a timer every hour. Get up, stretch, and move around for about ten minutes every hour.

2. Park far away.

Do you commute to work or school? If yes, you probably sit for up to ten hours per day! Park far away from your workplace or school, and leave your lunch in the car so that you have to go and get it halfway through your day.

3. Meet and move.

Can you walk or even jog while you're in a meeting? If your meeting is online, can you stand up and talk? If you don't have meetings, choose a different time to stand, such as while reading email or while proofreading documents.

4. Perfect your posture.

Sitting for prolonged periods of time can affect your posture. Try not to slouch while you are at your computer. Make sure your feet are flat on the ground and your arms make an L shape. Put a reminder note near your desk that tells you to check your posture.

5. Avoid the couch.

Do you move from your office chair or desk to your couch? Many people spend hours every evening lounging in front of the TV. Find ways to stay active while your favorite shows are on. Stretch, do yoga, or run on the spot.

6. Be mindful of moderation.

Our bodies were designed to move, which means that doing one thing for too long is not good for us. This includes standing, lying down, exercising, and especially sitting. Remind yourself that you can prevent heart disease, obesity, and fatigue by keeping your body moving.

Comprehension

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information.

- _____ 1. Ten minutes of exercise in a workday will prevent sitting disease.
- _____ 2. The couch is a good place to work on improving one's posture.
- _____ 3. Some people commute up to ten hours a day.
- _____ 4. Fatigue sets in when you stay in one position for too long.
- _____ 5. Running on the spot can be done in front of the television.

Did you know?

Your feet should be flat on the ground when you are seated at a desk. Use a footstool or box if you're too short. This will improve your posture!

Vocabulary Review

A. Useful Expressions

Here are some useful expressions for describing discomfort from sitting:

- I've lost the circulation in my feet.
- I have a stiff neck.
- My back is aching.
- I have terrible posture.
- My *butt* is numb.
- I have carpal tunnel syndrome.
- I need to get up and move around.
- My muscles are tense.

B. Odd One Out

Choose the word or phrase that does NOT belong in the group of related words. Can you think of another word that would belong?

- | | | | | |
|----------------|-------------|---------------|------------|-----------------|
| 1. a) extended | 2. a) drive | 3. a) obesity | 4. a) sit | 5. a) tiredness |
| b) slouch | b) commute | b) overweight | b) relax | b) exhaustion |
| c) prolonged | c) walk | c) posture | c) lounge | c) moderation |
| d) lengthy | d) stay | d) heaviness | d) posture | d) fatigue |

C. Vocabulary Game

Work with a partner. Take turns choosing a word from the list below and rolling a die. Follow the instructions based on the number you rolled. Give yourself a point each time you know the answer. Ask your teacher for help if you don't know if a response is correct.

Word List

- moderation
- commute
- prolonged
- posture
- slouch
- lounge
- couch potato
- fatigue
- stay put
- sedentary

Role the Die

1. Spell the word without looking.
2. Categorize the word form as it is found in the reading (adjective, verb, noun).
3. Think of a synonym.
4. Pronounce it. (Where does the stress belong?)
5. Use it in a sentence.
6. Give a definition.

Discuss

1. Which professions put people at the most risk for sitting disease?
2. What must a person do to change an unhealthy habit such as prolonged sitting?
3. How can teachers help students avoid sitting disease?
4. Are you someone who can't sit still, or are you more of a couch potato? Give examples.
5. Why do people from your generation spend more time sitting than people from previous generations did?

On the Flip Side

“Really—my favorite tip is BIC. Butt in Chair. (Or Behind in Chair. Or Backside in Chair.) Because if you do not put your time in the chair, you will not get any writing done.” —Jane Yolen, writer

Why does Jane Yolen recommend BIC?

Writing

Do a little research about posture.
Create your own list about perfecting one's posture.

5 TIPS FOR PERFECTING YOUR POSTURE

1. _____

2. _____

3. _____

4. _____

5. _____

Role-Play

Get together with a partner.
Act out a scene between an employee and a new manager.
The new manager is concerned that his employees have sitting disease. He /she offers tips for moving around on the job.
Try to use vocabulary from the reading and useful expressions from page 3.

Classroom Challenge Check-In

1. How long did you sit during this lesson?
2. Would you want to do other lessons while standing and moving?

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn 6 Tips to Prevent Sitting Disease. They discuss how to improve their posture and increase their activity on a daily basis.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: sitting disease, sit, computer, desk, stand up desk, posture, health, lifestyle, disease

Classroom Challenge

Challenge your students to change positions as they work through the lesson. Have them stand up, lie down, jog on the spot, sit on their desks, etc.

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Review the pronunciation and meaning of “sedentary” and “labor.”

B. DISCUSS

Discuss this headline as a class.

Reading

Have students read the article together or silently.

Comprehension

1. F – The list recommends ten minutes per hour.
2. F – Being a couch potato contributes to sitting disease.
3. F – Commuters often sit for ten or more hours per day.
4. T
5. T

Vocabulary Review

A. USEFUL EXPRESSIONS

Practice these expressions together out loud. Help your students with their intonation.

B. ODD ONE OUT

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

C. VOCABULARY GAME

There are many possible answers for 3 and 5. Help your students with pronunciation as they play. Allow them to use dictionaries.

Word	2	3	6
moderation	noun	balance	without excess
commute	verb	travel	to travel to work
prolonged	adj.	extended	an extended period of time
posture	noun	stature	the position of one's body
slouch	verb	droop	to sit in a drooped over position
lounge	verb	relax	to relax in a lazy way
couch potato	noun	lazy bum	a person who spends too much time watching TV
fatigue	noun	tiredness	the state of feeling tired
stay put	verb	wait	a command that means don't move from where you are
sedentary	adj.	inactive	remaining in one place

(continued on the next page...)

Answer Key cont.

Discuss

Put students in small groups, or discuss as a class.

On the Flip Side

Put students in small groups, or discuss as a class.

Writing

Have students research tips for perfecting posture, then have them write a list of tips. They can use the space provided, or their notebooks if more room is needed. Email your students' lists to hello@esllibrary.com and we'll share the best on our blog!

Role-Play

Place students in pairs for this activity. Invite your students to perform their skits. You can decide whether or not you want to see a written dialogue. Encourage your students to use some of the useful expressions provided on page 3. They should also use vocabulary from the reading.

Classroom Challenge Check-In

Discuss as a class.

SPELLING NOTE:

This lesson shows the American spelling of the words *Labor*, *Favorite*, and *Practice*. Other English-speaking countries spell these words this way: *Labour*, *Favourite*, and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Stress

“Slow down, and everything you are chasing will come around and catch you.” —John De Paola

Pre-Reading

A. Warm-Up Questions

1. Discuss the quote with your classmates.
What does “ slow down” mean in this quote?
2. What do you worry about most in life?
3. What do you do to reduce stress in your life?
4. Who is the most stressed-out person you know?
What job does this person have?
5. What does “ time” have to do with stress?
6. What is *your* definition of “ stress” ?



B. Stressful Jobs

What are the most stressful jobs?
Put these in order of *most* to *least* stressful. Compare your ratings with a partner. What other jobs are stressful?

- _____ doctor
- _____ nurse
- _____ police
- _____ soldier
- _____ teacher
- _____ truck driver
- _____ dentist
- _____ stay-at-home parent
- _____ zookeeper
- _____ film director

Pre-Reading cont.

C. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context below.

- | | |
|----------------------------|---|
| _____ 1. at risk | a) to remove something |
| _____ 2. stressed out | b) feeling very worried |
| _____ 3. take over | c) in harm' s way, vulnerable to danger |
| _____ 4. relieve | d) to take full control or responsibility |
| _____ 5. make friends with | e) uncontrollable laughter |
| _____ 6. belly laugh | f) viewpoint |
| _____ 7. take on | g) to meet and get to know a new person |
| _____ 8. perspective | h) associated with one' s job or occupation |
| _____ 9. work-related | i) to accept the responsibility |

Reading

6 WAYS TO REDUCE WORK-RELATED STRESS

1. *Put your job into perspective.*

Do you save lives for a living? Is your own life **at risk** when you are on the job? Ask yourself these questions the next time you feel **stressed out** about work. Remind yourself that you are more likely to die by worrying about work than by working.

2. *Turn your brain off.*

Do you find yourself thinking about the same thing over and over? Tell yourself, *I have already worried about that.* Then turn on some music. Don' t let your brain **take over** your body.

3. *Take a baby step.*

Worrying doesn' t solve anything. Take a baby step towards **relieving** your worry, and then leave it alone. A day or hour or week later, take another baby step. The act of taking an action can really help relieve related stress.

4. *Take a laugh break.*

Laughing reduces stress. At lunchtime, watch a funny video clip or read a comic book. **Make friends with** the funniest colleague at your workplace. Stop by his or her desk regularly for a good **belly laugh**.

5. *Mind your own business.*

Don' t **take on** other people' s stress. When people share their worries, listen. Then forget what you heard.

6. *Make a list.*

Stress is often defined as a feeling of not having enough time. Create *To-Do* lists, and check items off as you work.

Comprehension

Practice asking and answering the following questions with your partner.
Then write the answers in complete sentences in your notebook.

1. What is the primary purpose of the reading?
2. Which types of jobs are implied in the first item in the reading?
3. What does the reading say about laughing?
4. According to the reading, what is useful
for getting one's brain to stop
worrying?
5. Paraphrase the definition of stress provided in the text.

Vocabulary Review

Look at the words and phrases below.

Indicate whether they are synonyms or antonyms.

1. make friends with / befriend _____
2. work-related / occupational _____
3. stressed out / anxious _____
4. take on / reject _____
5. perspective / viewpoint _____

Listening Practice

Designate each corner of the wall in your classroom as one of the opinions below. (Tape a piece of paper to the corners.)

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Then listen to your teacher read out the following statements. Walk to the piece of paper that best describes your feeling about each statement:

1. Work-related stress increases productivity.
2. Most people can tell when I am feeling stressed out.
3. Music is one of the best stress relievers.
4. I have trouble sleeping when I am under stress.
5. I prefer to make friends with people who make me laugh.
6. Crying helps me to relieve my stress.
7. I often worry about things that I have no control over.
8. I take on the stress of my coworkers or family members.
9. People with work-related stress should quit.
10. The government should pay workers to go on stress leave if necessary.

Discussion

1. What do people worry about besides work-related issues?
2. Is stress usually related to money?

Role-Play

Your boss set some deadlines that you can't possibly meet. Talk to your boss about your stress level. Tell your boss that your doctor is concerned about your high blood pressure.

Doctor's Office Poster

A. Brainstorming

When patients have high blood pressure, doctors tell them to lower their stress. In Part B, you will create a poster for a doctor's office that offers **5 Tips for Reducing Stress in the Workplace**. Use this area to brainstorm ideas for your poster. Come up with ideas that are different from the ones in the reading. Can you find any quotes to use?

1. _____

2. _____

3. _____

4. _____

5. _____

C. Make Your Poster

Using the text that you wrote in Part B, create your poster on a separate sheet of paper. Remember that this is a poster for workers.

B. Writing

Write the text for your poster below.
Make your poster in list form.

5 Ways to Reduce Workplace Stress

1. _____

2. _____

3. _____

4. _____

5. _____

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn six ways to reduce workplace stress. They get to move around during a listening exercise, do a role-play, review important vocabulary, and make a poster for a doctor's office.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, stress, health, stress awareness month, doctor, job, jobs, occupation, business, business English

Pre-Reading

A. WARM-UP QUESTIONS

Discuss the quote and questions as a class or in small groups.

B. STRESSFUL JOBS

Have students put the jobs in order.

Then put them in pairs or small groups to compare and discuss.

C. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary. This reading contains some reflexive pronouns.

Comprehension

1. The primary purpose of the reading is to offer tips for reducing stress related to the workplace.
2. Types of jobs that are implied in the first item are those such as doctor, paramedic, police officer, soldier, or world leader.
3. The list says that laughing is a great stress reliever.
4. According to the reading, it is useful to remind oneself that it's not productive to have the same worry over and over.
5. Stress can be defined as not having enough time to do or complete something.

Vocabulary Review

- | | | |
|-------------|-------------|-------------|
| 1. synonyms | 3. synonyms | 5. synonyms |
| 2. synonyms | 4. antonyms | |

(continued on the next page...)

Answer Key cont.

Listening Practice

Designate the corners of the room as **Strongly Agree / Agree / Disagree / Strongly Disagree**. Have students listen and move around the room as you read the statements from page 3 aloud.

Discussion

Discuss as a class or in small groups. This can also be used for a writing prompt for a homework journal.

Role-Play

Put students in pairs and have them come up with a little skit. Invite students to present their skits in front of the class. Encourage students to use new vocabulary from the reading.

Doctor's Office Poster

Put students in pairs for this activity. Use the space provided for brainstorming and writing, then have students make large posters to place around your classroom.

SPELLING NOTE:

This lesson shows the American spelling of the word *Practice*. Other English-speaking countries spell it this way: *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Depression

Have you ever felt depressed for a long period of time? Do you know anyone who suffers from clinical depression? In this lesson, you will learn ten ways to support a friend with depression. *What can a loved one do right? What can a loved one do wrong?*



Pre-Reading

A. Discuss

Discuss the following quote with your class:

“I used to think that the worst thing in life was to end up alone. It’s not. The worst thing in life is to end up with people who make you feel alone.” —Robin Williams

B. Warm-Up Questions

1. What are some warning signs or symptoms of depression?
2. Why is it difficult to break free from depression?
3. What can trigger depression?
4. What’s the difference between feeling sad or down and being clinically depressed?
5. What’s a good definition of depression?

Pre-Reading cont.

C. Defining Depression

Place a ☐ beside the statements that describe “depression.”

Place an ☐ beside statements that describe typical sadness or feeling down. Compare your answers to a partner’s answers.

- ☐ I can’t get out of bed because I feel guilty that I’m a bad parent.
- ☐ I never feel like eating anymore. I’m not interested in food.
- ☐ My dog died last week, and I don’t want to go out this weekend.
- ☐ I did poorly on an exam, so I don’t feel like talking to my parents.
- ☐ I can never hold down a job, and life doesn’t seem worth living.

D. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 3.

- | | |
|---|---|
| ☐ 1. pay attention | a) to cause a reaction or event |
| ☐ 2. withdraw | b) with one's full attention |
| ☐ 3. trigger | c) to take notice |
| ☐ 4. be there | d) to leave someone alone |
| ☐ 5. attentively | e) to be available for someone in need |
| ☐ 6. snap out of | f) the person who helps another think logically |
| ☐ 7. isolate | g) to stop participating |
| ☐ 8. antidepressant | h) to stop helping, trying, or caring about |
| ☐ 9. the voice of reason | i) medication that helps relieve depression |
| ☐ 10. give up on | j) to suddenly stop feeling a certain way |

Reading

10 Ways to Support Friends with Depression

1. *Be Aware*

Pay attention to mood swings. If your friend is **withdrawing** from social interaction, he may be suffering from depression. Major life changes, such as a new baby or a divorce, can **trigger** depression.

2. *Be Informed*

Clinical depression is a real condition that requires medical attention. Read books and articles about the signs and symptoms of depression, and pass on what you know.

3. *Be Active*

Your friend may feel like lying in bed or on the couch all day. Offer to make a doctor's appointment for your friend and go with your friend if she feels nervous about going alone.

4. *Be Present*

Let your friend know that you will **be there** for her no matter what. Listen **attentively** when she is ready to talk, but avoid giving too much advice.

5. *Be Encouraging*

Depressed people are often concerned about the future. Remind your friend of his importance in your life and in the lives of others.

6. *Be Sensitive*

Don't task your friend to "**snap out of it**." Tell your friend that you understand that depression is real. Try not to compare your life or experience to hers.

7. *Be Available*

Being around a depressed person can be depressing. Do your best not to **isolate** your friend, even though he may not be the best company.

8. *Be Ready for an Emergency*

Severe depression can lead to suicidal thoughts. In most cases, a person gives a warning sign to a friend before she takes her own life. Take your depressed friend seriously.

9. *Be the Voice of Reason*

Depression can lead a person to become addicted to drugs, including **antidepressants** or alcohol. Support your loved one by being **the voice of reason** when it comes to decision-making.

10. *Be Patient*

Realize that depression is a disease that a friend may battle with his whole life. Some seasons and stages may be more difficult than others. Never **give up on** a loved one who suffers from depression.

Did you know?

The verb "depress" has two meanings:

- to feel very sad or depressed
Back-to-school ads depress me.
- to push down (a lever or a button)
You must depress the brake pedal.

Comprehension

Listen to your teacher read some statements about the text. If the statement is true, write T beside the sentence. If it is false, write F and correct the information on the line. If it is not mentioned, write NM.

1.

2.

3.

4.

5.

6.

Vocabulary Review

A. Parts of Speech

Look at the words and phrases in the chart and find them in the reading. Identify the part of speech in context (noun/verb/adverb). Then write an example sentence to demonstrate your understanding of the vocabulary.

#	Word / Phrase	Part of Speech	Example Sentence
Ex	pay attention	verb	You should pay attention in class.
1	withdraw		
2	be there		
3	trigger		
4	give up on		
5	antidepressant		
6	snap out of it		
7	attentively		
8	the voice of reason		
9	isolate		

Vocabulary Review cont.

B. Word Family

Complete the sentences with an appropriate form of the word “ depress.”

1. This weather _____ me. I never want to go outside.
2. I’ ve been feeling _____ these days. I think I should go and see a doctor.
3. What is the title of this _____ song? It always makes me cry.
4. My teacher is on stress leave. I heard that he is suffering from _____.
5. I stay away from _____ movies. I prefer comedies.
6. _____ the handle. That turns on the machine.

Writing

Complete one of the lists below. You can use the information you learned on page 3 to come up with a list of ten things NOT to say to someone who is suffering from depression, or alternatively, you could come up with a list of ten helpful things to say to a person who is suffering from depression.

10 Things NOT to Say to a Person Who Is Suffering from Depression

Ex. Snap out of it!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

10 Helpful Things to Say to a Person Who Is Suffering from Depression

Ex. I am here for you whenever you need me.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Role-Play

DOCTOR'S ORDERS

Get together with a partner. Create a dialogue between a doctor and a patient whose husband or wife is suffering from depression. The patient describes his/her partner's symptoms, and the doctor offers suggestions for being a supportive spouse.

Discussion

1. What mistakes do many people make when dealing with a person who is suffering from depression?
2. Why do we find it surprising when wealthy people or celebrities suffer from depression?
3. What should the government do to help support people with mental illnesses?
4. How is depression different from anxiety? How is it the same?
5. Why do many women suffer from depression after having a baby? What other life stages or events do you think trigger depression?

Critical Thinking

A PASSING FEELING OR A DISEASE?

About 10% of adults in America are on antidepressants.* Do you think doctors are too quick to diagnose people with depression? Why is this number not as high in other countries?

***Note:**

To be "on antidepressants" means to be taking them regularly. A person can also be "on" other drugs, including non-prescription drugs.

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn ten ways to support a friend with depression. Students practice related vocabulary, discuss health-related issues, and create their own lists.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, depression, strength, health, sadness, depressed, depressing

Pre-Reading

A. DISCUSS

Discuss as a class. Answers will vary.

B. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

Here are some typical symptoms of depression:

- persistent bad mood
- loss of interest in activities
- fatigue
- loss or increase in appetite
- loss of energy
- restlessness
- anxiety and stress
- feelings of guilt
- lack of interest in socializing
- difficulty making a decision
- suicidal thoughts

C. DEFINING DEPRESSION

1. 2. 3. 4. 5.

D. VOCABULARY PREVIEW

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

Comprehension

Read the following statements out loud to your class:

Statements:

1. Major life changes often trigger depression.
2. It is a bad idea to read about depression when you have depression.
3. It is important to be a good listener when a friend is suffering from depression.
4. One warning sign of depression is talking to oneself.
5. Mixing antidepressants with alcohol often leads to death.
6. Depression can last an entire lifetime.

Answers:

1. T
2. F – It is good to read about depression whether you have depression or not.
3. T
4. NM
5. NM
6. T

(continued on the next page...)

Reading

Have students read the article out loud or to themselves.
Review any difficult vocabulary.

Answer Key cont.

Vocabulary Review

A. PARTS OF SPEECH

Sentences will vary.

- | | | |
|---------|---------|-----------|
| 1. verb | 4. verb | 7. adverb |
| 2. verb | 5. noun | 8. noun |
| 3. verb | 6. verb | 9. verb |

B. WORD FAMILY

- | | | |
|--------------|---------------|---------------|
| 1. depresses | 3. depressing | 5. depressing |
| 2. depressed | 4. depression | 6. Depress |

Writing

Assign this for homework or give students time to do some research in a computer lab. You may want to assign half the class “ things not to say” and half the class “ things to say.”

Role-Play

Put students in pairs and have them come up with a short skit.
Invite students to present their skits in front of the class.
Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class or in small groups. Answers will vary.

Critical Thinking

Discuss as a class or in small groups. Answers will vary.

Diabetes

How much do you know about diabetes? Is your knowledge based on facts? In this lesson, you will learn six common myths about diabetes. You will also review health-themed vocabulary and do some research on your own.

Pre-Reading

A. Warm-Up Questions

1. What different types of diabetes are there?
2. Do you know anyone who has diabetes?
How do diabetics manage their disease?
3. Is diabetes preventable? Is there a cure?
4. Where is your pancreas? What is its role in the body?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|------------------------|---|
| _____ 1. pancreas | a) to get in the way, to disrupt |
| _____ 2. insulin | b) a lack of regular movement and exercise |
| _____ 3. gestational | c) able to pass on (an illness or disease), communicable |
| _____ 4. genetic | d) substances (sugar or starch) found in food that give the body energy |
| _____ 5. interfere | e) related to pregnancy |
| _____ 6. inactivity | f) the hormone that moves glucose out of the bloodstream |
| _____ 7. contagious | g) the act of releasing fluid waste from the body |
| _____ 8. monitor | h) to watch closely for changes |
| _____ 9. carbohydrates | i) related to inherited genes from family members |
| _____ 10. urination | j) the organ that produces insulin and other digestive substances |



Reading

What do you know about diabetes? Read these common myths and look up any words you aren't familiar with.

6 Myths about Diabetes

1. *Diabetes is caused by eating too much sugar.*

Type 1 diabetes occurs when cells in the **pancreas** stop making a hormone called **insulin**. Insulin moves glucose (sugar) into the cells and out of the bloodstream. Health experts do not know the cause of type 1 diabetes. High sugar intake can cause weight gain, which is a risk factor for type 2 diabetes and **gestational** diabetes, though it is not the direct cause.

2. *Diabetics are born with the disease.*

It is rare for newborns to be diagnosed with diabetes, though infants of diabetic mothers often have a high birth weight. Type 1 diabetes typically develops in children and teens, but it can also develop in adults. Type 2 diabetes has **genetic** links as well as links to lifestyle and diet. The average age of diagnosis for type 2 diabetes in the US is 54.

3. *Only overweight people develop diabetes.*

Being overweight is one major risk factor for type 2 diabetes because fat **interferes** with the body's ability to use insulin. **Inactivity**, smoking, high blood pressure, and genetics are other risk factors.

4. *Diabetes is contagious.*

You cannot catch diabetes from other people like you can catch the cold or flu. Diabetes is a non-communicable disease. While medical researchers believe there is a genetic link, this does not mean you will develop diabetes if it's in your family. Even with identical twins, it is more common for only one of them to develop diabetes than both of them.

5. *Diabetics can't eat any sugar.*

People with diabetes have to carefully **monitor** their carbohydrate intake. **Carbohydrates** raise blood sugar levels. This does not mean they cannot eat any sugar at all. Diabetics have to watch their sugar intake, take their medication, and exercise regularly.

6. *Diabetes has no symptoms.*

While it is possible for diabetes to go unnoticed, there are some common symptoms, including extreme fatigue, frequent **urination**, and increased thirst. People with these symptoms should consult their doctor. Uncontrolled diabetes can cause serious damage and even death.

Note:

The word **diabetic** [dɔɪəˈlɪk] can be used as a **noun** (a person who has diabetes) or an **adjective** (having or related to diabetes).

Fact: The number of people with diabetes has quadrupled since 1980.

—WHO Global Report on Diabetes, 2016

Comprehension

Read the statements below.

If the statement is true based on the reading, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. The pancreas is a hormone that moves sugar out of the bloodstream.
- _____ 2. Smoking is a risk factor for developing type 2 diabetes.
- _____ 3. Diabetes is a silent killer that has no common symptoms.
- _____ 4. Children who are in close contact with diabetics are at a high risk of catching it.
- _____ 5. Diabetics need to carefully monitor their sugar intake.

Vocabulary Review

Complete the sentences by using one of the words from the word list.

Some of the words will not be used.

1. A woman who has _____ diabetes
has a greater risk of having a large baby.
2. Like cancer, diabetes has _____ links.
3. Don't let your diabetes _____ with your fitness routine.
4. It is important to _____ your blood sugar on a daily basis.
5. Pasta, rice, bread, and fruit are also sources of _____.

Word List:

- genetic
- gestational
- inactivity
- monitor
- interfere
- carbohydrates
- insulin

Did You Know?

Type 1 diabetes is an autoimmune disease.

Autoimmune Disease

This is a disease in which the immune system (the body's natural defense against infection) makes a mistake and attacks

Type 1 Diabetes

The body's immune system destroys the insulin-producing cells in the pancreas.

Knowledge Stretch

A. Research

Do some research on your own. Add at least one fact for each type of diabetes. Leave at least one fact field empty until you have a pair or group discussion.

Type of Diabetes	Fact #1	Fact #2	Fact #3

B. Share

Now share your findings with another student or group. For each type of diabetes, add at least one fact that you learned from another student.

C. Fact-Check

For homework, do some more research. Check if the facts you learned from your classmates are true (not based on myths). Try to find the same facts from at least three reliable sources.

Writing

Use what you learned in this lesson and through your research to create your own list. Try to use vocabulary that you learned in this lesson.

4 Ways to Reduce Your Risk of Type 2 Diabetes

Ex. Maintain a healthy body weight.

1.

2.

3.

4.

Answer Key

LESSON DESCRIPTION:

In this lesson, students explore six myths about diabetes. They learn some important facts and do some research about the different types of diabetes. They also practise fact-checking.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: diabetes, diabetic, health, health matters, National Diabetes Month, myths

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

1. There are three major types of diabetes: type 1 diabetes (onset typically occurs in childhood or young adulthood), type 2 diabetes, and gestational diabetes (the development of high blood sugar during pregnancy).
2. Individual answers.
3. Type 1 is an autoimmune disease and is not preventable. The cause is unknown. Many researchers believe that type 2 diabetes is largely preventable with proper diet and exercise, but the exact cause is unknown and there are genetic and environmental links that make some people more susceptible. There is no known cure for diabetes. Insulin is used to keep blood sugar levels safe.
4. The pancreas is behind the stomach. Its role is to produce and secrete insulin and other digestive enzymes.

B. VOCABULARY PREVIEW

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

Comprehension

1. F – Insulin (made in the pancreas) is a hormone that moves sugar out of the bloodstream.
2. T
3. F – There are common symptoms such as fatigue, thirst, and frequent urination.
4. F – Diabetes is a non-communicable disease.
5. T

Vocabulary Review

- | | |
|----------------|------------------|
| 1. gestational | 4. monitor |
| 2. genetic | 5. carbohydrates |
| 3. interfere | |

(continued on the next page...)

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary. Discuss the statistic.

Answer Key cont.

Knowledge Stretch

A. RESEARCH

Have students complete this section for homework or give them time to do research in a computer lab. The three types of diabetes are type 1, type 2, and gestational. Facts will vary.

B. SHARE

Place students in pairs or small groups to share what they learned through their research and to complete their charts.

C. FACT- CHECK

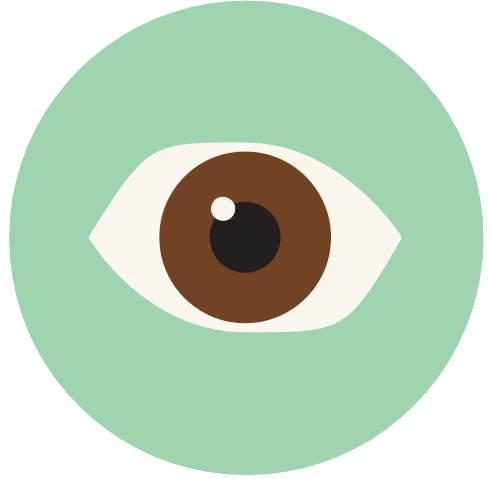
For homework, have students fact-check what they learned from their classmates. You may want to tell your students that there is a lot of diabetes research being done and that studies and experts don't all agree about causes, genetic links, etc.

Writing

Optional task. Give students time to write their own lists based on the information and vocabulary they learned in this lesson.

Eye Health

Do you wear glasses? Is your vision better during the day than at night? Are you afraid of losing your sight as you age? Many people fear that they will one day go blind. In this lesson, you will read *9 Tips for Better Eye Health*. Do your eyes deserve more attention?



Pre-Reading

A. Making Predictions

Guess a classmate's eye health.

How well can your partner see without glasses or contacts?

Do you think your classmate...

- has 20/20 vision?
- has okay vision without glasses?
- has worn glasses or contacts since childhood?
- needed glasses as a teen or adult?
- will need glasses soon?

How about your teacher?

B. Warm-Up Questions

1. What measures do you take to protect your eyes?
2. Have you ever been to an optometrist? Describe your experience.
3. How long do you typically spend in front of a screen?
4. Do you wear sunglasses throughout the year? Why or why not?

Pre-Reading cont.

C. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 3.

- | | |
|-----------------------|--|
| _____ 1. crucial | a) to work a muscle or organ too hard |
| _____ 2. strain | b) for an extended period, for too long |
| _____ 3. prolonged | c) strong and dangerous |
| _____ 4. aging | d) very important |
| _____ 5. harsh | e) glasses that protect the eyes from brightness |
| _____ 6. shades | f) to bring back light |
| _____ 7. goggles | g) related to getting older |
| _____ 8. reflect | h) an eye doctor |
| _____ 9. focus | i) eye protection from water, snow, or debris |
| _____ 10. detection | j) to direct attention on something specific |
| _____ 11. optometrist | k) the finding of a specific detail or problem |

Reading

9 TIPS FOR BETTER EYE HEALTH

1. *Get early testing.*

Test your children's eyes at an early age. Kids don't need to be able to read letters. Vision tests for preschoolers use pictures.

2. *Work in good lighting.*

Good lighting while you work or read is **crucial**. Don't **strain** your eyes to read in the dark.

3. *Take breaks.*

Take regular breaks when you are looking at a television, computer, or mobile device for **prolonged** periods of time. Don't stare at the same screen for more than 20 minutes.

4. *Choose vision-friendly foods.*

Fruits and vegetables such as oranges are high in vitamin C and are good for eye health. Leafy green vegetables, fish, whole grains, peanuts, and beans may also protect your **aging** eyes.

5. *Wear shades.*

Protect your eyes from the **harsh** rays of the sun throughout the year, not just in the summer. Choose shades that have UV protection. Children and babies should also wear sunglasses.

6. *Wear goggles.*

If you're playing sports in the snow, goggles are important. When the sun **reflects** off the snow, it causes twice the damage.

7. *Blink more.*

If your eyes are dry, try to blink more. Some people forget to blink when they are **focused** on a screen.

8. *Take vitamin supplements.*

If you don't get enough vitamins from your food, take a daily multivitamin. Make sure to choose one with vitamin A.

9. *Have a routine eye exam.*

Early **detection** is key when it comes to any health problem. Visit an **optometrist** once a year.

Comprehension

Listen to your teacher read some statements about the text.
If the statement is true based on the reading, write T beside the line.
If it is false, write F and correct the information on the line.
If it is not mentioned, write NM.

1.

2.

3.

4.

5.

Vocabulary Review

A. Dot-to-Dot

1. Get into two teams. Each team chooses one player to go to the board. The team captains each draw 20 dots on the board in the shape of an eye.
2. The teacher will call out a word and a command.
The first person to raise a hand and give the correct answer gets to go up to the board and draw one line on their team' s eye.
3. The first team to complete their eye drawing wins!

Vocabulary

• crucial

• optometrist

• strain

• aging

• blink

• prolonged

• shades

• reflect

• goggles

• harsh

• focus

• detection

TeacherCommands

• spell the word

• provide the part of speech

• provide the # of syllables

• pronounce it perfectly

• give a synonym

• give an antonym

• give another word with the same root

Vocabulary Review cont.

B. Odd One Out

Which word does not belong in the group?

1. a) severe
b) harsh
c) aging
d) bad
2. a) goggles
b) optometrist
c) glasses
d) shades
3. a) light
b) supplement
c) reflect
d) shine
4. a) aging
b) getting older
c) growing
d) crucial
5. a) strain
b) force
c) detection
d) push

Writing

Create your own list.

6 Reasons Why Eye Health Is Important

1.

2.

3.

4.

5.

6.

Listening Practice

Designate each corner of your classroom as one of the following: *Strongly Agree / Agree / Disagree / Strongly Disagree*. Listen to your teacher read out the following statements. Walk to the card that best describes your feeling about each statement. Discuss each item when the movement stops.

1. I wear sunglasses whenever I'm outdoors in the daytime.
2. I get my eyes examined regularly.
3. I eat plenty of Vitamin C.
4. I take regular breaks when I'm sitting at a computer.
5. I stare at a television screen for at least two hours straight.
6. I like the color of my eyes. If I got to choose my eye color, I'd keep them the same.

Role-Play

DOCTOR'S ORDERS

Get together with a partner. Create a role-play between an optometrist and a person who doesn't wear sunglasses. The doctor wants the patient to protect his or her eyes year round. Try to use vocabulary from the reading.

Discussion

The cornea is your eye's clear outer layer. If it gets damaged, your vision can be affected. If the damage is severe, the cornea can be replaced with healthy corneal tissue from a donor. If your cornea were damaged, would you accept a transplant? Why or why not?

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn nine tips for better eye health. Are there certain foods that can help you see better? Students practice related vocabulary and discuss organ transplants.

LEVEL: Int

TIME: 1.5-2 hours

TAGS: eye health, health, eyes, optometrist, sight, health matters, vision

Pre-Reading

A. MAKING PREDICTIONS

Discuss as a class. Answers will vary.

B. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

C. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves.
Review any difficult vocabulary.

Comprehension

Read these statements to your class.

Statements

1. Pictures are used in a child's eye test.
2. Good lighting helps you read faster.
3. Certain types of food may help you maintain healthy eyes.
4. Another word for "sunglasses" is *shades*.
5. When you blink too much, your eyes become dry.

Answers

- | | |
|-------|--------------------------------------|
| 1. T | 4. T |
| 2. NM | 5. F – It is important to blink more |
| 3. T | if your eyes become dry. |

Vocabulary Review

B. ODD ONE OUT

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

Writing

Individual answers.

Role-Play

Put students in pairs and have them come up with a short skit.
Invite students to present their skits in front of the class.
Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class, in small groups, or in pairs.
Students could also use this as a writing prompt.

SPELLING NOTE:

This lesson shows the American spelling of the word *Color*. Other English-speaking countries spell it this way: *Colour*. Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Drinking

In this lesson, you will learn some vocabulary related to drinking and alcohol. You will also practice reading and writing a list. Lists help you skim for important information. They also teach you to write **concisely**. This means you only include the important information.



Pre-Reading

A. Warm-Up Questions

1. What is the legal drinking age in your country?
How does this compare to other countries?
2. What reasons do people have for drinking alcohol?
Work with your class to come up with at least ten reasons.
3. What is the best way to sober up after a night of drinking?

B. Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing the words context in the introduction above and in the reading on page 2.

- | | |
|------------------------------|--|
| _____ 1. concisely | a) to cause results or changes |
| _____ 2. substance | b) the ability to withstand the effects of alcohol |
| _____ 3. affect | c) to be patient and wait for something to happen or end |
| _____ 4. high blood pressure | d) not long lasting |
| _____ 5. intoxication | e) in a way that is both brief and complete |
| _____ 6. blackout | f) the state of having too much of a dangerous substance in the body |
| _____ 7. sober up | g) a force of blood against the blood vessels that is dangerously strong |
| _____ 8. give it time | h) to no longer feel the effects of alcohol on the body |
| _____ 9. liver | i) often refers to intoxicating matter, such as drugs or alcohol |
| _____ 10. tolerance | j) an organ that converts substances found in the blood |
| _____ 11. effect | k) the temporary loss of vision, memory, or consciousness |
| _____ 12. temporary | l) the result of an action or thing |

Reading

Below is a list of six facts about alcohol.
Can you come up with a seventh fact?

6 FACTS ABOUT ALCOHOL

1. *Alcohol is a drug.*

Although it is legal, alcohol is a drug. A drug is a **substance** that physically **affects** the body. Alcohol slows down parts of the body, including the brain.

2. *Alcohol is a leading cause of injury.*

Like smoking and **high blood pressure**, alcohol is a leading cause of death, illness, and injury. Injuries and deaths connected to alcohol include drownings, traffic accidents, and cancer.

3. *Alcohol abuse causes blackouts.*

Intoxication from alcohol can cause you to forget a period of time. This is called a **blackout**. If you experience a blackout while drinking, you may not remember your experience the next day.

4. *Time is the only way to get sober.*

Some people drink coffee to try to **sober up**. Others take a cold shower or eat a big meal. The only true way to sober up is to **give it time**. The **liver** needs about an hour and a half per drink to get back to normal. Alcohol is hard on the liver.

5. *You can build up a tolerance to alcohol.*

Some people may get drunk from one drink while it takes others four drinks. People with a high **tolerance** still have alcohol in their blood. Their bodies are just *used to* the **effects** of alcohol.

6. *Alcohol brings you down.*

Many people drink when they feel upset or depressed. A small amount of alcohol may provide a **temporary** high. However, when you become intoxicated, you eventually come down. Then you feel worse than you did before.

7. _____

Comprehension

Listen to your teacher read some sentences out loud.

If the statement is true based on the reading, write T beside the question.

If the statement is false, write F and correct the information on the line.

- _____ 1. _____
- _____ 2. _____
- _____ 3. _____
- _____ 4. _____
- _____ 5. _____

Vocabulary Review

A. Affect Vs. Effect

Two commonly confused words in English are *affect* and *effect*. Many native English speakers have trouble choosing which word to use when writing these words. The words *affect* and *effect* sound very similar when they are pronounced quickly. Here are the basic rules to remember. Try writing some example sentences.

affect (*verb*) – to influence

effect (*noun*) – result

Ex. Alcohol **affects** people in different ways.

Ex. He could still feel the **effects** of alcohol in the morning.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Vocabulary Review

B. Complete the Sentences

Complete the sentences using vocabulary from page 1.

You may need to change the word form or tense.

1. During my college days, I built up a _____ for alcohol.
2. My sister was _____ at the party. She drank so much she _____.
3. You have a hangover. _____ and it will go away.
4. _____ is a leading cause of heart attacks.
5. I can't drive until I _____. I'll pick my car up in the morning.
6. Heavy drinking damages the _____. The effects are long-term, not temporary.
7. I felt the _____ of the alcohol when I stood up.

You're Slurring*!

People who are intoxicated have trouble speaking. When a friend begins slurring, they probably need your help. What can you say to a person who is slurring due to intoxication? Make a list of possible statements and questions. Practice your examples with your partner.

***Note:**

Slurring is not speaking clearly.

Ex. You've had one too many.

Ex. Should I call you a cab?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Skimming

A. The Main Idea

Skim through the reading again.
Can you think of one sentence
that sums up the reading?

B. The Details

Every good list has a few
memorable details. A detail
may be a specific example or a
memorable note. **Scan** the list for
interesting details. Rewrite a few
of the details from page 2 in your
own words (paraphrase).

1.

2.

3.

4.

5.

Research & Writing

You learned six facts about alcohol. Now it's time to learn some
myths! Do some research with your classmates and *bust* some myths
about drinking and alcohol. Try to use some vocabulary from the
reading.

7 Myths about Alcohol

1. Coffee sobers you up.
2.

3.

4.

5.

6.

7.

Answer Key

NOTE:

It is up to each teacher and school to decide if this topic and lesson should be used. Please use your discretion before administering the lesson.

LESSON DESCRIPTION:

In this lesson, students learn six facts about drinking alcohol. They discuss what drinking does to the body and write a list of myths related to alcohol.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: drinking, alcohol, health, health matters, phrasal verbs, affect, effect

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Find out if your students are comfortable talking about alcohol. Answers will vary.

B. VOCABULARY PREVIEW

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

Reading

Have students read the list twice—first for the main idea, then for the details. Help them understand the vocabulary in bold. They will get a chance to review the vocabulary on pages 3–4. For #5, remind your students about the use of “**used to**” (to be accustomed to).

Comprehension

Read the following statements out loud. Have students write T if the statement is true based on the reading, and F if it is false. Students should correct the information on the line.

Statements

1. Very few people die from alcohol-related injuries and illnesses.
2. A blackout is a short-term memory loss.
3. You will sober up more quickly if you take a shower.
4. People who drink often have a higher tolerance to alcohol.
5. Alcohol is a long-term cure for depression.

Answers

1. F – Alcohol is a leading cause of death and injury.
2. T
3. F – Only time will sober you up.
4. T
5. F – Alcohol is a short-term cure for depression.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

A. AFFECT VS. EFFECT

Review our grammar blog post on *6 Commonly Confused Word Pairs*. This will give you some ideas for teaching the pronunciation subtleties as well as the meanings. <http://blog.esllibrary.com/2012/11/22/6-commonly-confused-word-pairs/>

B. COMPLETE THE SENTENCES

- | | |
|-----------------------------|-------------|
| 1. tolerance | 5. sober up |
| 2. intoxicated, blacked out | 6. liver |
| 3. Give it time | 7. effects |
| 4. High blood pressure | |

You're Slurring!

Work together as a class to think of things you might say to a friend who is drunk. See below for a few examples if your students run out of ideas. Put students in pairs to practice speaking. If your students are comfortable with this topic, you could pretend your classroom is a party or bar and have students take turns playing various roles, including the designated driver, drinker, server, partier, etc.

- It's time to go home.
- How did you get so drunk?
- What are you drinking?
- I think you've had enough.
- Are you feeling okay?
- Do you want to get going?
- You're wasted! (*slang*)
- I didn't know you were so far gone.
- If you keep drinking, you're going to pass out.

Skimming

A. THE MAIN IDEA

Give your students some time to practice separating main ideas from details. This is an important reading skill they will need if they are taking standardized tests. Here are some examples that your students may use for the main idea:

- Alcohol is bad for your health.
- The more you drink, the healthier you become.
- Alcohol makes you feel terrible.

B. THE DETAILS

Answers will vary.

Research & Writing

Have your students work on a list of drinking "myths" for homework, or give them some time to do some research in class. Students can work together to try to make their lists more concise. You can change the topic to other types of facts or myths if you don't want your students researching the topic of alcohol.

SPELLING NOTE:

This lesson shows the American spelling of the word *Practice*. Other English-speaking countries spell it this way: *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Dental Care

Pre-Reading

A. Discussion

Discuss this quote with your classmates. You may have seen it on a poster in your dentist's office:

"You should only floss the teeth you want to keep." —Author Unknown

B. Opinion

Why do you hate going to the dentist?

- ◆ I don't like the flavor of fluoride.
- ◆ I worry I am going to have a cavity.
- ◆ I worry how much money it will cost.
- ◆ I think the dentist will ask if I've been flossing.

What other reasons are there for not wanting to go to the dentist?

Do any students in your class *like* going to the dentist?



Pre-Reading cont.

C. Warm-Up Questions

1. Did you learn to floss your teeth when you were a child?
2. How important is flossing one's teeth compared to brushing?
3. Why do many people forget to floss?
4. Why is oral hygiene so important?

D. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 3.

- | | |
|----------------------|---|
| _____ 1. cavity | a) costly, expensive |
| _____ 2. plaque | b) clean or new |
| _____ 3. fresh | c) dentures |
| _____ 4. bacteria | d) a sticky layer on the teeth where bacteria grows |
| _____ 5. hygiene | e) personal cleanliness |
| _____ 6. inflamed | f) not costly, cheap |
| _____ 7. gums | g) part of a tooth that has decay (a hole) |
| _____ 8. false teeth | h) microorganisms that can cause disease |
| _____ 9. inexpensive | i) the fleshy area around the roots of the teeth |
| _____ 10. pricey | j) swollen |

Reading

5 Reasons to Floss Your Teeth

1. *It removes plaque from between your teeth.*

Dentists always ask if you're flossing regularly. Brushing only reaches about 65% of the surface of your teeth. Flossing reaches the spaces between your teeth where **cavities** often form.

2. *It keeps your breath fresh.*

Food can get stuck in between your teeth and cause bad breath. **Plaque** buildup can also cause bad breath. Flossing after each meal keeps your breath **fresh**.

3. *It reduces your risk of heart disease.*

Bacteria in your mouth can go to your heart! Dentists say that good oral **hygiene** can reduce your chance of having a heart attack.

4. *Keep your teeth until you die.*

Do you want to have your teeth forever? **Inflamed gums** can eventually cause your teeth to fall out. You can prevent the need for **false teeth** if you maintain healthy gums.

5. *It reduces your medical bills.*

Dental floss is **inexpensive**, but dental bills are **pricey**! Flossing will prevent costly surgery and reduce the need for medication.

Comprehension

Practice asking and answering the following questions with your partner. Then write your answers in full sentences in your notebook.

1. What is the primary purpose for the list above?
2. What would be an alternative title for this list?
3. What does the list say about inflammation?
4. According to dentists, what can good oral hygiene do for the rest of your body?
5. What are three benefits of flossing every day?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 2.
You may need to change the word forms.

- 1. I can' t afford false teeth. They are too .
- 2. I think I have a . I feel a hole in my tooth.
- 3. Have you tried this new toothpaste? It gives you really breath.
- 4. The hygienist spent an hour trying to remove the from my teeth.
- 5. My gums are from all of the dental work I had yesterday.
- 6. The dentist office at the university is quite .
Even I can afford to get my teeth cleaned there!

B. Synonyms or Antonyms?

Are the following words synonyms or antonyms?

#	Words	Synonyms or Antonyms?
1	inflamed / swollen	
2	costly / pricey	
3	cavity / tooth decay	
4	build up / wear down	
5	gum disease/ gingivitis	

Writing

A. Brainstorm

When talking to kids, dentists often call plaque “sugar bugs.” Create a poster for a dentist office. The poster will teach kids how to prevent sugar bugs. Use this space to brainstorm ideas for your poster. Can you find any quotes to use?

B. Poster Text

Write the text for your poster below. Make your poster in list form.

5 Things You Can Do to Prevent Sugar Bugs

1. _____

2. _____

3. _____

4. _____

5. _____

C. Create Your Poster

When you are finished writing, create your poster on a separate sheet of paper. Remember that this is a poster for kids!

Listening Practice

Designate each corner of your classroom as one of the following: *Strongly Agree / Agree / Disagree / Strongly Disagree*. Listen to your teacher read out the following statements. Walk to the card that best describes your feeling about each statement.

1. I like peppermint-flavored toothpaste the best.
2. I have a dentist that I see regularly.
3. Dental health is more important than eye health.
4. Flossing takes longer than brushing.
5. My parents taught me good oral hygiene.
6. I like going to the dentist.
7. Dental care is very expensive in my country.
8. I eat too many sweets.
9. You should brush your teeth for three minutes or more.
10. I would like to be a dentist.

Role-Play

DOCTOR'S ORDERS

Get together with a partner. Act out a scene between a dentist and a patient suffering from gingivitis (inflamed gums). Try to use vocabulary from the reading.

Discussion

How important are straight teeth? Are braces worth the money?

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn five important reasons to floss. They get to move around during a listening exercise, do a role-play, review important vocabulary, and make a poster for a dentist's office.

LEVEL: Int

TIME: 1.5-2 hours

TAGS: dentist, dental care, teeth, tooth, dental health, health, health matters, oral hygiene

Pre-Reading

A. DISCUSSION

Discuss as a class. Answers will vary.

B. OPINION

Discuss as a class. Answers will vary.

C. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

D. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary.

Comprehension

1. The primary purpose of the list is to convince people of the importance of flossing.
2. Answers will vary. A possible alternative title for this list could be " Why Flossing Is Important."
3. The list says that inflamed gums can eventually cause your teeth to fall out. You can prevent the need for false teeth if you maintain healthy gums.
4. According to dentists, good oral hygiene can keep your heart healthy.
5. Answers will vary. Possible answers include: having better breath, keeping your teeth forever, and reducing the cost of medical bills.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | | |
|-----------|-----------|----------------|
| 1. pricey | 3. fresh | 5. inflamed |
| 2. cavity | 4. plaque | 6. inexpensive |

B. SYNONYMS OR ANTONYMS?

- | | | |
|-------------|-------------|-------------|
| 1. synonyms | 3. synonyms | 5. synonyms |
| 2. synonyms | 4. antonyms | |

(continued on the next page...)

Answer Key cont.

Writing

Individual answers.

Role-Play

Put students in pairs and have them come up with a short skit.

Invite students to present their skits in front of the class.

Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class. Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the words *Flavor*, *Flavored*, and *Practice*. Other English-speaking countries spell these words this way: *Flavour*, *Flavoured*, and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Sleep

In this lesson, you will discuss everyone's favorite subject—sleep! If you're not a good sleeper, you'll learn five things that could be keeping you awake. If you do sleep well, you can share your tips for getting a good night's rest. After reading the quote, you'll also discuss everyone's least favorite subject—alarm clocks.



Pre-Reading

A. Warm-Up Questions

1. Do you have a bedtime routine?
If yes, what is it? If no, why not?
2. How many hours of sleep do you usually get?
Is this enough?
3. Do you keep electronics in your bedroom?
Why or why not?
4. What prevents you from having a good sleep?

“There is no hope for a civilization which starts each day to the sound of an alarm clock.”

—Author Unknown

B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|-------------------------|--|
| _____ 1. gadget | a) a stimulant in coffee, tea, chocolate, and some soft drinks |
| _____ 2. unplug | b) something that people should not do |
| _____ 3. caffeine | c) a handy device with a specific use |
| _____ 4. assume | d) to believe something without knowing the facts |
| _____ 5. nap | e) an act that one conducts in the same way each time |
| _____ 6. toss and turn | f) to save for a specific purpose or a later time |
| _____ 7. no-no | g) to extend one's body to its full length |
| _____ 8. reserve ritual | h) to move around restlessly in bed instead of sleeping |
| _____ 9. stretch | i) to shut down or stop using an electronic device |
| _____ 10. | j) a short period of sleep during the day |

Reading

5 REASONS YOU AREN'T SLEEPING WELL

1. *You play with gadgets before bed.*

Do you check your email or favorite social media site before bed each night? Do you send text messages from a **gadget** at your bedside table? **Unplug** your world at least half an hour before bedtime. You will fall asleep faster.

2. *You eat too close to bedtime.*

Sleep experts say you should eat your last meal at least three hours before bedtime. If you need a light snack, make sure it doesn't contain any **caffeine** or sugar.

3. *You aren't tired yet.*

We need different sleep at different ages and stages in life. Don't **assume** you need eight hours throughout your lifetime. If you **nap** in the day, you won't feel tired at your usual bedtime. Read a book or listen to relaxing music instead of **tossing and turning**.

4. *Your bedroom is your office.*

Do you have a TV or computer in your room? This is a **no-no** according to sleep experts. Keep your screens in an office or living room, and **reserve** your bedroom for blankets, pillows, and relaxation.

5. *You lack a sleep ritual.*

Design a 15-minute pre-bedtime **ritual**. Do the same thing every night before bed. This might include a glass of warm milk and a **stretch** before brushing your teeth. Try to go to sleep at the same time each night.

Comprehension

Practice asking and answering these questions with your partner. Then write your answers in full sentences in your notebook.

1. What is the primary purpose of the list in the reading?
2. What could be an alternative title for this list?
3. What does the list say about taking naps?
4. According to sleep experts, what is a no-no for the bedroom?
5. What examples of regular bedtime routines are mentioned? What are some other ideas?

Vocabulary Review

A. Matching

Match the words on the left to the correct examples on the right.

- | | |
|----------------------------|--|
| _____ 1. no-no | a) coffee or tea |
| _____ 2. ritual | b) Facebook |
| _____ 3. caffeine | c) driving under the influence of alcohol |
| _____ 4. social media site | d) smartphone |
| _____ 5. gadget | e) stretching for five minutes every evening |

B. Examples

Now think of one example sentence of your own for the following words.
Share your examples with a partner.

1. no-no

2. ritual

3. caffeine

4. social media site

5. gadget

Insomnia

Have you ever had insomnia?
Insomnia is a chronic inability to fall asleep or stay asleep. When a problem is chronic, it lasts for a long time. Insomnia is often caused by unhealthy sleep habits, such as the ones you read about on page 2.

Which do you find more difficult, falling asleep or staying asleep?

Writing

A. Brainstorm

What are some things people should do before bed to get a good night's rest? Use this space to brainstorm some ideas.

B. Make a List

Write your list here, or type it in a blog post or word document.

10 THINGS TO DO BEFORE BED TO GET A GOOD NIGHT'S REST

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Listening Practice

Designate each corner of your classroom as one of the following: *Strongly Agree / Agree / Disagree / Strongly Disagree*. Listen to your teacher read out the following statements. Walk to the corner that best describes your feelings about each statement.

1. Bedrooms should not have televisions.
2. I can't sleep if I drink caffeinated beverages before bedtime.
3. When I'm worried about something, I toss and turn all night.
4. Relaxation is easy for me.
5. I stick to a bedtime ritual most nights.
6. Reading before bed makes me sleepy.
7. It's okay to check your Facebook status from bed.
8. I get a good night's sleep most nights.
9. My bed is comfortable.
10. I got more sleep ten years ago than I do now.

Role-Play

DOCTOR'S ORDERS

Get together with a partner. Act out a scene between a doctor and a patient suffering from **insomnia**. Try to use vocabulary from the reading.

Discussion

Would you get more or less sleep if you had no clocks in your house?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about five things that prevent people from getting a good night's sleep. Students discuss their own sleep habits and make a list of sleeping tips.

LEVEL: Int

TIME: 1.5-2 hours

TAGS: sleep, sleep habits, night, bed, sleeping, list, health, insomnia

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.
Discuss the quote. Answers will vary.

B. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves.
Review any difficult vocabulary.

Comprehension

- The primary purpose of this list is to provide solutions for those who lack in sleep.
- Answers will vary. Possible alternative titles for this list would be *5 Reasons You Lack Sleep*, *5 Reasons You Toss and Turn at Night*, *5 Reasons You Can't Sleep*, or *5 Reasons You Have Insomnia*.
- The list says that if you take naps, you won't be able to fall asleep at your usual bedtime.
- According to experts, having a television or a computer in the bedroom is a no-no.
- Having warm milk, stretching, and brushing your teeth are the examples of regular bedtime routines that are mentioned.

Vocabulary Review

A. MATCHING

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

B. EXAMPLES

Answers will vary.

Writing

Answers will vary. Can be done individually or with a partner or group.

Listening

Read out each sentence. Students should go to the corner that represents their view. You may want to follow up by asking a couple of students from different corners to explain their views after each sentence.

Role-Play

Put students in pairs and have them come up with a little skit.
Invite students to present their skits in front of the class.
Encourage students to use vocabulary from the reading.

Discussion

Discuss this question as a class, in groups, or in pairs.
You could also have students use this as a writing prompt.

SPELLING NOTE:

This lesson shows the American spelling of the words *Favorite* and *Practice*. Other English-speaking countries spell these words this way: *Favorite* and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Smoking

Do you smoke?

Do you have a loved one who smokes?

Are you or your loved ones trying to quit smoking?

In this lesson, you'll read *9 Tips for Quitting Smoking*.

Pre-Reading

A. Discuss

Why is it so difficult for smokers to quit? Talk to your classmates about people who have quit or tried to quit smoking. What is the hardest part about quitting?

- managing stress
- being around other smokers
- going to social events
- gaining weight
- managing cravings

B. Warm-Up Questions

1. Why do people start smoking?
2. What reasons do people have for quitting smoking?
3. Why do many smokers fail to quit even if they try many times?
4. What tips can you think of for quitting smoking?
5. What is secondhand smoke?



Pre-Reading cont.

C. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 3.

- | | |
|---------------------------|--|
| _____ 1. deadline | a) sensible, possible |
| _____ 2. realistic | b) to refuse to admit something |
| _____ 3. store | c) the last possible date or time to finish something |
| _____ 4. cut down | d) a rule |
| _____ 5. track | e) to keep a record of something |
| _____ 6. battle | f) to use or do less than before |
| _____ 7. deny | g) to keep in a certain place for later use |
| _____ 8. secondhand | h) to fight |
| _____ 9. craving | i) to not give in to a craving or desire to do or have something |
| _____ 10. policy | j) a strong desire to have something |
| _____ 11. resist the urge | k) from an indirect source |

Reading

Do you think these tips would help someone become a nonsmoker? Can you come up with a tenth tip?

9 Tips for Quitting Smoking

1. *Sign a contract.*

Set your own **deadline**. Choose a **realistic** date. Sign the contract and post it somewhere you will see it daily.

2. *Make a list of reasons to quit.*

Write down the top five reasons you want to quit and put the most important ones at the top. Are you quitting for yourself or your loved ones?

3. *Put cigarettes out of sight.*

Store your cigarettes in hard-to-reach places, such as upstairs, downstairs, or in your vehicle.

4. *Track your savings.*

As you **cut down, track** how much money you are saving. Make plans for how you will spend your cigarette money when you are a nonsmoker.

5. *Find alternative stress relievers.*

Many smokers say that the hardest part of quitting is **battling** stress. Instead of *lighting up* after a stressful day, try exercising, phoning a friend, or watching a movie.

6. *Learn about secondhand smoke.*

Many smokers **deny** the seriousness of **secondhand** smoke. Take time to learn about the real dangers that smokers pose to their loved ones.

7. *Manage the cravings.*

Learn about why your body has **cravings** for nicotine. Don't worry too much about weight gain if you crave sugar. Most successful quitters only gain 3–5 pounds (about 1.4–2.3 kg). You can lose it later!

8. *Keep your hands busy.*

Pencils, puzzles, and squeeze toys can keep your hands busy while you're quitting. Teach your fingers that they will no longer be holding stinky cigarettes.

9. *Have a smoke-free policy.*

Don't blame your smoking on your social circle. Have a smoke-free **policy** in your home and your car. Enjoy coffee breaks or lunches with nonsmokers until you are a nonsmoker. **Resist the urge** to smoke at social get-togethers.

Comprehension

Listen to your teacher read some “should” statements related to the list on page 3. If the statement is true based on the text, write T beside the sentence. If it is false, write F and correct the information. If it is not mentioned, write NM.

- _____ 1. _____
- _____ 2. _____
- _____ 3. _____
- _____ 4. _____
- _____ 5. _____

Vocabulary Review

A. Odd One Out

Look at the group of words. Which word does not belong in the group?

- | | | | | |
|-------------|-------------|-------------|--------------|----------------|
| 1. a) track | 2. a) fight | 3. a) leave | 4. a) likely | 5. a) deadline |
| b) record | b) battle | b) store | b) realistic | b) term |
| c) deny | c) war | c) hold | c) policy | c) store |
| d) count | d) crave | d) stock | d) practical | d) end date |

B. Butt Out

Get into two teams. Each team chooses one player to go to the board. The team captains each draw a cigarette. The captains also draw six dots in the shape of an X that go through the cigarette they drew.

The teacher will call out a word from the vocabulary box. The teacher will also call out a command from the list to the right. The first person to raise a hand and give the correct answer goes up to the board and draws one line on their team's X. The first team to connect six dots in the shape of an X wins!

Vocabulary

- deadline
- cut down
- track
- deny
- store
- craving
- policy
- resist
- urge
- battle
- secondhand
- realistic

Teacher Commands

- spell the word
- provide the part of speech (in the context of the reading)
- provide the number of syllables
- pronounce it perfectly
- give a synonym or antonym
- give the definition

Writing

Create your own list for curing a bad habit. You can use smoking or any other bad habit, such as “ Ten Tips to Stop Sucking Your Thumb” or “ Ten Tips to Quit Biting Your Fingernails.”

Ten Tips _____

- | | |
|-------------------------------------|--------------------------------------|
| 1. _____

_____ | 6. _____

_____ |
| 2. _____

_____ | 7. _____

_____ |
| 3. _____

_____ | 8. _____

_____ |
| 4. _____

_____ | 9. _____

_____ |
| 5. _____

_____ | 10. _____

_____ |

Listening Practice

Time to move! Designate each corner of the wall in your classroom as one of the opinions below. (Tape a piece of paper to the corners.)

Strongly Agree
Agree
Disagree
Strongly Disagree

Then listen to your teacher read out the following statements. Walk to the piece of paper that best describes your feeling about each statement. Discuss each item when the movement stops.

Being addicted to cigarettes is worse than being addicted to alcohol.

Parents who smoke are poor role models for their children.

It should be illegal to smoke in your personal vehicle.

Quitting smoking “cold turkey” is the best way to become a nonsmoker for life.

People who only smoke when they drink alcohol aren’t really “smokers.”

The government should place higher taxes on cigarettes.

Role-Play

DOCTOR’S ORDERS

In pairs, create a dialogue between a doctor and a person who wants to quit smoking. The doctor should use at least five “should” statements.

Perform your skit for your class!

Discussion

Some smokers argue that smoking is actually good for you because it helps you maintain close social ties with people. How do you feel about this argument? Is there anything “healthy” about smoking?

Expressions

What does this expression mean?

I quit “cold turkey.”

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn nine tips for quitting smoking. They discuss the reasons people have difficulty quitting and write their own lists of tips for quitting another bad habit.

LEVEL: Int – High Int

TIME: 1.5-2 hours

TAGS: smoking, health, habits, tobacco

Pre-Reading

DISCUSS

Discuss as a class. Answers will vary.

WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

VOCABULARY PREVIEW

c	g	e	b	j	i
a	f	h	k	d	

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary.

Comprehension

Read these “should” statements out loud. Have students listen and determine whether the statements are true (T), false (F), or not mentioned (NM) in the reading. If the statement is false, have students write the correct statement on the blank line.

- People who are trying to quit smoking should keep their cigarettes in their pockets or purses at all times.
(False – People who are quitting should place their cigarettes in hard-to-reach places.)
Smokers should explain to their loved ones that secondhand smoke is not as hazardous as some people think.
(False – Smokers should learn the facts about secondhand smoke. This might make them want to quit.)
Smokers who want to quit should play with pencils and puzzles to try to keep their hands and fingers occupied. (True)
Smokers who are trying to quit should drink more coffee and take breaks with nonsmokers. (True)
People who want to quit smoking should reward themselves daily for not having cigarettes. (Not mentioned)

(continued on the next page...)

Answer Key cont.

Vocabulary Review

A. ODD ONE OUT

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

BUTT OUT

Here are some possible answers. Be sure to familiarize yourself with the proper pronunciation of any words that you are unsure of. The " / " shows the syllable break. The main stress is in bold. It may be difficult to find an antonym and a synonym for some words.

Word	Part of Speech	Synonym	Antonym
dead /line	noun	due date	
pol /i/cy	noun	rule	
cut / down	verb	decrease	increase
re/ sist	verb		accept
track	verb	record	
urge	noun	need	
de/ ny	verb	refuse	allow
ba /ttle	verb, noun (gerund form in context)	fight	
store	verb	hold, keep	
se /cond/ hand	adjective		fi sthand
cra /ving	noun	desire	
re/a/ lis /tic	adjective	likely	unlikely

Writing

Individual answers.

Listening Practice

Designate the corners of the room as **Strongly Agree / Agree / Disagree / Strongly Disagree**. Have students listen and move around the room as you read the statements from page 6 aloud.

Role-Play

Put students in pairs and have them come up with a short skit. Invite students to present their skits in front of the class. Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class or in small groups. This can also be used for a writing prompt for a homework journal.

Expressions

To quit " cold turkey " means to quit suddenly and never go back to the bad habit.

Legalizing Marijuana

In this lesson you will read about the legalization of marijuana. You will consider the health effects of marijuana in comparison to alcohol and other drugs, and you'll debate with your classmates about whether or not recreational marijuana should be legal.

Pre-Reading

A. Warm-Up Questions

1. Why do you think marijuana is becoming legal in many countries and states?
2. What similarities and differences do marijuana, tobacco, coffee, and alcohol have? Which do you think is the most harmful to humans?
3. Should governments regulate the sale of marijuana where it is legal?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------|--|
| ___ 1. recreational | a) buying and selling illegally |
| ___ 2. turn a blind eye | b) the act of owning or having control of something |
| ___ 3. banned | c) a rule or restriction |
| ___ 4. possession | d) to pretend not to notice something that is against the rules, to ignore |
| ___ 5. regulation | e) no longer (or not) allowed, prohibited |
| ___ 6. registry | f) to make something less of a crime (i.e., you may be fined but not jailed) |
| ___ 7. prohibit | g) a drug that leads to the use of a more harmful drug |
| ___ 8. decriminalize | h) a record of information |
| ___ 9. trafficking | i) to not allow |
| ___ 10. gateway drug | j) for the purpose of fun or entertainment |

Reading

LEGALIZING MARIJUANA

Planting the Seed

Many people think marijuana should be a legal substance. Supporters argue that unlike tobacco and alcohol, which are both legal in most countries, marijuana rarely leads to death or serious health problems. While some think marijuana is harmless, others fear that legalizing it sends a bad message to young people about drug use in general. Many opponents also have concerns about marijuana use and driving.

Laws regarding marijuana sales and consumption differ all over the world. In some countries, marijuana is legal for **recreational** use and/or medical purposes. In other countries, it is illegal to buy and sell it, though authorities **turn a blind eye** to its usage. In much of the world, marijuana remains a **banned** substance, and **possession** results in fines or jail time.

In 2013, Uruguay became the first country to legalize the growing, selling, and smoking of marijuana. The government put a few **regulations** in place. First, tourists are not allowed to buy marijuana in Uruguay. Second, legal marijuana is sold by the government. Next, buyers have to join a special **registry**. Lastly, Uruguayans are legally allowed to grow six personal marijuana plants each year.

4. In 2018, cannabis was legalized in Canada. Similar to the sale of alcohol, the provinces were placed in charge of how it is sold, who can consume it, and where it can be consumed and grown. Many Canadians who use, sell, and invest in legal cannabis are concerned about how to answer questions at the US border.

The US federal government **prohibits** the use and sale of marijuana, and originally said it would ban Canadian cannabis workers from entering the US. Hundreds of thousands of Americans are charged every year for possession of illegal marijuana, and many face jail time. Many Americans are shifting in favor of **decriminalizing** marijuana, however. In 2012, Washington State and Colorado legalized recreational and/or medical marijuana use. Several other states have since followed.

Statisticians are watching closely to see what happens as more nations and states legalize marijuana. Will drug **trafficking** become less of a problem, or will people continue to use illegal sources to avoid paying high taxes on pot? Will people switch from smoking tobacco to smoking marijuana? If this happens, will populations become healthier? And lastly, will marijuana prove to be a **gateway drug**?

Pronunciation Tip:

"Illegal" and "legal" are antonyms, so be sure to pronounce "illegal" with three distinct syllables so that listeners can clearly hear which word you mean. Most people pronounce the first syllable in "illegal" with a short *i* (/ɪ/) sound or a schwa, while some use a long *e* sound (/i:/).

"Doesn't the idea of making nature against the law seem a bit... unnatural?"

—Bill Hicks, comedian

Comprehension

Discuss these questions in pairs, and write the answers below.

Discuss the subtitle. What is the literal meaning? What is the idiomatic meaning?

Why does the reading mention tobacco?

What are Uruguayans allowed to do if they don't want to join a marijuana registry?

Why does the reading mention Washington State?

What can be inferred from the last line of the reading?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using a vocabulary word from page 1.
You may need to change the word form.

1. The new law still _____ the sale of cannabis to minors.
2. The current government _____ don't allow tourists to legally buy marijuana.
3. Some who oppose the law think marijuana is a _____ to cocaine.
4. If authorities _____ recreational marijuana, fewer Americans would face jail time.
5. Pocket knives are one of many _____ items in airplane cabins.
6. How much marijuana did she have in her _____ ?

B. Synonyms

Circle the synonyms in each group of words.

- | | | | |
|--|--|--|--|
| 1. a) prohibit
b) legalize
c) allow | 3. a) trafficking
b) selling
c) smoking | 5. a) prohibited
b) banned
c) permitted | 7. a) illegal
b) lawful
c) against the law |
| 2. a) possession
b) gateway
c) ownership | 4. a) ignore
b) turn a blind eye
c) discover | 6. a) regulation
b) recreational
c) rule | 8. a) buyers
b) registry
c) records |

Cannabis

SLANG AND VOCABULARY

Did you know that material from the cannabis plant is known as “hemp”? When used as medicine, it is called “medical marijuana.”

As a recreational drug, it may be called “pot,” “weed,” “bud,” or other names. The word “pothead” is used to describe someone who smokes marijuana often and always seems to be in a relaxed state. A “joint” is the term for marijuana rolled up in a piece of paper.

Discuss

Work with a partner or in small groups.
Discuss the following questions.

1. If legalized, should marijuana become available in convenience stores and grocery stores?
2. How are taxpayers affected by the legalization of marijuana?
3. In your opinion, what, if anything, is an appropriate punishment for the illegal possession of marijuana?
4. If marijuana is legalized, will other drugs be next?
5. Should people be allowed to grow marijuana plants for their own personal use? Why or why not?
6. Do you think that harsher penalties, such as increased jail time, will stop people from selling drugs to minors?

Research & Critical Thinking

Many people say that they are **against** the legalization of marijuana, but **for** the decriminalization of it. Explain this position and comment on it. You could do a little research about the legalization of marijuana in the US or Canada. Share your findings with your classmates.

Debate

Below are two topics to debate in small groups or pairs. Your teacher will tell you if you will be debating for or against the idea. You will have ten minutes to prepare your arguments.

Topic #1

Marijuana should be legalized around the world and regulated by the government.

Topic #2

Legalizing marijuana will send the wrong message, that drug use is acceptable, to kids.

Write

Choose one of the questions from the Discuss section above. Then write a paragraph in your notebook stating your own opinion.

Useful Expressions and Transitions for Debating

Agreeing and Disagreeing

That doesn't take away from the fact that...
That's beside the point.
With all due respect...
I agree with you there.
I agree with ---- (name).
I see your point, but...
That may be true, but...
We're going to have to agree to disagree.
I get/see where you're coming from, but...
I'm afraid I disagree entirely.
I'm afraid I'd have to disagree.
I agree to some extent, but...
I disagree with you there.
Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

I hate to interrupt, but...
If I may come in here...
I'd like to add something.
Would you like to contribute something?
I'd like to raise a point.
If I could speak for a moment...
I'd like to cut in here.
You haven't answered my question.

Persuading

Can you see where I'm coming from?
I challenge you to give this a try/chance.
I want you to see it my way.
Put yourself in my shoes.
Am I getting through to you?

Expressing an Opinion

In my honest opinion...
It is my belief that...
From my experience...
From where I look at it...
From my point of view...

Clarifying/Rephrasing

Let's be clear here...
I think you misunderstood what I said.
What I said was... (repeat a point that was misunderstood or confused)
What I meant to say was...
(rephrase something in a way that is clearer)
In other words...
What I was trying to say
before I was interrupted is that...

Summarizing/Concluding

So let me get this straight. You think...
To conclude...
I'd just like to summarize by saying...
Finally, I'd like to reiterate that...
It's time to take stock of what we've heard today.
Both sides have some valid points.
The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

Students read about the legalization of marijuana. The lesson includes vocabulary review exercises, comprehension questions, discussion questions, and debate questions. It also includes useful expressions for debates.

LEVEL: Int–Adv

TIME: 1.5–2 hours

TAGS: discussion, health, government, drugs, nature, marijuana, law, pot, cigarettes, tobacco, alcohol

Pre-Reading

WARM-UP QUESTIONS

Have students work in small groups or as a class.

VOCABULARY PREVIEW

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

Reading

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. Help your students with vocabulary and expressions that they are unfamiliar with.

The words “illegal” and “legal” are pronounced very closely, especially by native speakers. When pronounced normally, the second syllable of “illegal” is stressed. However, when confusion occurs, speakers often change the placement of the stress in order to clear up a misunderstanding. Invite two of your students to the front of the class to role-play a misunderstanding based on similar-sounding words. Demonstrate how a speaker places emphasis on the syllable that caused the misunderstanding in order to eliminate the confusion.

- A: Marijuana is illegal in my country. (said quickly)
B: It’s legal? (surprised)
A: No, illegal. (with emphasis on first syllable /ɪ/)
B: Oh, illegal! (with emphasis on first syllable again)

Comprehension

- The literal meaning refers to planting a seed for a cannabis plant, while the idiomatic meaning of “planting a seed” is to do something that will catch on or develop in the future. Uruguay planted the seed for legalizing marijuana.
- The reading mentions tobacco because, unlike marijuana, it is legal in most places. This is a bit strange since it’s bad for one’s health and is a leading cause of death.
- Uruguayans are allowed to plant their own marijuana plants (up to six) for personal use.
- The reading mentions Washington State because the recreational use of marijuana was legalized there.
- The last line of the reading suggests that there is some concern that people will be more likely to try marijuana since it’s legal. These people might then move on to more dangerous drugs.

Vocabulary Review

COMPLETE THE SENTENCES

prohibits	gateway drug	banned
regulations	decriminalize	possession

SYNONYMS

b, c	a, b	a, b	a, c
a, c	a, b	a, c	b, c

(continued on the next page...)

Answer Key cont.

Cannabis

Your students may be looking for additional slang and vocabulary related to drug use. You can decide what you feel comfortable sharing with your students. Here are a few other words or expressions they may ask about.

rolling paper

paper used to roll up a joint

fire it up

to smoke some marijuana

bong

a water pipe used to smoke marijuana

stash

marijuana (or any drug or similar substance)
that is hidden or saved for later use

get or feel "high"

the happy (short-term) feeling one enjoys after
consuming something such as drugs or alcohol

Other drugs they may ask about:

acid (LSD), crack cocaine, heroin, prescription drugs

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 6). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely. (See our Functional English lesson plan on Interrupting: <https://esllibrary.com/courses/92/lessons/1747>). Consult our Teachers' Notes for more ideas on using ESL Library's Mini-Debates in the classroom: <https://esllibrary.com/courses/73/lessons/1311>

Research & Critical Thinking

Optional task. Assign this topic to students who want to learn more.

Writing

Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the word *Favor*. Other English-speaking countries spell it this way: *Favour*. Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.

Cosmetic Surgery



Pre-Reading

A. Warm-Up Questions

1. What are some examples of cosmetic surgery?
2. Should teens be allowed to have cosmetic surgery without parental consent?
3. Why are many celebrities hooked on cosmetic surgery?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------|---|
| ___ 1. mold | a) a transplant of healthy skin |
| ___ 2. skin graft | b) an artificial object that takes up space in the body |
| ___ 3. in demand | c) to become addicted to or develop a strong need for something |
| ___ 4. get hooked | d) to form into something |
| ___ 5. flawless | e) bands and wires used for straightening teeth |
| ___ 6. airbrushed | f) digitally altered or removed imperfections in a photo |
| ___ 7. swear off | g) wanted by many people |
| ___ 8. implant | h) to vow to no longer use or take |
| ___ 9. braces | i) without any imperfections |
| ___ 10. vanity | j) pride in one's own appearance |

Reading

COSMETIC SURGERY

Going under the knife

Plastic surgery did not originate in Hollywood, as some people wrongly assume. It was an ancient practice named after the Greek word *plastikos*, meaning “to **mold**.” Before nose jobs and face-lifts were performed on the living, these procedures were used to beautify the dead. Ancient Egyptians had to look their best in the afterlife!

Reconstructive surgery became popular in Europe and America following World War I. Soldiers returned from the battlefields needing **skin grafts**, facial reconstruction, and artificial limbs. In the 1960s, when plastic surgeons were no longer **in great demand**, specialists began to market their skills as cosmetic surgeons. Does it surprise you that middle-aged women were the first to **get hooked**?

These days, the goal of looking young, thin, and **flawless** has cosmetic surgeons working overtime. If you're unhappy with your nose, you get a nose job. If you can't get your pre-pregnancy shape back, you can get a tummy tuck or breast lift. If you can't afford the procedure, there are even payment plans. Men, women, and even children compare themselves to **airbrushed** models and celebrities. Is going under the knife becoming a way of life?

Some people are not ashamed of their **vanity**. They claim to have greater confidence due to their surgically enhanced body parts. Others **swear off** plastic surgery and regret the decisions of their past. They realize how fake their face-lifts look, or they worry about the health risks of their **implants**.

What about hair replacement and dental **braces**?
Are these a form of cosmetic surgery too?

“Plastic surgery is like a big elephant sitting in the Hollywood living room.”

—Patricia Heaton, actress

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. What are the two main branches of plastic surgery?
2. Why does the reading mention World War I?
3. Why did cosmetic surgery pick up in the 1960s?
4. What does the author imply about photographers of celebrities?
5. Provide two reasons given for swearing off cosmetic surgery.

Vocabulary Review

A. Spot the Errors

Circle the vocabulary error in the sentences below.

Then rewrite the corrected sentences below or in your notebook.

1. Chin plants are demanding now that baby boomers are aging.

2. We got hooked at the new reality show about cosmetic surgery.

3. The car accident victim required a skin draft on her burnt arm.

4. After paying for costly liposuction, the basketball coach swore on all fast food.

5. The model's skin is always flawed in the magazine. The photos are obviously airbrushed.

6. In Japan, many polio sufferers received plantations in their legs.

Vocabulary Review cont.

Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

- Her front teeth are a bit crooked, so her parents want her to get _____.
- Skilled cosmetic surgeons are _____
in major urban centers such as New York City and Tokyo.
- The celebrity _____ alcohol after making a fool of himself in public during a social event.
- In the magazine, the celebrity's baby belly was _____ out of the picture.
- Plastic surgery is not always about _____. Reconstructive surgery saves lives.

Discussion

What do you think the field of cosmetic surgery will be like 50 years from now?

Does physical attractiveness help people move up in the workplace?

Some cosmetic procedures are associated with specific ethnic groups or genders. Discuss some of the different surgeries such as brow lifts, chin plants, and eyelid surgery, and how they relate to the beauty standards of different ethnic groups.

Critical Thinking

Work with a partner and discuss this question.

Babies who are born with birth defects, such as cleft palates, often require expensive surgery. This surgery may be for cosmetic and reconstructive purposes. Should the government pay for this type of surgery?

Listening

Fill in the blanks as you listen to the recording.

COSMETIC SURGERY

Going under the knife

Plastic surgery did not originate in Hollywood, as some people wrongly assume. It was an ancient practice named after the Greek word *plastikos*, meaning "to _____." Before nose jobs and face-lifts were performed on the living, these procedures were used to _____ the dead. Ancient Egyptians had to look their best in the afterlife!

Reconstructive surgery became popular in Europe and America following World War I. Soldiers returned from the battlefields needing _____, facial reconstruction, and artificial limbs. In the 1960s, when plastic surgeons were no longer _____, specialists began to market their skills as cosmetic surgeons. Does it surprise you that middle-aged women were the first to get _____?

These days, the goal of looking young, thin, and _____ has cosmetic surgeons working overtime. If you're unhappy with your nose, you get a nose job. If you can't get your pre-pregnancy shape back, you can get a tummy tuck or breast lift. If you can't afford the procedure, there are even payment plans. Men, women, and even children compare themselves to _____ models and celebrities. Is going under the knife becoming a way of life?

Some people are not ashamed of their _____. They claim to have greater confidence due to their surgically enhanced body parts. Others plastic surgery and regret the decisions of their past. They realize how fake their face-lifts look, or _____ they worry about the health risks of their _____.

What about hair replacement and dental _____?
Are these a form of cosmetic surgery too?

Answer Key

LESSON DESCRIPTION:

In this lesson, students read a brief history of cosmetic surgery. They discuss whether plastic surgery should be restricted to reconstructive procedures.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: discussion, cosmetic surgery, plastic surgery, beauty, aging, Hollywood, celebrities

Pre-Reading

WARM-UP QUESTIONS

Have students work in small groups or as a class.

VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- The two main branches of plastic surgery are cosmetic and reconstructive.
- The reading mentions World War I because many soldiers who returned from the battlefields required reconstructive surgery. Cosmetic surgery picked up in the 1960s because there were many medical specialists who needed work.
- The author implies that photographers of celebrities use special techniques to make the celebrities appear flawless. This drives the market for cosmetic surgery.
- The acknowledgement of the risks of cosmetic surgery
 - The feeling that one's appearance is beginning to look fake

Vocabulary Review

SPOT THE ERRORS

Chin plants are **in demand** now that baby boomers are aging.

We **got hooked on** the new reality show about cosmetic surgery.

The car accident victim required a **skin graft** on her burnt arm.

After paying for costly liposuction, the basketball coach **swore off** all fast food.

The model's skin is always **flawless** in the magazine.

The photos are obviously **airbrushed**.

In Japan, many polio sufferers received **implants** in their legs.

COMPLETE THE SENTENCES

braces	swore off	vanity
in demand	airbrushed	

Discussion

Answers will vary.

Critical Thinking

Answers will vary.

Listening

mold, beautify
skin grafts, in great demand, hooked
flawless, airbrushed
vanity, swear off, implants
braces

Teen Botox

Pre-Reading

A. Warm-Up Questions

1. Do you ever worry about getting wrinkles and starting to look older?
2. How do many movie stars and other famous celebrities keep their youthful appearances?
3. Are cosmetic surgeries and other cosmetic treatments to maintain youthful looks common in your country?
4. Have you ever heard of Botox injections to get rid of wrinkles?
5. How much do you think a Botox injection costs and how long do you think it lasts?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|----------------------|---|
| _____ 1. injection | a) an opinion |
| _____ 2. trend | b) something you are overly preoccupied with, thinking about too much |
| _____ 3. emerge | c) to stop something from happening |
| _____ 4. wrinkle | d) putting something into the skin with a needle |
| _____ 5. paralyze | e) a style that others follow |
| _____ 6. prevent | f) to cause a loss of feeling or movement in the body |
| _____ 7. cosmetic | g) to give help, money, ideas, etc. |
| _____ 8. effective | h) a treatment or substance used to beautify the skin |
| _____ 9. view | i) to appear |
| _____ 10. convince | j) to make someone think or believe or do something |
| _____ 11. obsession | k) able to bring about a good result |
| _____ 12. contribute | l) a line in the skin that shows aging |

Reading

In 2005, nearly three million American women and men had Botox **injections** to help them look younger. Since 2000, though, a new **trend** has been **emerging**: the use of Botox by teenagers just out of high school.

Botox is a chemical substance that is injected into a person's face to smooth facial **wrinkles**. It works by **paralyzing** the muscles that cause wrinkles to form. Botox injections usually cost about \$300 and last about four months.

Botox can be used to treat serious medical conditions, but most people only know about its ability to **prevent** wrinkles. The government approved its **cosmetic** use in 2002, and doctors think it is safe and **effective**.

Teenagers who decide to use Botox have accepted society's **view** that only the young and those who look young are beautiful. Magazines and movies have **convinced** them and many others that they must look young and beautiful to succeed in the world. They also see their mothers, their older sisters, and even their fathers using Botox as a way to stay younger-looking.

These teenagers think that Botox will help them look young for a longer time. They save their money from part-time jobs or ask their parents for money to pay for the injections, which can add up to over \$1,000 a year.

Other people believe that society's **obsession** with youth is not good for anyone. They believe that too many of today's teenagers think more about how they look than about how they can **contribute** to society. They also worry that using Botox will soon be as common as getting a haircut or going shopping.

As long as society views staying young as the highest form of self-improvement, more and more young people will turn to Botox to keep looking young.

*"To my daughter
I will say, 'See your
beauty without
a compliment
or mirror.' "*

—Della Hicks-Wilson, poet

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

- What is Botox and what is it widely used for nowadays?
- How long has Botox been used for cosmetic purposes?
- Why have many teenagers started to use Botox?
- Why are many people opposed to the use of Botox by teenagers?
- How many Americans used Botox for cosmetic purposes in the year 2005?

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1.
You may need to change the word form.

- There is never a spot of dirt in her house. She has an _____ about cleaning.
- She doesn't look her age. She is almost 70, but has very few _____.
- We have a doctor's appointment because the baby needs an _____.
- She wants to _____ to society by becoming a doctor.
- The firemen tried to _____ anyone from entering the burning building.

Discuss

Work with a partner or in small groups. Discuss the following questions.

Besides Botox injections, list several other types of cosmetic treatments or surgeries that are common today. Do you know anyone who has had such a treatment? Was she/he happy with the results?

Do you think teenagers today are too obsessed with physical appearance?

Do you think that movies and the media (TV, magazines, etc.) put too much emphasis on beauty and youthful appearance? Explain your answer.

All forms of surgery carry some degree of risk. Do you think that children under the age of 18 should be allowed to have any form of cosmetic surgery?

For years, people have been using dyes to cover gray hair and change hair color. Do you think that this action is any different from using Botox injections?

Have you ever heard the expression “to grow old gracefully”? What do you think it means?

Debate

Below are two topics to debate in small groups or pairs. Your teacher will tell you if you will be debating for or against the idea. You will have ten minutes to prepare your arguments.

Topic #1

Physical appearance is a very important factor in determining one's success in life.

Topic #2

There is nothing wrong with teenagers using Botox or other cosmetic treatments to improve their appearance.

Write

Choose one of the questions from the Discuss section above. Then write a paragraph in your notebook stating your own opinion.

Useful Expressions & Transitions for Debating

Agreeing and Disagreeing

That doesn't take away from the fact that...
That's beside the point.
With all due respect...
I agree with you there.
I agree with ---- (name).
I see your point, but...
That may be true, but...
We're going to have to agree to disagree.
I get/see where you're coming from, but...
I'm afraid I disagree entirely.
I'm afraid I'd have to disagree.
I agree to some extent, but...
I disagree with you there.
Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

I hate to interrupt, but...
If I may come in here...
I'd like to add something.
Would you like to contribute something?
I'd like to raise a point.
If I could speak for a moment...
I'd like to cut in here.
You haven't answered my question.

Persuading

Can you see where I'm coming from?
I challenge you to give this a try/chance.
I want you to see it my way.
Put yourself in my shoes.
Am I getting through to you?

Expressing an Opinion

In my honest opinion...
It is my belief that...
From my experience...
From where I look at it...
From my point of view...

Clarifying/Rephrasing

Let's be clear here...
I think you misunderstood what I said.
What I said was... (repeat a point that was misunderstood or confused)
What I meant to say was...
(rephrase something in a way that is clearer)
In other words...
What I was trying to say
before I was interrupted is that...

Summarizing/Concluding

So let me get this straight. You think...
To conclude...
I'd just like to summarize by saying...
Finally, I'd like to reiterate that...
It's time to take stock of what we've heard today.
Both sides have some valid points.
The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the trend of teenagers preserving their youth through Botox treatments. Students learn and review new vocabulary and debate issues related to cosmetic surgery.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: teen Botox, Botox, youth, teenagers, aging, wrinkles, beauty, health, debate, mini-debates, cosmetic surgery

Pre-Reading

A. WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

B. VOCABULARY PREVIEW

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

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Botox is a chemical substance that is injected into a person's face to smooth facial wrinkles.
2. Botox has been used for cosmetic purposes since the US government approved its cosmetic use in 2002.
3. Many teenagers have started to use Botox because they believe society's view that only the young and those who look young are beautiful. These teens believe Botox will help them look young for a longer time.
4. Many people are opposed to the use of Botox by teenagers since they believe that too many of today's teenagers think more about how they look than about how they can contribute to society. They also worry that using Botox will soon be as common as getting a haircut or going shopping.
5. In 2005, nearly three million American women and men had Botox injections for cosmetic purposes.

Vocabulary Review

- | | | |
|--------------|---------------|------------|
| 1. obsession | 3. injection | 5. prevent |
| 2. wrinkles | 4. contribute | |

Discuss

Have students discuss in small groups or pairs. Answers will vary.

(continued on the next page...)

Answer Key cont.

Debate

Review language used in debates (see page 5). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely. (See our Functional English lesson plan on Interrupting:

<https://esllibrary.com/courses/92/lessons/1747>) Consult our Teachers' Notes for more ideas on using ESL Library's Mini-Debates in the classroom: <https://esllibrary.com/courses/73/lessons/1311>

Write

Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the words *Gray* and *Color*. Other English-speaking countries spell it this way: *Grey* and *Colour*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Gene Patenting

Pre-Reading

A. Warm-Up Questions

1. What does a biotechnology company do?
Have you heard of Monsanto?
If so, what do you know about this company?
2. What are genes? Have you heard of genetically modified food or genetically modified organisms (GMOs)? If not, can you guess the meaning of these?
3. What do modern-day farmers do to protect their plants from insects and weeds?
4. What does it mean to sue someone in a court of law?
5. If a company invents something, what can it do to protect this invention and prevent others from stealing this idea?
6. Explain the meaning of the following expressions: *by accident* and *on purpose*.



B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|---------------------|--|
| _____ 1. contain | a) to put inside |
| _____ 2. herbicide | b) to legally protect one's invention |
| _____ 3. damage | c) to break a law or agreement |
| _____ 4. previous | d) to come from |
| _____ 5. recover | e) to hold within itself |
| _____ 6. research | f) to hurt, to injure, to cause destruction |
| _____ 7. insert | g) to take to court and ask to be paid for suffering |
| _____ 8. profit | h) a chemical used to kill harmful weeds and plants |
| _____ 9. patent | i) to get back |
| _____ 10. originate | j) gain, money earned |
| _____ 11. violate | k) from before |
| _____ 12. sue | l) to study |

Reading

Monsanto Canada, a biotechnology company, produces canola seed that **contains** a gene that protects the seed from the effects of Roundup, a weed killer also produced by Monsanto. Farmers who buy and plant Roundup Ready canola seed can use the **herbicide** to kill the weeds in their fields without **damaging** their canola crop. They must agree to buy new seed every year instead of saving seeds from **previous** crops to plant new ones. Monsanto argues this is the only way to **recover** the money it spends on **researching** and developing genetically improved seeds.

In the late 1990s, Monsanto **sued** Saskatchewan farmer Percy Schmeiser for growing Roundup Ready canola without having bought the seed. Schmeiser said the seeds had blown into his field by accident, either from his neighbors' fields or off passing farm equipment.

Lower courts ruled against Schmeiser's "by accident" argument and ordered him to turn over the **profits** from his 1998 crop to Monsanto. He then took his fight to the Supreme Court of Canada to argue that a company should not be allowed to **patent**, or control, the use of a plant.

In May 2004, the Supreme Court ruled that Monsanto could not patent a plant, but it could patent the gene that it had developed and the process for **inserting** it into the seeds. It means that farmers who do not buy seed directly from Monsanto each year have to remove any crop from their land that **originated** from Monsanto seed, no matter how it got there.

Earlier, in 2003, a government biotechnology advisory council had recommended that, in some cases, higher life-forms such as plants could be patented, that farmers should have a limited right to save and use seeds from patented plants, and that those who accidentally **violate** patents should have some legal protection.

Given the Supreme Court's decision and the committee's recommendations, the Federal Patent Act needs to be updated to make the rules for gene patenting clearer.

"Can you imagine if a person decided to paint their house purple on a windy day, and as they're spraying their purple paint, it's blowing all over their next-door neighbor's white house? But instead of having to pay the neighbor for ruining their house, the guy with the purple house sues his neighbor for taking some of his purple paint."

—Jim Gerritsen, seed grower

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. What is Roundup?
2. What is Roundup Ready canola seed?
3. Why does Monsanto make farmers agree to buy new seeds every year instead of letting them use seeds from previous years?
4. Why did Monsanto sue farmer Percy Schmeiser?
5. What did Percy Schmeiser argue in the Supreme Court of Canada?

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1. You may need to change the word form.

1. You promised to pay your ex-wife \$1000 every month.
If you _____ the divorce agreement, you will have to go back to court.
2. His business is only two years old, but he is already making a huge _____.
3. You have to _____ a quarter into the parking meter to park for one hour.
4. He is going to the library to do some _____ for his university project.
5. If you don't wear your reading glasses, you will _____ your eyesight.

Discuss

Work with a partner or in small groups. Discuss the following questions.

Do you believe Percy Schmeiser' s argument that the canola seeds had blown onto his land by accident?

Did Percy Schmeiser win or lose his court case?

Do you agree with the court' s decision? Why or why not?

The article mentioned three recommendations that the Canadian government' s biotechnology advisory council made in 2003. Do you support these recommendations?

Does the 2004 decision made by the Supreme Court support or contradict the recommendations of the advisory council? Explain your answer.

What do you think about genetically modified food? Discuss the advantages and disadvantages of genetically modified food. Do you think that all genetically modified foods should be labeled as such?

Debate

Below are two topics to debate in small groups or pairs.

Your teacher will tell you if you will be debating for or against the idea.

You will have ten minutes to prepare your arguments.

TOPIC #1

A company should not be allowed to patent or control the use of a plant.

TOPIC #2

Biotechnology companies like Monsanto will help solve the problem of world hunger with their genetically modified plants and foods.

Writing

Choose one of the questions from the Discuss section above.

Then write a paragraph in your notebook stating your own opinion.

Useful Expressions and Transitions for Debating

Agreeing and Disagreeing

That doesn't take away from the fact that...
That's beside the point.
With all due respect...
I agree with you there.
I agree with ---- (name).
I see your point, but...
That may be true, but...
We're going to have to agree to disagree.
I get/see where you're coming from, but...
I'm afraid I disagree entirely.
I'm afraid I'd have to disagree.
I agree to some extent, but...
I disagree with you there.
Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

I hate to interrupt, but...
If I may come in here...
I'd like to add something.
Would you like to contribute something?
I'd like to raise a point.
If I could speak for a moment...
I'd like to cut in here.
You haven't answered my question.

Persuading

Can you see where I'm coming from?
I challenge you to give this a try/chance.
I want you to see it my way.
Put yourself in my shoes.
Am I getting through to you?

Expressing an Opinion

In my honest opinion...
It is my belief that...
From my experience...
From where I look at it...
From my point of view...

Clarifying/Rephrasing

Let's be clear here...
I think you misunderstood what I said.
What I said was... (repeat a point that was misunderstood or confused)
What I meant to say was...
(rephrase something in a way that is clearer)
In other words...
What I was trying to say
before I was interrupted is that...

Summarizing/Concluding

So let me get this straight. You think...
To conclude...
I'd just like to summarize by saying...
Finally, I'd like to reiterate that...
It's time to take stock of what we've heard today.
Both sides have some valid points.
The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about a 2003 Supreme Court case between Monsanto, a biotechnology company, and Percy Schmeiser, a Saskatchewan farmer. They then use their knowledge and personal opinions to debate two related topics.

LEVEL: Int

TIME: 1.5 – 2 hours

TAGS: genetically modified food, gene patenting, agriculture, Monsanto, farming, Saskatchewan, Canada

Pre-Reading

WARM-UP QUESTIONS

This discussion can be done as a class or in small groups or pairs.

VOCABULARY PREVIEW

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

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

Roundup is a weed killer produced by Monsanto.
Roundup Ready is canola seed that contains a gene that protects the seed from the effects of Roundup.
Monsanto argues that this is the only way to recover the money it spends on researching and developing genetically improved seeds.
Monsanto sued Saskatchewan farmer Percy Schmeiser for growing Roundup Ready canola without having bought the seed. Schmeiser said the seeds had blown into his field by accident, either from his neighbors' fields or off passing farm equipment.

Vocabulary Review

violate	insert	damage
profit	research	

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 5). Then divide students into pairs or groups with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely. (See our Functional English lesson plan on [Interrupting](#).) Consult our [Teachers' Notes](#) for more ideas on using ESL Library's Mini-Debates in the classroom.

Writing

Answers will vary.

SPELLING NOTE:

This lesson shows the American spelling of the words *Neighbor* and *Labeled*. Other English-speaking countries spell these words this way: *Neighbour* and *Labelled*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Human Genetic Engineering

Pre-Reading

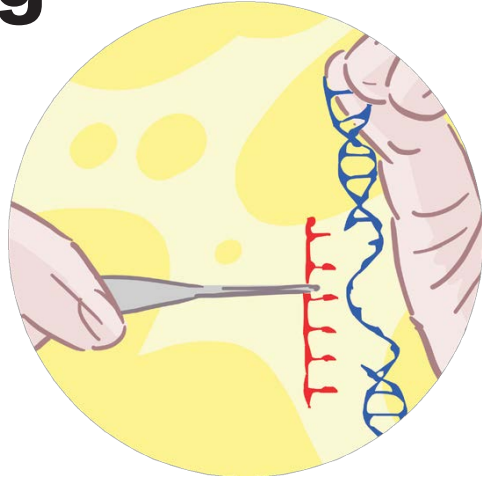
A. Warm-Up Questions

1. What desirable human traits are in your family?
2. What traits in your family are less desirable?
3. Is it ethical for scientists to explore human genetic engineering?

B. Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing the words in context on page 2.

- | | |
|------------------------------------|--|
| _____ 1. genes | a) deoxyribonucleic acid, a substance that carries genetic information |
| _____ 2. human genetic engineering | b) reoccurring |
| _____ 3. chronic | c) the study of what is morally right or wrong |
| _____ 4. DNA | d) parts of cells that are inherited and determine human characteristics such as health and appearance |
| _____ 5. controversial | e) a human at a very early stage of life before birth |
| _____ 6. modification | f) a human at a late stage of life before birth |
| _____ 7. embryo | g) a change |
| _____ 8. fetus | h) resulting in many different opinions |
| _____ 9. the norm | i) something that is now expected or commonplace |
| _____ 10. ethics | j) the alteration of human genes before or after birth |



Reading

HUMAN GENETIC ENGINEERING

Are designer genes the way of the future?

Human **genes** help determine a person's physical and mental characteristics at birth. Genes also play a big part in the development of diseases. Scientists are now experimenting with **human genetic engineering** (HGE) to correct errors in the **DNA** of living cells. Several HGE experiments have been performed on children and adults with **chronic** diseases. Though some success stories are emerging, scientists admit they have a long road ahead of them.

Altering the DNA of an unborn baby is a more **controversial** form of HGE. Unlike a living child or adult whose genes are fully developed, an unborn child's cells are still developing. Performing HGE on an unborn child results in the genetic **modification** of every cell of the developing body. The **embryo** or **fetus** eventually passes this modification on to further generations.

Will genetically modified babies eventually become **the norm**? Some countries are more open to the development of HGE technology than others. There is also a division of opinions among scientists. Some fear that gene therapy will destroy the human race. Others believe genetic engineering is the way of the future. World-famous scientist Stephen Hawking once said that humans must explore genetic engineering if they don't want robots and computers to take over the world.

It is safe to assume that genetic technology will continue to develop regardless of **ethics**. It is also likely that gene therapy will be extremely costly if it ever becomes an option for expecting parents. Do you agree with Stephen Hawking's warning that we ought to 'follow this road if we want biological systems to remain superior to electronic ones'?

'With genetic engineering, we will be able to increase the complexity of our DNA, and improve the human race.'

—Stephen Hawking

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. How is the subtitle a play on words?
2. What is HGE?
3. What type of HGE is the most controversial?
4. Paraphrase Stephen Hawking's viewpoint about HGE.
5. What does the reading imply about expecting parents of the future?

Vocabulary Review

6. Chunking

Create six words or expressions by pairing the words that are commonly found together in English. Write a sentence for each example.

Word List

- | | | | |
|-------------|----------------|------------|----------------|
| 1. safe to | 1. engineering | 1. chronic | 1. jeans |
| 2. designer | 2. assume | 2. future | 2. generations |
| 3. genetic | 3. DNA | 3. illness | 3. sample |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Vocabulary Review cont.

B. Odd One Out

Circle the word or phrase that does NOT belong in the group.

- | | | |
|---|---|--|
| 1. a) modification
b) change
c) opposite
d) alteration | 3. a) ethical
b) controversial
c) moral
d) right | 5. a) generation
b) chronic
c) long-term
d) reoccurring |
| 2. a) fetus
b) baby
c) embryo
d) scientist | 4. a) expected
b) acceptable
c) the norm
d) biological | 6. a) genes
b) DNA
c) characteristics
d) exploration |

Discussion

1. Should animals be used for testing related to human genetic engineering?
2. Could eliminating defective genes from the human population result in more trouble than good?
3. Will genetic engineering allow the rich to get smarter and more attractive as well as wealthier?

Critical Thinking

If you had the ability to choose your unborn child's physical and mental characteristics, would you do it? What are the desirable traits that you would choose when developing your designer genes?

Listening

Fill in the blanks as you listen to the recording.

HUMAN GENETIC ENGINEERING

Are designer genes the way of the future?

1. Human _____ help determine a person's physical and mental characteristics at birth. Genes also play a big part in the development of diseases. Scientists are now experimenting with _____ (HGE) to correct errors in the _____ of living cells. Several HGE experiments have been performed on children and adults with _____ diseases. Though some success stories are emerging, scientists admit they have a long road ahead of them.
2. Altering the DNA of an unborn baby is a more _____ form of HGE. Unlike a living child or adult whose genes are fully developed, an unborn child's cells are still developing. Performing HGE on an unborn child results in the genetic _____ of every cell of the developing body. The _____ or _____ eventually passes this modification on to further generations.
3. Will genetically modified babies eventually become _____? Some countries are more open to the development of HGE technology than others. There is also a division of opinions among scientists. Some fear that gene _____ will destroy the human race. Others believe genetic engineering is the way of the future. World-famous scientist Stephen Hawking once said that humans must explore genetic engineering if they don't want _____ and computers to take over the world.
4. It is safe to assume that genetic technology will continue to develop regardless of _____. It is also likely that gene therapy will be extremely costly if it ever becomes an option for expecting parents. Do you agree with Stephen Hawking's warning that we _____ "follow this road if we want biological systems to remain _____ to electronic ones"?

Answer Key

LESSON DESCRIPTION:

Students read about the controversial field of human genetic engineering. The lesson includes vocabulary review exercises, comprehension questions, and discussion questions.

LEVEL: High Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, genetic engineering, genes, controversial

Pre-Reading

· WARM-UP QUESTIONS

Answers will vary.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. 'Genes' and 'jeans' are homophones. They sound the same, but are spelled differently and have different meanings. Designer jeans are expensive denim pants. Designer genes are human cells that scientists physically modify.
2. HGE is human genetic engineering. This refers to the scientific practice of modifying human genes.
3. The most controversial type of HGE is modification that is done to unborn babies.
1. Stephen Hawking feels that humans need to explore HGE if they want to remain in charge of the planet. He suggests that robots and computers could take over the world if we don't.
2. The reading implies that parents of the future may be able to design their babies to have desirable physical and mental traits, though it will be costly. They may also be able to eliminate undesirable traits from their gene pool.

(continued on the next page...)

Answer Keycont.

Vocabulary Review

1. CHUNKING

Individual answers for sentences.

- | | |
|------------------------|-----------------------|
| b) safe to assume | e) DNA sample |
| c) designer jeans | f) chronic illness |
| d) genetic engineering | g) future generations |

2. ODD ONE OUT

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

Invite students to explain why one word doesn't fit.

Can they think of a word that does fit?

Discussion

Answers will vary. Place students in pairs or small groups.

Critical Thinking

Answers will vary. Place students in pairs or small groups.

Listening

- b) genes, human genetic engineering, DNA, chronic
- c) controversial, modification, embryo, fetus
- d) thenorm, therapy, robots
- e) ethics, ought to, superior

Ultrasound Screenings

Pre-Reading

A. Warm-Up Questions

1. Do women in your country see their babies before they are born?
2. Do people in your country pay for ultrasound screenings?
3. Is it necessary to know a woman's accurate due date?
4. Have you ever seen a 3D ultrasound photo?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------|--|
| ___ 1. technology | a) to destroy or prevent from reaching completion |
| ___ 2. accurate | b) machines or tools that make things possible for man |
| ___ 3. keep an eye on | c) ultrasound image |
| ___ 4. abnormal | d) to watch closely |
| ___ 5. technician | e) a place where pictures or film is taken |
| ___ 6. gender | f) an unborn baby |
| ___ 7. fetus | g) the sex (male or female) |
| ___ 8. reveal | h) a specialist in using certain equipment |
| ___ 9. sabotage | i) to show something new or previously hidden |
| ___ 10. routine | j) not usual |
| ___ 11. luxury | k) correct or exact |
| ___ 12. sonogram | l) an expensive item that is not necessary to live |
| ___ 13. studio | m) occurring regularly |



Reading

ULTRASOUND SCREENINGS

An early game of peek-a-boo

- C. Today' s **technology** allows us to see babies long before they are born. An ultrasound scan provides a pregnant woman with an **accurate** due date. This technology also allows doctors to **keep an eye on** an **abnormal** pregnancy.
- D. In addition to confirming a heartbeat, an ultrasound **technician** can also see the **gender** of the **fetus**. Some couples do not want to know if they are having a boy or a girl. Sometimes the mother wants to know, but the father wants to keep it a surprise. Technicians in some countries are not allowed to **reveal** the gender. There is a fear that couples might **sabotage** their pregnancy if they find out they are carrying a girl. Technicians aren' t always correct about the sex. They can also be wrong about the baby' s health.
- E. In some countries, **routine** screening is paid for by the government. In others, only rich people can afford the **luxury**. Tom Cruise bought a personal sonogram machine when his child was on the way. Some clinics have **sonogram studios** where people purchase photos and even videos of their unborn children. Some couples even host ultrasound parties for the big reveal.
- F. Many doctors and techs disagree with the trend of unnecessary ultrasounds. They insist that a normal pregnancy requires no more than one or two scans. Nobody knows for sure whether or not ultrasound screenings pose a risk to the fetus.

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. Name three things an ultrasound machine can do.
2. What are some ultrasound technicians not allowed to do?
3. Why might ultrasound screenings cause couples to argue?
4. Who pays for ultrasound screenings?
5. Why is a Hollywood actor mentioned?

Vocabulary Review

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. Sometimes _____ tells us more than we need to know.
2. The _____ that we were having a girl.
3. Requesting a 3D ultrasound is a _____ we can't afford.
4. Our local clinic has a new sonogram _____.
5. I asked for another screening because the baby's kicking seemed _____.
6. She will _____ the twins by scheduling _____ ultrasound screenings.
7. The woman _____ her own pregnancy
when she found out her _____ due date.
8. Some technicians will not tell the expectant mother
the _____ of the _____.

Discussion

- 1. Would you want to know ahead of time if your baby was going to be born with a health problem?
- 2. Should technicians prevent parents from learning the gender of their baby?
- 3. Do ultrasound screenings spoil the surprise of a new baby?
- 4. Do you think everyday people will soon have ultrasound machines in the home?

Class Opinion

Walk around the class and ask your classmates questions.
Write their answers in the chart below.

Classmate's name:	If you were pregnant today, would you want to know the sex of your baby?	Should pregnant women have more than two ultrasounds?	Is it wrong to film a fetus for entertainment purposes?

Listening

Fill in the blanks as you listen to the recording.

ULTRASOUND SCREENINGS

An early game of peek-a-boo

1. Today' s _____ allows us to see babies long before they are born. An ultrasound scan provides a pregnant woman with an accurate due date. This technology also allows doctors to keep an eye on an _____ pregnancy.
2. In addition to confirming a heartbeat, an ultrasound _____ can also see the gender of the fetus. Some couples do not want to know if they are having a boy or a girl. Sometimes the mother wants to know, but the father wants to keep it a surprise. Technicians in some countries are not allowed to _____ the gender. There is a fear that couples might sabotage their pregnancy if they find out they are carrying a girl. Technicians aren' t always correct about the sex. They can also be wrong about the baby' s health.
3. In some countries, _____ screening is paid for by the government. In others, only rich people can afford the _____. Tom Cruise bought a personal sonogram machine when his child was on the way. Some clinics have sonogram studios where people purchase photos and even videos of their unborn children. Some couples even host ultrasound parties for the big reveal.
4. Many doctors and techs disagree with the trend of unnecessary _____. They insist that a normal pregnancy requires no more than one or two scans. Nobody knows for sure whether or not ultrasound _____ pose a risk to the fetus.

Answer Key

LESSON DESCRIPTION:

Students read about and discuss the purpose and controversies surrounding ultrasound screenings.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: discussion, ultrasound, ultrasound screenings, babies, family, technology, health

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Ultrasound machines can provide the due date, gender, and medical information about a fetus.
2. Some technicians are not allowed to tell the parents the sex of their baby.
3. One parent may want to know the gender ahead of time and the other parent may want to keep it a surprise.
4. In some countries ultrasound screening is paid for by the government, but in other countries people have to pay for one.
5. Tom Cruise is mentioned because he bought a sonogram machine to keep an eye on his child.

Vocabulary Review

- | | |
|-------------------------|----------------------------|
| 1. technology | 5. abnormal |
| 2. technician, revealed | 6. keep an eye on, routine |
| 3. luxury | 7. sabotaged, accurate |
| 4. studio | 8. gender, fetus |

Discussion

Answers will vary.
Can be done individually or in small groups or pairs.

Class Opinion

Have students walk around the class and ask their classmates questions. They should record their answers in the chart.

Listening

1. technology, abnormal
2. technician, reveal
3. routine, luxury
4. ultrasounds, screenings

Pregnancy

Table of Contents

- 1 Warm-Up
- 2 Types of Appointments
- 3 Vocabulary Review
- 4 Dialogue Practice
- 5 Questions & Preparations
- 6 Review
- 7 Teachers' Notes



Warm-Up

A. Checklist

Which medical care providers are you familiar with?

- | | |
|-----------------------------|--------------------------------|
| _____ family doctor | _____ anesthesiologist |
| _____ obstetrician | _____ labor and delivery nurse |
| _____ midwife | _____ neonatal nurse |
| _____ ultrasound technician | _____ lactation consultant |

B. Discussion

Discuss the following questions in groups.

1. What symptoms are associated with early pregnancy?
2. What do women do if they suspect they are pregnant?
3. What stages is a pregnancy divided into?
4. What types of medical appointments do pregnant women need to have?
5. In your region, what options do women have for delivering their babies?
6. What complications can happen during a pregnancy?
7. What major questions do pregnant women often have for their health-care providers?
8. What is a birth plan?
9. What preparations do expecting parents need to make?
10. How does having a baby in this country compare to having one in other countries? Share your knowledge.

Warm-Up cont.

Vocabulary Preview

Word	Definition	Got it! ()
amniocentesis	a screening for abnormalities in the fetus (tests the amniotic fluid)	
amniotic sac	the sac containing fluid that protects the fetus in the womb	
anesthetic	a drug that temporarily prevents feeling in one area of the body	
birth canal	the parts of a woman's body where the fetus passes through during birth	
Braxton Hicks	false labor	
breech	a position where the baby's buttocks present first (not head first)	
Cesarian section	abdominal surgery to remove a baby from the uterus (C-section)	
cervix	the narrow, lower end of the uterus	
conception	the process of becoming pregnant (fertilization and implantation)	
contraction	the shortening of the uterine muscles before birth	
crown	to emerge headfirst (referring to the newborn's head during birth)	
dilate	to become more open	
due date	the estimated day a baby is expected to be born	
eclampsia	a dangerous condition related to high blood pressure during pregnancy	
embryo	the early stage of development before eight weeks of gestation	



Warm-Up cont.

C. Vocabulary Preview cont.

Word	Definition	Got it! ()
epidural	an anesthetic that removes feeling below the waist	
fetus	the stage of development after eight weeks of gestation and before birth	
folic acid	a vitamin necessary for the healthy development of a fetus	
forceps	an instrument used to help grasp an infant during a difficult delivery	
full-term	after 37 weeks of pregnancy	
gestation	the period of development in the womb	
gestational diabetes	high blood sugar levels during pregnancy	
gynecologist	a doctor who specializes in female reproduction	
in vitro fertilization	assisted fertilization that takes place outside the body (IVF)	
induce	to take actions that can get delayed labor started	
jaundiced	yellow in color due to levels of bilirubin	
labor	giving birth (the final stage of pregnancy)	
lactation	a mother's milk production and secretion	
midwife	a professional who assists a woman through pregnancy and childbirth	
miscarriage	the end of a pregnancy due to the natural death of an embryo or fetus	



Warm-Up cont.

C. Vocabulary Preview cont.

Word	Definition	Got it! ()
morning sickness	nausea experienced in the first few months of pregnancy	
neonatal	related to newborns	
NICU	the neonatal intensive care unit in a hospital (for premature or ill newborns)	
obstetrician	a doctor who specializes in women's reproduction and childbirth	
placenta	an organ in the uterus that provides oxygen and nutrients to the fetus	
postpartum/ postnatal	related to the period after childbirth	
premature	a birth before 37 weeks of gestation	
prenatal	related to the period before birth	
trimester	one of three stages of pregnancy (12–14 weeks)	
ultrasound	a scan that uses high-frequency sound waves to view inside the body	
umbilical cord	a cord that connects the embryo to the placenta	
uterus	the organ in the lower abdomen where the baby grows (the womb)	
water breaking	the release of amniotic fluid (usually shortly before or during labor)	

Types of Appointments

Reading

- When a woman suspects she is pregnant, she can take a home pregnancy test. Early symptoms of pregnancy include a missed period, tender breasts, and fatigue. If a home pregnancy test confirms that the woman is pregnant, she can book an appointment with her family doctor to set up some prenatal visits and tests. If she doesn't have a family doctor, she can go to a walk-in clinic to get a referral.
- Some pregnant women see their family doctor throughout their pregnancy. Others go to a specialist called an **obstetrician-gynecologist** (ob-gyn). These doctors specialize in caring for women during a pregnancy and delivering babies. Some women choose to use a **midwife** instead. A midwife is a trained professional who cares for a woman before, during, and after the delivery of a baby. A midwife can deliver a baby at home, at a birthing center, or at a hospital. Midwives also care for newborns. Unlike ob-gyns, midwives do not manage high-risk pregnancies or scheduled **Cesarian sections**.
- After confirming a pregnancy, a doctor or midwife will schedule a follow-up appointment for an **ultrasound** screening. In the first **trimester**, a screening is used to confirm the expected due date. An ultrasound technician can listen for a heartbeat and determine if the woman is carrying a single baby or multiples (twins, triplets, etc.).
- After 12 weeks of **gestation**, the chances of a **miscarriage** are less likely, and many women begin to show. In the second trimester, pregnant women are usually tested for **gestational diabetes**. This test involves drinking a very sweet drink and having a blood test. Some women also choose to have a test called an **amniocentesis** to check for genetic disorders. Other blood tests may also be used to monitor the mother's and baby's health.
- During the third trimester, as pregnant women get closer to their **due date**, they visit their medical professional more regularly. The doctor or midwife will check the baby's growth, movement, and positioning. Further ultrasound screenings may or may not be needed.
- When a pregnant woman goes into **labor**, she experiences **contractions**. The first contractions may be **Braxton Hicks** (false labor). Sometimes a woman's **water breaks**. As contractions get closer together, the woman notifies her provider that it's almost time for delivery, and they meet at the planned birthing location. Many pain management options are available. If the contraction pain is strong and the woman is at a hospital, she can request an **epidural**. If there are complications, the woman may need a C-section.
- After the baby is delivered, the new mom may schedule some **postnatal** appointments, such as a visit with a family doctor or a **lactation** consultant.

Types of Appointments cont.

Comprehension

Practice asking and answering the following questions with your partner. Then write the answers in your notebook.

- What type of medical professionals specialize in caring for pregnant women? Name two.
- According to the reading, how are the two medical professionals from question 1 different? How are they the same?
- What happens at an ultrasound screening during the first trimester?
- What can a pregnant woman expect at a test for gestational diabetes?
- What does a medical provider do at the third trimester checkup?
- What does the term "Braxton Hicks" refer to?
- What specific type of pain management is mentioned in the reading? Is this available at home births?
- Who offers additional help to the mother and baby after the delivery?

Research

Answer Yes/No for each of the following statements based on the region you live in now. Then compare your answers with a partner.
Look up any answers you aren't sure about.

- _____ 1. Midwives are available.
- _____ 2. Prenatal health care is provided by the government.
- _____ 3. Home births are legal.
- _____ 4. Pregnant women can find out the sex of their baby at an ultrasound screening.
- _____ 5. Pregnant women are tested for gestational diabetes in the second trimester.
- _____ 6. Amniocentesis is an optional test pregnant women can ask for.
- _____ 7. Epidurals are available at hospitals.
- _____ 8. A public health nurse makes a home visit after the baby goes home.

Vocabulary Review

A. Matching

Match the words and phrases on the left with the descriptions on the right.

- | | |
|-------------------------------|---|
| _____ 1. ob-gyn | a) With this temporary condition, you need to watch your sugar intake. |
| _____ 2. midwife | b) This optional procedure can identify genetic abnormalities that a screening might not catch. |
| _____ 3. ultrasound | c) This refers to all pregnancy stages from conception to birth. |
| _____ 4. trimester | d) This is the shortening of the uterine muscles during labor. |
| _____ 5. gestation | e) This specialist can care for you during a high-risk pregnancy and birth. |
| _____ 6. miscarriage | f) This allows a technician to see your baby in the womb. |
| _____ 7. gestational diabetes | g) This will reduce or prevent the feeling of pain during labor. |
| _____ 8. amniocentesis | h) She helps you give birth comfortably in your home or at the hospital. |
| _____ 9. due date | i) This is the loss of a baby that is not ready to leave the womb. |
| _____ 10. contraction | j) Each one lasts 12–14 weeks. |
| _____ 11. epidural | k) This is the approximate day your baby is due. |
| _____ 12. lactation | l) This is the production of milk so you can breastfeed your baby. |

B. Odd One Out

Circle the word that does not belong in each group of words below.

Be prepared to explain why.

- | | | | |
|--|--|---|--|
| 1. a) contractions
b) labor
c) due date | 4. a) epidural
b) anesthetic
c) gestation | 7. a) breast-feeding
b) lactation
c) diabetes | 10. a) gestation
b) lactation
c) development |
| 2. a) midwife
b) ob-gyn
c) ultrasound | 5. a) ultrasound
b) lactation
c) screening | 8. a) trimester
b) death
c) miscarriage | 11. a) relative
b) midwife
c) health-care worker |
| 3. a) optional
b) false labor
c) Braxton Hicks | 6. a) trimester
b) stage
c) due date | 9. a) doctor
b) ob-gyn
c) epidural | 12. a) amniocentesis
b) complication
c) gestational diabetes |

Dialogue Practice

Dialogue 1

FIRST TRIMESTER

Practice a conversation between a doctor at a walk-in clinic and a woman who has just found out she is pregnant.

- A: What brings you in today?
- B: Well, I took a home pregnancy test, and...I'm pregnant!
- A: Congratulations! When was your last period?
- B: It was about seven weeks ago.
- A: Okay. Excellent. Is this your first child?
- B: Yes.
- A: Exciting. How are you feeling? Any fatigue?
- B: I'm feeling nauseous in the mornings and tired in the afternoons.
- A: That's completely normal in your first trimester.

Sex or Gender?

The word "sex" (*noun*) refers to a person's biological characteristics (male/female). One's "gender" can refer to an individual's personal feeling about his/her/their sexuality and is not restricted to male/female.

Note: The word "sex" is also a verb meaning sexual intercourse (*to have sex*).

Dialogue 2

SECOND TRIMESTER

Now practice a conversation between an ultrasound technician and a pregnant woman.

- A: Did you drink your water?
- B: Yes. I learned my lesson last time.
- A: Good. Okay, relax. I'm going to put this gel on your belly. It's a little cold.
- B: Can we find out the baby's sex today? My husband is in the waiting room.
- A: I'll invite him in after I take some measurements. Hopefully, we'll be able to get a good look today so we can see what you're having. You're 20 weeks today, right?
- B: Yes. Halfway there!

Dialogue Practice cont.

Dialogue 3

THIRD TRIMESTER

Now practice a conversation between a midwife and a woman who has just gone into labor.

- A: Hi, it's me. I think it's time!
- B: Great! How far apart are your contractions?
- A: They're about five minutes apart now. And my water just broke.
- B: Okay. Is anyone there with you?
- A: My mom is here. Mark's on his way home.
- B: Great. Keep doing your breathing like we practiced. I'll be there in about 20 minutes.

Questions & Preparations

e) Listen & Complete

It is a good idea to prepare a list of questions before an appointment. Listen and complete the questions. Then practice saying them out loud. Add some questions of your own and check the wording with your teacher.

- How far _____ am I?
 - How common is a _____ at this stage of gestation?
 - Will I hear the baby's _____?
 - Where can I find a local _____?
 - Will you be _____ the baby?
 - Can my partner be in the room for the _____?
 - When is my next _____?
 - Have you gotten the _____ back yet?
 - Can we find out the baby's sex at the _____ screening?
 - Should I feel any _____ in the first trimester?
 - Should I call you if I see any more _____?
12. Does amniocentesis pose a _____ to the baby or me?
13. Is this normal in the third _____?
14. When can I get an _____?
15. Will a _____ consultant be available?
16. _____
17. _____
18. _____
19. _____
20. _____

f) Brainstorm

Work in pairs. Brainstorm all of the things a pregnant woman should include in a birth plan.

medical professional's name
medical professional's number
pain management plan

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Questions & Preparations cont.

C. Maria's Birth Plan

Maria is seven months pregnant. She wants to be prepared for childbirth, so she has created a birth plan. It is her second child, so she knows things might not go as planned. Her first birth ended in an emergency C-section. Read over Maria's birth plan and answer the questions.

PERSONAL INFORMATION

<u>Maria Santiago</u>	<u>Diego Santiago</u>	<u>March 10</u>
Mother's Name	Father's Name	Due Date
<u>Dr. Harris</u>	<u>(204) 333-4499</u>	<u>St. Mary's Hospital</u>
Medical Professional's Name	Medical Professional's Phone Number	Birth Location

Planned Delivery Type:

- ☐ vaginal
☒ scheduled C-section

My Photography/Video Plan:

- ☐ photos and video of the baby and dad after delivery
☒ no photos of me in the delivery room

DURING LABOR

My birth team includes:

Dr. Harris (ob-gyn)
husband
mom

Pain management I may use:

- ☐ acupuncture
☐ breathing techniques
☐ heat/cold therapy
☐ massage
☐ pain medication
☒ epidural
☐ other (please specify): _____

If I need an emergency C-section, I want:

- ☐ to stay conscious
☐ to have my partner/coach present the baby
☐ to see the baby born
☒ other (please specify): n/a (planned C-section)

For delivery, I want to wear:

my own clothes



Questions & Preparations cont.

DURING LABOR CONT.

My ideal environment includes:

- ☐ music
- ☒ dim lighting
- ☐ ability to move around
- ☒ other (please specify):
no students

During contractions, I plan to try:

- ☐ standing
- ☐ sitting
- ☐ squatting
- ☐ showering
- ☐ bathing
- ☐ lying down
- ☐ meditating
- ☐ using a ball
- ☐ using distractions
- ☒ other (please specify):
n/a (planned C-section)

It is important that my birth team knows:

I want to hold my baby as

soon as possible.

I will be hungry. Feed me!

AFTER DELIVERY

I want:

- ☒ my partner to announce the sex
- ☐ my partner to cut the cord
- ☒ to hold the baby as soon as possible
- ☐ to feed the baby as soon as possible
- ☐ to save the placenta

I want my baby to stay in the room with me:

- ☒ all the time
- ☐ when I'm not sleeping
- ☐ for feeding times mainly

I don't want my baby to:

- ☒ have a pacifier
- ☐ receive formula
- ☐ other (please specify):

I plan to:

- ☐ breast-feed
- ☐ pump breast milk
- ☒ use formula
- ☐ use a lactation consultant

If I have a boy, he will:

- ☐ be circumcised as soon as possible
- ☐ be circumcised later
- ☒ NOT be circumcised

I want to stay in the hospital:

- ☒ as long as possible
- ☐ as short as possible

Questions & Preparations cont.

h) **Comprehension**

Now work with a partner and answer the following questions about Maria's birth plan.

- Who is on Maria's birth team?
- Where does Maria plan on giving birth?
- Is Maria planning on getting an epidural?
- Describe Maria's ideal environment for giving birth.
- What is one thing Maria wants her birth team to keep in mind?
- Describe Maria's preference for sleeping arrangements after her baby is born.
- What will Maria not do if she has a boy?
- What are Maria's plans for feeding her baby?

Review

Your teacher will now assess your ability to understand language related to pregnancy.

Task

MY BIRTH PLAN

Complete the form with your own information.
Then answer your teacher's questions.

PERSONAL INFORMATION

Mother's Name

Father's Name

Due Date

Medical Professional's Name

Medical Professional's Phone Number

Birthing Location

Planned Delivery Type:

- ☐ vaginal
☐ scheduled C-section

My Photography/Video Plan:

- ☐ photos and video of the baby and dad after delivery
☐ no photos of me in the delivery room

DURING LABOR

My birth team includes:

Pain management I may use:

- ☐ acupuncture
☐ breathing techniques
☐ heat/cold therapy
☐ massage
☐ pain medication
☐ epidural
☐ other (please specify):

If I need an emergency
C-section, I want:

- ☐ to stay conscious
☐ to have my partner/coach present
the baby
☐ to see the baby born
☐ other (please specify):

For delivery, I want to wear:



Review cont.

Task cont.

DURING LABOR CONT.

My ideal environment includes:

- ☐ music
- ☐ dim lighting
- ☐ ability to move around
- ☐ other (please specify):

During contractions, I plan to try:

- ☐ standing
- ☐ sitting
- ☐ squatting
- ☐ showering
- ☐ bathing
- ☐ lying down
- ☐ meditating
- ☐ using a ball
- ☐ using distractions
- ☐ other (please specify):

It is important that my
birth team knows:

AFTER DELIVERY

I want:

- ☐ my partner to announce the sex
- ☐ my partner to cut the cord
- ☐ to hold the baby as soon as possible
- ☐ to feed the baby as soon as possible
- ☐ to save the placenta

I want my baby to stay
in the room with me:

- ☐ all the time
- ☐ when I'm not sleeping
- ☐ for feeding times mainly

I don't want my baby to:

- ☐ have a pacifier
- ☐ receive formula
- ☐ other (please specify):

I plan to:

- ☐ breast-feed
- ☐ pump breast milk
- ☐ use formula
- ☐ use a lactation consultant

If I have a boy, he will:

- ☐ be circumcised as soon as possible
- ☐ be circumcised later
- ☐ NOT be circumcised

I want to stay in the hospital:

- ☐ as long as possible
- ☐ as short as possible

Teachers' Notes

LESSON DESCRIPTION:

In this lesson, students learn vocabulary related to pregnancy and childbirth. They also create a birth plan. This lesson can be done individually with a private student or with a group. We recommend using this lesson with women who are pregnant or planning on getting pregnant.

LEVEL: High Int

TIME: 5+ hours

TAGS: pregnancy, pregnant, baby, newborn, having a baby, health, birth, birth plan, women, women's health

Warm-Up

A. CHECKLIST

Ask your students to check the medical professionals they are familiar with. Help them understand the roles (in pregnancy) of the caregivers they are not familiar with.

B. DISCUSSION

Break the class into small groups to discuss the questions (or discuss with your private student). Tell students they can search for vocabulary in Part C if necessary. When the students have completed their discussions, have them share some of their information with the class.

C. VOCABULARY PREVIEW

This is a glossary that your students can use throughout the lesson (and throughout a pregnancy). Have students read through the vocabulary and check off words they are familiar with. They can gradually add check marks to this list as they work through the lesson. You may want to encourage your students to write translations for the most important words.

Types of Appointments

A. READING

Read through the text with your students or have them read it individually. Ask students to circle or highlight any parts of the text that they have questions about. Then check their comprehension with the question set provided.

B. COMPREHENSION

1. Obstetrician-gynecologists and midwives specialize in the care of pregnant women.
2. An ob-gyn can take care of a woman in a high-risk pregnancy. A midwife can oversee a home birth or a hospital birth and also cares for the baby after the birth.
3. In a first trimester ultrasound screening, a technician will check for a heartbeat and determine the due date. The technician will also confirm if there is more than one baby developing in the womb.
4. At a test for gestational diabetes, a pregnant woman can expect to drink a very sweet drink and have a blood test.
5. A medical provider checks for growth, movement, and positioning in a third trimester checkup.
6. The term "Braxton Hicks" refers to false labor.
7. An epidural is mentioned as a specific type of pain management for strong contractions. It is only available in the hospital.
8. A family doctor and a lactation consultant may offer additional help to the mother and baby after the delivery.

(continued on the next page...)

Teachers' Notes cont.

Types of Appointments cont.

C. RESEARCH

Encourage students to complete the questionnaire about the region they currently live in. Then have them do some research in pairs to try to find answers to the information they don't know.

Vocabulary Review

A. MATCHING

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

B. ODD ONE OUT

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. c | 3. a | 5. b | 7. c | 9. c | 11. a |
| 2. c | 4. c | 6. c | 8. a | 10. b | 12. a |

Dialogue Practice

Have students work in pairs (or work with your private student) and read through the dialogues. Then have students switch roles. Review the (inclusive language) differences between "sex" and "gender" so that your students are aware of this modern usage.

Questions & Preparations

A. LISTEN & COMPLETE

Play the recording or read the transcript out loud. Have students fill in the blanks. Then have them practice reading the questions out loud. Go over any questions they don't understand. Then have students write five of their own questions and check their question formation.

1. How far **along** am I?
2. How common is a **miscarriage** at this stage of gestation?
3. Will I hear the baby's **heartbeat**?
4. Where can I find a local **midwife**?
5. Will you be **delivering** the baby?
6. Can my partner be in the room for the **screening**?
7. When is my next **appointment**?
8. Have you gotten the **results** back yet?
9. Can we find out the baby's sex at the **ultrasound** screening?
10. Should I feel any **movement** in the first trimester?
11. Should I call you if I see any more **spotting**?
12. Does amniocentesis pose a **risk** to the baby or me?
13. Is this normal in the third **trimester**?
14. When can I get an **epidural**?
15. Will a **lactation** consultant be available?
- 16–20. Answers will vary.

B. BRAINSTORM

Have students brainstorm the items that should be included in a birth plan.

(continued on the next page...)

Teachers' Notes cont.

Questions & Preparations cont.

C. MARIA'S BIRTH PLAN

Put students in pairs for this task or have students work individually. Have students read through the birth plan and answer the questions. Take up the questions together to see if your students have any questions or concerns. Is there anything they would add to the birth plan?

D. COMPREHENSION

1. On Maria's birth team she has her ob-gyn, her husband, and her mom.
2. Maria plans on giving birth at St. Mary's hospital on March 10 (her scheduled C-section date).
3. Yes, Maria will have an epidural.
4. Maria would like dim lighting and no students in the room.
5. She wants to hold her baby as soon as she can.
6. Maria wants the baby to sleep in her room.
7. If she has a boy, she will not have her baby circumcised.
8. Maria plans on feeding her baby formula.

Review (Assessment Task)

If your student is pregnant or planning on becoming pregnant, hand out the blank birth plan and have your student fill it out for assessment (or real-life use). Alternatively, have your student find a template for a birth plan that she likes online and fill it out.

SPELLING NOTE:

This lesson shows the American spelling of the words *Labor*, *Color*, *Center*, *Cesarian*, and *Practice*. Most other English-speaking countries spell these words this way: *Labour*, *Colour*, *Centre*, *Caesarean*, and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Surrogacy

Pre-Reading

A. Warm-Up Questions

1. What is a surrogate mother?
2. How much, if anything, should a surrogate mother charge?
3. What reasons, besides infertility, might a couple or person have for employing a surrogate mother?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-------------------------------|---|
| ___ 1. genetic | a) the joining of an egg and sperm in a container (IVF) |
| ___ 2. in vitro fertilisation | b) to give up or hand over |
| ___ 3. infertile | c) a person who is against something or feels negatively about it |
| ___ 4. commission | d) to provide restrictions and rules |
| ___ 5. altruistic | e) unable to reproduce naturally |
| ___ 6. regulate | f) concerns related to what is right and what is wrong |
| ___ 7. obligation | g) having related genes |
| ___ 8. relinquish | h) to employ or authorise someone to do something |
| ___ 9. personality clash | i) a duty to take a certain course of action (moral or legal) |
| ___ 10. stillborn | j) born dead |
| ___ 11. ethical | k) done out of the goodness of one's heart (not for financial gain) |
| ___ 12. naysayer | l) a situation in which people don't get along due to personality types |

Reading

SURROGACY

A labour of love

- 1 A surrogate mother is a woman who becomes pregnant and delivers a baby for someone else. The surrogate may or may not know the intended parents. In some cases, the surrogate is **genetically** related to the baby because her egg is used. In other cases, **in vitro fertilisation** (IVF) is used. In this type of surrogacy, an embryo from the biological parents is implanted into the surrogate's womb, and she becomes the gestational mother.
- 2 **Infertile** couples, same-sex couples, singles, and even fertile women use surrogates to start or grow their families. Some **commissioning** parents pay a fee to the surrogate. This is called a commercial arrangement and is usually used by infertile couples. Social surrogacy is a new trend used by wealthy fertile women who don't want to go through the physical changes and discomforts of pregnancy and childbirth. Another type of arrangement is **altruistic** surrogacy. With this arrangement, a woman helps out a friend or loved one without requiring a payment. Regardless of whether or not money is exchanged, most surrogates say their service is a *labour of love*.
- 3 Should surrogacy be **regulated** by the government? Commercial surrogacy is illegal in many countries, including China. Many wealthy Chinese couples hire American surrogates. Not only is commercial surrogacy legal in many US states, babies born in America become US citizens. Others who are struggling with infertility turn to countries such as India or Thailand where arrangements are less expensive and regulations aren't as strict. Without a contract, however, a surrogate has no **obligation to relinquish** the baby.
- 4 While surrogacy arrangements often have happy endings, there are several things that can go wrong. **Personality clashes**, legal disagreements, and misunderstandings about expectations are just a few. What happens if the surrogate becomes pregnant with multiples? What if an ultrasound shows that the unborn baby has a disability? What if a baby is **stillborn** and money has already been exchanged? It is not uncommon for a surrogate to become emotionally attached to a baby. What if she changes her mind and disappears?
- 5 With so many 'what ifs', many people think surrogacy should be banned altogether. Some feel money and contracts should never be tied to a human life, while others say adoption is a more **ethical** option. Would these **naysayers** change their minds if they found themselves struggling with infertility?

'A mother is she who can take the place of all others, but whose place no one else can take.'

—Cardinal Mermillod

Comprehension

Discuss these questions in pairs. Then write the answers below.

- 1 Why are some surrogates known as ' gestational mothers' ?

- 2 What is a ' social surrogacy' arrangement?

- 3 What is ' altruistic surrogacy' ?

- 4 Why might wealthy couples who aren' t American citizens choose surrogates in the US?

- 5 What types of things can go wrong in a surrogacy arrangement? Name at least three.

- 6 What ethical problem do naysayers have with surrogacy?

Vocabulary Review

Which word from page 1 is described in the sentence?

The bold words offer a hint. More than one option may be possible.

#	Sentence	Word
1	These are the people who plan to employ me to carry their baby.	
2	Her reason for doing this is that she wants to help her brother start a family.	
3	The baby died before the woman went into labour.	
4	The women didn't get along . One was very soft-spoken and the other was extremely outgoing.	
5	In this country , no money can exchange hands between the couple and the gestational mother.	
6	The woman's egg and the man's sperm are placed in a glass dish .	
7	The surrogate refused to give up the baby to the same-sex couple.	
8	The biological parents' embryo was placed into the surrogate's womb.	
9	She told the reporter that she thinks surrogacy isn't a good idea .	
10	Some people think it's morally wrong to pay a surrogate for her service.	

Discussion

How involved should surrogate mothers be after a child is born?

What costs are involved in surrogacy?

What complications would occur if a commissioning couple became pregnant naturally while waiting for a baby to be born from a surrogate?

How does surrogacy compare to foster parenting?

What is your opinion about ' social surrogacy' ?

Should surrogacy be limited to women who are infertile?

Research

IN PAIRS OR SMALL GROUPS

Baby Gammy was born with Down syndrome in 2014. His surrogate mother was from Thailand. His biological parents were from Australia. The biological parents took Gammy' s twin sister back to Australia, but left Gammy with his surrogate.

Do a little research into the case of Baby Gammy. Whose story do you believe: the story of the Thai surrogate or the story of the commissioning couple? What complications did this case involve?

Grammar Review

PRONOUNS IN RELATIVE CLAUSES

A. Reference

Relative clauses use relative pronouns (e.g. *who*, *that*, *which*) to define or give more information about a noun. In English, there are many different pronouns that you can use in relative clauses to mean the same thing. Sometimes you can even eliminate the pronoun to get the same meaning. Choosing which pronoun to use is often a case of **formality**. Look at the following charts about people, places, and things.

People		
Pronoun	Example	Usage
whom	The surrogate whom we chose is a university graduate.	formal, written English
who	The surrogate who we chose is a university graduate.	less formal
that	The surrogate that we chose is a university graduate.	even less formal, common
(none)	The surrogate we chose is a university graduate.	informal, common in speaking

Places		
Pronoun	Example	Usage
in which	The city in which our child was born is well known in India.	formal, written English
which	The hospital which our baby was born in is on the other side of town.	formal
where	The coffee shop where we met our surrogate mother was near our house.	common, natural
that	The park that we took family photos in is just over there.	informal
(none)	The town you were born in was very small.	informal



Grammar Review cont.

C. Reference cont.

Things		
Pronoun	Example	Usage
which	The contract, which we signed , outlined all of the legal requirements.	formal
that	The contract that we signed outlined the legalities.	less formal
(none)	The contract we signed has all the legal stuff.	informal

D. Practice

Work together with a partner. Make up your own sentences using these pronouns and write them below. Write three sentences each about people, places, and things. Experiment with formality. Use the topic of 'Family' for all of your sentences.

People

1. _____
2. _____
3. _____

Places

1. _____
2. _____
3. _____

Things

1. _____
2. _____
3. _____

Listening

Fill in the blanks as you listen to the recording.

SURROGACY

A labour of love

1. A surrogate mother is a woman who becomes pregnant and delivers a baby for someone else. The surrogate may or may not know the _____ parents. In some cases, the surrogate is genetically related to the baby because her egg is used. In other cases, in vitro _____ (IVF) is used. In this type of surrogacy, an embryo from the biological parents is implanted into the surrogate's womb, and she becomes the gestational mother.
2. Infertile couples, same-sex couples, singles, and even fertile women use surrogates to start or grow their families. Some commissioning parents pay a fee to the surrogate. This is called a _____ arrangement and is usually used by infertile couples. Social surrogacy is a new trend used by wealthy fertile women who don't want to go through the physical changes and discomforts of pregnancy and childbirth. Another type of arrangement is altruistic surrogacy. With this arrangement, a woman helps out a friend or loved one without requiring a payment. _____ of whether or not money is exchanged, most surrogates say their service is a *labour of love*.
3. Should surrogacy be _____ by the government? Commercial surrogacy is illegal in many countries, including China. Many wealthy Chinese couples hire American surrogates. Not only is commercial surrogacy legal in many US states, babies born in America become US citizens. Others who are struggling with infertility turn to countries such as India or Thailand where arrangements are less expensive and regulations aren't as strict. Without a contract, however, a surrogate has no obligation to _____ the baby.
4. While surrogacy arrangements often have happy endings, there are several things that can go wrong. Personality clashes, legal disagreements, and _____ about expectations are just a few. What happens if the surrogate becomes pregnant with multiples? What if an ultrasound shows that the unborn baby has a disability? What if a baby is stillborn and money has already been _____? It is not uncommon for a surrogate to become emotionally attached to a baby. What if she changes her mind and disappears?
5. With so many 'what ifs', many people think surrogacy should be _____ altogether. Some feel money and contracts should never be tied to a human life, while others say adoption is a more ethical option. Would these _____ change their minds if they found themselves struggling with infertility?

Answer Key

LESSON DESCRIPTION:

Students read about the different types of surrogacy arrangements and discuss the things that can go wrong. This lesson includes a vocabulary review exercise, comprehension questions, discussion questions, and grammar practice.

LEVEL: High Int – Adv

TIME: 1.5–2 hours

TAGS: discussion, surrogacy, parenting, family, surrogate mother, adoption, infertility, babies

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote and how it relates to surrogacy. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 8. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Some surrogates are known as 'gestational mothers' because they aren't biologically related to the baby.
2. Social surrogacy is used by wealthy fertile women who don't want to go through the physical changes and discomforts of pregnancy and childbirth.
3. Altruistic surrogacy is surrogacy that is done without the exchange of money.
4. Wealthy couples who aren't American citizens may choose surrogates in the US because the baby would become an American citizen. The surrogacy laws may also be more lenient in America.
5. Personality clashes, legal disagreements, and misunderstandings about expectations are just a few things that could go wrong in a surrogacy arrangement.
6. Some people feel that it's wrong to exchange payment for a human life. They think adoption is a better alternative.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

- | | |
|----------------------|---------------------------|
| 1. commission | 6. in vitro fertilisation |
| 2. altruistic | 7. relinquish |
| 3. stillborn | 8. genetic |
| 4. personality clash | 9. naysayer |
| 5. regulate | 10. ethical |

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Research

Answers will vary.

Can be done individually or in small groups or pairs.

Grammar Review

Listening

1. intended, fertilisation
2. commercial, Regardless
3. regulated, relinquish
4. misunderstandings, exchanged
5. banned, naysayers

Paternity Leave

*"It is a wise father
that knows his own child."*

—William Shakespeare

Pre-Reading

A. Warm-Up Questions

1. What roles do new fathers have in your native country?
2. Should parental leave benefits be gender-neutral?
3. How do mothers and fathers parent their children differently? *What part of speech is "parent" in this question?*



B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|-----------------------|--|
| ___ 1. maternity | a) to develop a close relationship |
| ___ 2. eligible | b) related to motherhood |
| ___ 3. paternity | c) to behave toward someone in a certain way |
| ___ 4. pass up | d) resistant, not ready or willing to make a change |
| ___ 5. reluctant | e) to refuse or decline a good opportunity |
| ___ 6. treat | f) to have the right to do something |
| ___ 7. bond | g) related to fatherhood |
| ___ 8. make ends meet | h) to convince |
| ___ 9. coax | i) to have enough money for life's necessities |
| ___ 10. pacifier | j) something that takes away a person's freedom |
| ___ 11. burden | k) a nipple-shaped object that a baby sucks on for comfort |

Reading

PATERNITY LEAVE

Daddy's on Diaper Duty

1. In most countries around the world, new mothers take **maternity** leave after they have a baby. The amount of pay and time off they receive depends on their government and employer. In some countries, fathers are **eligible** for parental leave. **Paternity** leave is becoming more common as gender equality improves in the workplace.
2. Even though some companies offer a paid paternity leave, many men do not take it. Why would dads **pass up** this benefit and opportunity? Some **reluctant** dads worry about their careers. They don't want to miss a chance at getting a raise. Will their bosses **treat** them differently when they return to work? Many fear they will be viewed as lazy. Although they want to be at home with their family, they don't want to be laid off when their company downsizes.
3. Some fathers take paternity leave despite the lack of a benefit package. They use up vacation or sick days to **bond** with their newborns. The father may quit his job altogether if his partner earns a higher income. This makes it easier for the family to **make ends meet** on one salary.
4. One thing that men can't do is nurse their newborns. Is this nature's way of saying that babies should be with their mothers? Some new fathers feel they work harder than their female partners. **Coaxing** a fussy baby to take a bottle or a **pacifier** is not an easy job!
5. In countries where parental leave is not paid, the primary caregiver may be someone other than the mother or father. This is common in the United States, where many employers do not pay for parental leave. When both parents have to work, the **burden** of childcare often falls on the grandparents. What effect does this have on a family?

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. Why is paternity leave becoming more common?
2. Why are many men reluctant to take paternity leave even if they are eligible?
3. Why do some men quit their jobs after a baby is born?
4. Why do some new fathers feel they have it harder than their female partners?
5. Why is the United States mentioned in this reading?

Vocabulary Review

Which word from page 1 is described in the sentence?
More than one option may be possible.

#	Sentence	Word
1	The employee rules state that a father is allowed to take 12 weeks of the paid parental leave.	
2	The father and baby are getting to know each other by cuddling and reading stories together.	
3	The grandparents were happily retired. Now they are responsible for their grandson's childcare.	
4	If she doesn't go back to work, we won't have enough money to buy groceries.	
5	My husband isn't sure about taking paternity leave. He doesn't want to miss out on a raise.	
6	She doesn't know who the father of the baby is. They are going to run a blood test.	
7	I convinced him to take three weeks of paternity leave!	
8	She's kind to everyone except her own husband. I can't believe the way she talks to him.	
9	The baby won't stop crying. Where is her plug?	
10	He could have had three months off with pay, but he declined.	

Grammar Review

DOES THIS SURPRISE YOU?

A. Describing Unexpected Situations

There are a few different English words and expressions for describing unexpected situations. Some are followed by a noun. Others are followed by subject, verb, object (SVO). Read the dialogues with a partner. Take turns being A and B. Can you find a pattern in the comma placement?

despite | in spite of + NOUN

- A: Despite the offer, he didn't take the paternity leave.
B: Really? That's surprising!
A: He didn't take the paternity leave in spite of the offer.
B: That's crazy! Why didn't he?

despite the fact that | in spite of the fact that + SVO

- | | |
|--|--|
| A: Despite the fact that the baby was three hours old, the dad went to work. | A: In spite of the fact that his boss said no, the man took a week off work. |
| B: No way! What did the mother think? | B: Good for him. That's brave! |

even though | although | though + SVO

- | | | |
|---|--|--|
| A: Even though his wife was in labor, he went golfing with his friends. | A: Though his friends went surfing, Max stayed home with the baby. | A: Benji stayed home with the baby although he wanted to go golfing. |
| B: Are you serious? That's ridiculous! | B: He did? He must really love that baby. | B: I'm shocked. Benji loves golfing! |

B. Writing

Work together to make up some of your own sentences using these words and expressions. Experiment with sentence structure.

Discussion Questions

- How do babies and older children benefit from a father taking paternity leave?
- What responsibility should a government have when it comes to parental leave benefits?
- What can mothers or childcare workers do to help working fathers feel more involved in the lives of their newborns?
- How have paternal benefits changed in your country since you were a baby?

Critical Thinking

IN PAIRS OR SMALL GROUPS

How would society change if all employees were eligible for a “family leave benefit”? Work together with a group to come up with a benefit package that makes sense for everyone. How much time off and pay would families receive? Why would this benefit the employer and the government as well?

Listening – Gap Fill

PATERNITY LEAVE

Daddy's on Diaper Duty

- 1. In most countries around the world, new mothers take **maternity** leave after they have a baby. The amount of pay and time off they receive depends on their _____ and employer. In some countries, fathers are **eligible** for parental leave. **Paternity** leave is becoming more common as gender equality improves in the workplace.
- 2. _____ some companies offer a paid paternity leave, many men do not take it. Why would dads **pass up** this benefit and opportunity? Some **reluctant** dads worry about their careers. They don't want to miss a chance at getting a raise. Will their bosses **treat** them differently when they return to work? Many fear they will be viewed as _____. Although they want to be at home with their family, they don't want to be laid off when their company downsizes.
- 3. Some fathers take paternity leave despite the lack of a benefit package. They use up vacation or sick days to **bond** with their newborns. The father may quit his job _____ if his partner earns a higher income. This makes it easier for the family to **make ends meet** on one salary.
- 4. One thing that men can't do is nurse their newborns. Is this nature's way of saying that babies should be with their mothers? Some new fathers feel they work harder _____ their female partners. **Coaxing** a fussy baby to take a bottle or a **pacifier** is not an easy job!
- 5. In countries where parental leave is not paid, the _____ caregiver may be someone other than the mother or father. This is common in the United States, where many employers do not pay for parental leave. When both parents have to work, the **burden** of childcare often falls on the grandparents. What effect does this have on a family?

- 5. primary
- 4. than
- 3. altogether
- 2. Even though, lazy
- 1. government

ANSWERS:

Answer Key

LESSON DESCRIPTION:

Students read about the reasons why some fathers take time off work when their children are born. The lesson includes vocabulary review exercises, comprehension questions, discussion questions, and grammar practice.

LEVEL: Intermediate–Advanced

TIME: 1.5–2 hours

TAGS: discussion, parenting, family, business, Father’s Day, babies, children, unexpected situations, despite, although

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the quote. You may also want to discuss how the role of fatherhood has changed since Shakespeare’s time.

B. VOCABULARY PREVIEW

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

Extension: Show your students how “pass up” is a separable phrasal verb (pass up something OR pass something up.) This expression is often used with offers, invitations, or rare opportunities. You may also want to introduce the related expression “to take advantage of” or “to not take advantage of.”

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Paternity leave is becoming more common due to increased gender equality in the workplace.
2. Many men are reluctant to take paternity leave even if they are eligible because they fear the risks. They don’t want to get laid off or get treated differently. They don’t want coworkers to think they are lazy.
3. Some men quit their jobs after a baby is born because their partners earn more money.
4. Some new fathers feel they have it harder than their female partners because they can’t nurse their babies. They have to soothe their babies in other ways. (Make sure that your students know that the word “soothe” means “comfort.” You may also want to introduce the fact that many families use a different word for used for “pacifier,” such as soother, binky, sookie, sussy, sucky, or dummy. It might be fun to hear this word in other languages.)
5. The United States is mentioned in this reading because this is a country where many parents do not receive paid leave, and mothers and fathers have to rely on grandparents for childcare.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

- | | |
|-------------------|--------------|
| 1. eligible | 6. paternity |
| 2. bond | 7. coax |
| 3. burden | 8. treat |
| 4. make ends meet | 9. pacifier |
| 5. reluctant | 10. pass up |

Grammar Review

Discussion Questions & Critical Thinking

Individual answers.

Can be done individually or in small groups or pairs.

Diets

*I am on a seafood diet.
I see food, and I eat it.*

Pre-Reading

A. Warm-Up Questions

1. Have you ever gone on a diet?
What type of diet was it?
2. What was your reason for changing your diet?
3. What are some other reasons people have for going on diets?
4. Why do most diets NOT result in long-term weight loss?



B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------|--|
| ___ 1. last | a) recording information |
| ___ 2. tracking | b) popular for a short time |
| ___ 3. regardless | c) plain to see |
| ___ 4. fad | d) altered during preparation (often with chemicals and additives) |
| ___ 5. intermittent | e) to work or fight hard to achieve something |
| ___ 6. fasting | f) not cooked, natural |
| ___ 7. processed | g) not eating at all for a certain period |
| ___ 8. struggle | h) irregular, on and then off |
| ___ 9. raw | i) no matter what, anyway |
| ___ 10. visible | j) to continue until a certain point |

Reading

DIETS

Are they good for you?

1. Have you ever gone on a diet? How long did your diet **last**? Weight loss is the number one reason people have for dieting. The weight-loss industry is worth billions of pounds globally. There are hundreds of diets on the market. Some diets require you to pay money for special food. Others charge for food **tracking** services. Most dieters have trouble keeping weight off **regardless** of the programme they choose.
2. Every year, a new **fad** diet claims to be the number 1 weight-loss solution. One diet (South Beach) recommends eating before getting hungry. Another (**Intermittent Fasting**) focuses on time-restricted eating (no food between 8:00 pm and 2:00 pm). The Paleo (caveman) diet limits food intake to anything that was available half a million years ago. What **processed** foods have you **struggled** to give up?
3. Not all dieters have weight-loss goals. Some make dietary changes to improve their overall health. Others change their diet in response to a health scare or allergy in the family. Becoming a weekday vegetarian is a popular new diet that addresses environmental and economic concerns. Have you ever gone on a **raw** food diet?
4. The 'see food diet' may be a joke, but there is also some truth to it. We are more likely to eat what's in front of us than to go searching for food. We're also more likely to eat **visible** food even when we aren't hungry. Keeping a bowl of fruit on the kitchen counter may be the best diet idea anyone has ever tried.

Comprehension

Discuss these questions in pairs and write the answers in your notebook.

1. According to the reading, what industry is worth a lot of money?
2. Why does the reading mention tracking?
3. What is paragraph 2 mainly about?
4. Where would the following sentence fit best between two sentences in the reading?

*If you eat a lot of pre-packaged food,
you could not last long on this diet.*

5. Besides weight loss, what other reasons for dieting are mentioned?

Vocabulary Review

A. Complete the Sentence

Find a word from the vocabulary on page 1 to replace the words in parentheses in the following sentences.

1. The kids prefer carrots that are _____ rather than cooked.
(fresh)
2. I _____ with sticking to my diet when I'm away on business.
(battle)
3. I continue to put on weight _____ of how much I exercise.
(no matter)
4. _____ foods like chips and crackers are usually high in salt.
(Pre-packaged)
5. I prefer _____ my steps than my calories.
(recording)

Vocabulary Review cont.

B. Phrase Match

Match the sentences on the left with their opposites on the right.

- | | |
|--|-----------------------------------|
| _____ 1. It's just a fad! | a) It lasted all day. |
| _____ 2. It was an intermittent problem. | b) They were nowhere to be found. |
| _____ 3. It was a real struggle. | c) It's a classic. |
| _____ 4. They're tracking your every move. | d) Nobody pays any attention. |
| _____ 5. They were clearly visible. | e) It was a piece of cake. |

Discussion

1. In your opinion, what's the best way to lose weight and keep it off?
2. Do you think fasting is dangerous? Explain your reasoning.
3. Which is more important for good health, diet or exercise?
4. Do you often eat when you're not hungry?
When are you more likely to do this?
5. Why are we so addicted to processed foods?

Grammar Review

GO ON

A. Introduction

The present perfect form is used to express an experience. You can use 'have gone on' (+ *noun*) to describe things you have tried in the past with no specific time in mind.

B. Class Survey

The verb 'go on' is used with many other things besides diets. Walk around the class and ask your classmates questions to find out if they have 'gone on' the following things. Answer your classmates in complete sentences. Try to follow up with at least one question.

Have you ever...?	Classmate	Yes	No
a diet			
a shopping spree			
a cruise			
strike			
a blind date			
an aeroplane			
a roller coaster			
a guided tour			
a trip overseas			
awaterslide			

Reminder

To form the present perfect tense, use **have/has + past participle**.

- She **has gone** on a diet before.
- I **have never gone** on a shopping spree.

Example #1

Q: Have you gone on a diet?

A: Yes, I've gone on a diet.

Q: Which diet have you gone on?

A: I've gone on a sugar-free diet.

Example #2

Q: Have you ever gone on a diet?

A: No, I have never gone on a diet.

Q: Why not?

A: I love food too much.

Listening

Fill in the blanks as you listen to the recording.

DIETS

Are they good for you?

1. Have you ever gone on a diet? How long did your diet _____? Weight loss is the number one reason people have for dieting. The weight-loss industry is worth billions of pounds globally. There are hundreds of diets on the market. Some diets require you to pay money for special food. Others charge for food tracking services. Most dieters have trouble keeping weight off _____ of the programme they choose.
2. Every year, a new _____ diet claims to be the number 1 weight-loss solution. One diet (South Beach) recommends eating before getting hungry. Another (Intermittent Fasting) focuses on time-restricted eating (no food between 8:00 pm and 2:00 pm). The Paleo (caveman) diet limits food intake to anything that was available half a million years ago. What _____ foods have you struggled to give up?
3. Not all dieters have weight-loss goals. Some make dietary changes to improve their overall health. Others change their diet in response to a health scare or allergy in the family. Becoming a weekday _____ is a new popular diet that addresses environmental and economic concerns. Have you ever gone on a _____ food diet?
4. The 'see food diet' may be a joke, but there is also some truth to it. We are more likely to eat what's in front of us than to go searching for food. We're also more likely to eat _____ food even when we aren't _____. Keeping a bowl of fruit on the kitchen counter may be the best diet idea anyone has ever tried.

Answer Key

LESSON DESCRIPTION:

Students read about fad diets and why people go on them. They discuss dieting and practise asking questions using the present perfect.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: discussion, diet, diets, dieting, health, food, weight, body, fad diets, fasting, present perfect, go on

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the bad joke and how it relates to dieting.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- According to the reading, the weight-loss industry is worth a lot of money.
- The reading mentions food tracking as a type of service some diet programs offer if you pay.
- Paragraph 2 is mainly about different types of fad diets.
- Paragraph 2, between lines 5 and 6: The Paleo (caveman) diet limits food intake to anything that was available half a million years ago. If you eat a lot of pre-packaged food, you could not last long on this diet. What processed foods would you struggle to give up?
- Besides weight loss, people go on diets for health reasons, allergies, and environmental or economic concerns.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | | |
|-------------|---------------|-------------|
| 1. raw | 3. regardless | 5. tracking |
| 2. struggle | 4. Processed | |

B. PHRASE MATCH

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

Grammar Review

Review the present perfect tense with your students. Help them formulate questions using 'Have you ever gone on...?' Invite students to walk around the room and complete the class survey. Help them with their sentence formation if necessary.

Discussion

Answers will vary.

Listening

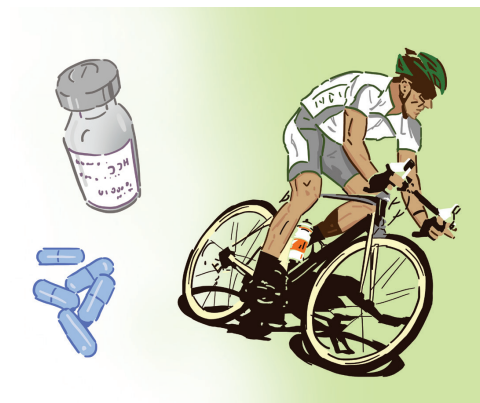
- | | |
|---------------------|--------------------|
| 1. last, regardless | 3. vegetarian, raw |
| 2. fad, processed | 4. visible, hungry |

Steroids

Pre-Reading

A. Warm-Up Questions

1. What is doping?
2. Do you think performance-enhancing drugs should be illegal in sports?
3. How do you feel when athletes are stripped of their titles because of doping?



B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|-----------------------------|---|
| _____ 1. prescription drug | a) causing a person to want more of something |
| _____ 2. fatigue | b) to prevent one from reaching his or her full adult height |
| _____ 3. regulate | c) a type of drug that a medical professional prescribes |
| _____ 4. ban | d) a pill or health product that provides nutrients one isn't getting from food |
| _____ 5. strip | e) pure, innocent |
| _____ 6. scandal | f) financial assistance in exchange for advertising |
| _____ 7. sponsorship | g) tiredness |
| _____ 8. clean | h) to take away |
| _____ 9. dietary supplement | i) an act that causes the public to be very disappointed or angry |
| _____ 10. stunt the growth | j) to control through supervision |
| _____ 11. addictive | k) no matter what |
| _____ 12. at all costs | l) to disallow entirely |

Reading

STEROIDS

Winning at All Costs

1. Steroids are **prescription drugs** that increase muscle mass and help prevent **fatigue**. Anabolic steroids are known as performance-enhancing drugs. They are banned in many professional sports leagues and competitions. Despite the risk of failing drug tests, athletes dope because they want to be the best of the best.
2. Many athletes have been **stripped** of their medals, trophies, and records due to steroid **scandals**. Ben Johnson, who was once called “the Fastest Man in the World,” lost his 1988 Olympic gold medal. Runner Marion Jones lost five Olympic medals and was banned from the Beijing games. These days, steroids are often associated with the sport of cycling. Lance Armstrong lost his Nike **sponsorship** because of a steroid scandal. Like many athletes before him, Armstrong promised his fans he was **clean**. However, in 2012, the International Cycling Union reviewed the evidence and stripped Armstrong of his seven Tour de France titles.
3. Some people think steroids should be **regulated** rather than **banned**. If everyone had access to steroids, would these drugs still be a form of cheating? Statistics suggest that steroid use by athletes improves the experience for spectators. But at what cost? Not only can steroid use ruin an athlete’s reputation, improper steroid use can cause serious health problems. Studies suggest it can **stunt the growth** of teenagers and become **addictive** after long-term use. These risks don’t stop athletes and coaches who want to win **at all costs**.
4. Other performance enhancers have also been banned from sports. These include non-textile swimwear and high-tech basketball shoes. What about **dietary supplements** or top-paid coaches? Do athletes with access to these forms of enhancement have an unfair advantage too?

“The sad thing about doping is how much it obscures our appreciation of greatness.”

—Malcolm Gladwell, journalist

Comprehension

Discuss these questions in pairs, and write the answers in the spaces below.

1. Why do athletes dope?

2. What was Ben Johnson known as before he was caught using steroids?

3. Why does the reading mention Nike?

4. What other examples of performance enhancers are mentioned?

5. What can happen to teenagers who use steroids?

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. Lance Armstrong's fans were surprised to find him in a steroid _____.
2. Some people believe that smoking can _____ of teenagers.
3. The swim team that was on steroids wanted to win _____.
4. After the drug test, the cyclist was _____ of his medals.
5. Some people become _____ to prescription drugs.

Vocabulary Review cont.

B. Chunking

Create six words or expressions by pairing the words that are commonly found together in English. Then write a sentence for each example.

Word List

- | | | | |
|-----------|------------|----------------|--------------|
| • at all | • drug | • muscle | • steroid |
| • costs | • enhancer | • performance | • supplement |
| • dietary | • mass | • prescription | • use |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Discussion Questions

1. Do you think steroid use in sports is unethical? Why or why not?
2. How does steroid use in sports differ from cosmetic surgery in beauty pageants?
3. Should steroids be allowed in a sport such as bodybuilding or wrestling?
4. Who contributes to doping scandals in sports besides athletes?

Critical Thinking

Work with a partner and discuss this question.

Even though drug testing is becoming more accurate, new drugs are becoming more difficult to detect. Do you think competitive athletes and trainers who participate in doping programs enjoy the challenge of passing drug screenings?

Listening – Gap Fill

STERIODS

Winning at All Costs

1. Steroids are prescription drugs that increase _____ and help prevent _____. Anabolic steroids are known as performance-enhancing drugs. They are _____ in many professional sports leagues and competitions. Despite the risk of failing drug tests, athletes dope because they want to be the best of the best.
2. Many athletes have been stripped of their medals, _____, and records due to steroid scandals. Ben Johnson, who was once called “the Fastest Man in the World,” lost his 1988 Olympic gold medal. Runner Marion Jones lost five Olympic medals and was banned from the Beijing games. These days, steroids are often associated with the sport of cycling. Lance Armstrong lost his Nike sponsorship because of a steroid _____. Like many athletes before him, Armstrong promised his fans he was clean. However, in 2012, the International Cycling Union reviewed the _____ and stripped Armstrong of his seven Tour de France titles.
3. Some people think steroids should be regulated rather than banned. If everyone had access to steroids, would these drugs still be a form of _____? Statistics suggest that steroid use by athletes improves the experience for spectators. But at what cost? Not only can steroid use ruin an athlete's reputation, improper steroid use can cause serious health problems. Studies suggest it can stunt the growth of teenagers and become _____ after long-term use. These risks don't stop athletes and coaches who want to win at all costs.
4. Other performance enhancers have also been banned from sports. These include non-textile swimwear and _____ basketball shoes. What about dietary supplements or top-paid coaches? Do athletes with _____ to these forms of enhancement have an unfair advantage too?

1. muscle mass, fatigue, banned
2. trophies, scandal, evidence
3. cheating, addictive
4. high-tech, access

ANSWERS:

Answer Key

LESSON DESCRIPTION:

Students read about steroid use in sports.
They discuss whether steroid use should be considered a form of cheating or not.
The lesson includes vocabulary review exercises and discussion questions.

LEVEL: Intermediate–Advanced

TIME: 1.5–2 hours

TAGS: discussion, sports, steroids, doping, drugs, Lance Armstrong, Olympics, scandal, health

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Athletes take steroids because they want to be the best of the best.
2. Ben Johnson was known as “the Fastest Man in the World” before he was caught using steroids.
3. The reading mentions Nike because this company cut its sponsorship deal with Lance Armstrong during Armstrong’s steroid scandal.
4. Other examples of performance enhancers include high-tech shoes and non-textile swimsuits. Top-paid coaches are also mentioned.
5. Steroids may stunt the growth of teenagers.

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | |
|---------------------|-------------|
| 1. scandal | 4. stripped |
| 2. stunt the growth | 5. addicted |
| 3. at all costs | |

B. CHUNKING

Answers will vary for sentences.

- | | |
|-------------------------|-----------------------|
| 1. at all costs | 4. muscle mass |
| 2. prescription drug | 5. steroid use |
| 3. performance enhancer | 6. dietary supplement |

Discussion Questions

Answers will vary.

Can be done individually or in small groups or pairs.

Critical Thinking

Answers will vary.

Obesity

Pre-Reading

A. Warm-Up Questions

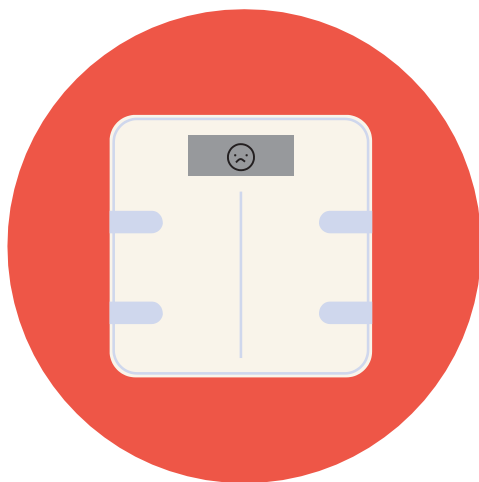
1. Why do people overeat?
2. Which parts of the world have the highest obesity rates?
3. What is an epidemic?
4. What types of food are high in fiber?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------------|---|
| _____ 1. obesity | a) healthy to eat |
| _____ 2. sign | b) the problem of being overweight |
| _____ 3. overeat | c) related to the financial wellness of an area |
| _____ 4. public health | d) the health of a community |
| _____ 5. nutritious | e) a carbohydrate that helps you digest food |
| _____ 6. fiber | f) an indication |
| _____ 7. lack | g) not enough of something |
| _____ 8. timetable | h) a personal schedule |
| _____ 9. economic | i) to eat more than you need |
| _____ 10. life expectancy | j) how long you will likely live |



Reading

OBESITY

How big will this problem get?

1. Did you know that **obesity** was once a **sign** of the rich and famous? Only those who had money were able to **overeate**. These days, obesity is a **public health** problem in many nations. Food is cheaper than it used to be. Obesity affects the rich and the poor. In 2010, at least 50% of Americans were overweight. Health experts warned that this number would rise above 80% by 2020.
2. Why is obesity increasing? The number one reason is food choice. We know which foods are fattening, but we eat them anyway. Our busy lifestyles are part of the problem. Many people eat fast food because they don't have time to cook. Restaurant food is typically less **nutritious** than home-cooked food. It is high in sugar and fat and contains less **fiber**.
3. Another cause of obesity is **lack** of exercise. We may be busy, but that doesn't mean we're moving. People work at computer desks and sit in cars or on trains. Walking to school or playing sports after work does not fit into our **timetable**.
4. Obesity isn't only a health problem. It is also an **economic** concern. Treating diabetes and heart conditions is very costly. Even children require medical attention for obesity. Did you know that an obese person's **life expectancy** is similar to a smoker's? Obesity cuts off about eight to ten years of one's life.

“We allow things to be sold that should not be called food. Many have no nutritive value and lead to obesity, salt imbalance, and allergies.”

—David Suzuki

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. Why does the reading mention the rich and famous?
2. What is the main reason obesity is an increasing problem?
3. How does a busy lifestyle add to the problem of obesity?
4. How does obesity affect the economy?
5. What statistic is shared at the end of the reading?

Vocabulary Review

A. Word Forms

Indicate whether the following words are adjectives, verbs, or nouns.

Practice making sentences out loud with a partner.

Take turns using both forms.

- | | |
|--------------------|-----------------|
| 1. economic _____ | 4. obese _____ |
| economy _____ | obesity _____ |
| 2. nutrition _____ | 5. health _____ |
| nutritious _____ | healthy _____ |
| 3. expect _____ | |
| expectancy _____ | |

B. Odd One Out

Choose the word or phrase that does NOT belong in the group.

- | | | |
|------------------|---------------|--------------------|
| 1. a) warning | 3. a) lack | 5. a) indulge |
| b) sign | b) not enough | b) life expectancy |
| c) economy | c) fiber | c) overeat |
| d) indication | d) missing | d) feast |
| 2. a) nutritious | 4. a) public | |
| b) healthy | b) schedule | |
| c) good for you | c) timetable | |
| d) overeat | d) plans | |

Discussion

- | | |
|---|---|
| 1. Which countries (or cultures) do not suffer from obesity? Why do you think this is? | 3. How can governments reduce obesity? |
| 2. Is childhood obesity a form of abuse? Is it a parent's job to make sure his or her child has proper nutrition? | 4. Which is a bigger global problem, obesity or starvation? |

Listening

Fill in the blanks as you listen to the recording.

OBESITY

How big will this problem get?

1. Did you know that _____ was once a _____ of the rich and famous? Only those who had money were able to _____. These days, obesity is a _____ health problem in many nations. Food is cheaper than it used to be. Obesity affects the rich and the poor. In 2010, at least 50% of Americans were overweight. Health experts warned that this number would rise above 80% by 2020.
2. Why is obesity increasing? The number one reason is food choice. We know which foods are _____, but we eat them anyway. Our busy lifestyles are part of the problem. Many people eat fast food because they don't have time to cook. Restaurant food is typically less _____ than home-cooked food. It is high in sugar and fat and contains less _____.
3. Another cause of obesity is _____ of exercise. We may be busy, but that doesn't mean we're moving. People work at computer desks and sit in cars or on trains. Walking to school or playing sports after work does not fit into our _____.
4. Obesity isn't only a health problem. It is also an _____ concern. Treating diabetes and heart conditions is very costly. Even children require medical attention for obesity. Did you know that an obese person's _____ is similar to a smoker's? Obesity cuts off about eight to ten years of one's life.

Answer Key

LESSON DESCRIPTION:

Students read about the causes and health problems associated with obesity. They learn and practice related vocabulary and discuss childhood obesity.

LEVEL: Int

TIME: 1–2 hours

TAGS: obesity, health, diabetes, childhood obesity, discussion, junk food, fast food, sugar

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 4. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

- The reading mentions the rich and famous because long ago, these were the only people who were obese.
- The main reason obesity is an increasing problem is because people do not make wise food choices.
- A busy lifestyle adds to the problem of obesity because people don't have enough time to cook homemade food. Restaurant food is more fattening.
- Obesity affects the economy because it is expensive to treat health problems. Even children require medical attention for obesity.
- At the end of the reading, it says that life expectancy is reduced by 8 to 10 years. This is comparable to a smoker's life expectancy.

Vocabulary Review

A. WORD FORMS

Sentences will vary.

- | | |
|--------------------|--------------------|
| 1. adjective, noun | 4. adjective, noun |
| 2. noun, adjective | 5. noun, adjective |
| 3. verb, noun | |

B. ODD ONE OUT

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

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Listening

- obesity, sign, overeat, public
- fattening, nutritious, fiber
- lack, timetable
- economic, life expectancy

SPELLING NOTE:

This lesson shows the American spelling of the words *Fiber* and *Practice*. Most other English-speaking countries spell these words this way: *Fibre* and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Organic Food

Is organic food more nutritious than conventional food? Does organic food taste better? In this lesson, you will learn *5 Facts About Organic Food*. These facts will help you make informed decisions at the grocery store or farmers' market.

Pre-Reading

A. Warm-Up Questions

1. What are the main differences between organic and conventional food?
2. How do you know if a type of food is organic or not?
3. Are you personally concerned about chemicals in your food?
4. What is a "health nut"? Do you think this word has negative or positive connotations?

B. Quote

Discuss the following quote:

"As for butter vs. margarine, I trust cows more than chemists."

—Joan Gussow, food policy expert



Did you wash it first?

It's important to wash fruits and vegetables whether they are organic or not. Even food with inedible rinds (e.g., carrots, mangoes, oranges) should be washed, because contaminants can seep into the produce when you cut into it.

Wash your hands before you wash your produce!

C. Chemicals

Review the following definitions.

Pesticides

A pesticide is a type of chemical that keeps pests such as insects away from a crop.

Fertilizers

A fertilizer is a type of chemical that helps plants or animals grow and reproduce.

Reading

5 Truths about Organic Food

1. *Organic food standards differ by country.*

Each country has its own requirements for organic certification. In countries where organic laws exist, the government oversees certification. Farmers themselves can pay a fee to have their farms certified.

2. *Organic food benefits differ by product.*

Some people say that organic food is healthier than conventional food. Others feel that organic food tastes better. There is little scientific proof that organic food in general has a higher nutritional value, though some studies show that organic milk and organic tomatoes do have more nutrients. Some conventional produce like potatoes, apples, and strawberries contain more chemicals than organic varieties, though organic produce with a thick skin (e.g., avocados, onions, and pineapples) have no known health benefits.

3. *Organic food prices differ from conventional food prices.*

Organic food comes with a higher price tag. This is because it costs farmers much more money to produce organic food. Organic certification and organic farming methods are expensive. As a result, the consumer pays about 20–100% more for organic food at the market or grocery store.

4. *Organic food differs from natural food.*

To avoid paying for certification, some producers use other terms besides “organic” on their labeling. If you see “natural” or “authentic” on a food product, it is not certified organic. The food may still be organic, but the producer is not legally allowed to label it this way because a fee has not been paid to a certification body, such as the USDA Certified Organic program.

5. *Organic food production differs from conventional food production.*

In the US and some other countries, food that is legally *organic* is produced without the use of chemical pesticides and fertilizers. This is better for the earth and air and helps reduce the impact of global warming. Those who feel strongly about animal welfare also choose organic food. Livestock on organic farms are fed, housed, and bred in a humane way. Growth hormones aren't used, and animals have access to outdoor spaces.

Did you know?

The Environmental Protection Agency has not discovered any serious health risks associated with ingesting small amounts of pesticides found on conventional food. Scientists, however, believe that future studies will link health problems with long-term exposure to pesticides.

Comprehension

Read the statements below.

If the statement is true, write T beside the sentence.

If it is false, write F and correct the information on the line.

_____ 1. Organic tomatoes have no known health benefits compared to conventional tomatoes.

_____ 2. Consumers pay approximately 20-100% more for conventional food than organic food.

_____ 3. Livestock on organic farms have access to outdoor spaces.

_____ 4. By choosing organic food, consumers can help reduce the impact of global warming.

_____ 5. Other than the cost, *natural food* is the same thing as *organic food*.

Role-Play

ASK THE FARMER

Do you buy produce from a farmers' market or local food stand? Here are some questions you may want to ask about the food you are buying. Practice asking and answering these questions with a partner. One of you will be the farmer and the other will be a health nut who has many questions about the produce.

Questions:

- Are these certified organic?
- Is this all locally grown?
- Are these in season?
- Are these ripe?
- Do you use pesticides?
- How do you manage pests?
- What are the animals fed?
- Has the lettuce been washed?
- Is the corn genetically modified?

Vocabulary Review

A. Odd One Out

Choose the word or phrase that does NOT belong in each group.

- | | | |
|--|--|---|
| 1. a) pesticide
b) fertilizer
c) vinegar
d) herbicide | 3. a) healthy
b) conventional
c) good for you
d) nutritious | 5. a) kind
b) humane
c) authentic
d) considerate |
| 2. a) eat
b) ingest
c) consume
d) nutrient | 4. a) monitor
b) oversee
c) regulate
d) exposure | 6. a) certified
b) guaranteed
c) authentic
d) costly |

B. Complete the Sentences

Complete the sentence with a word from the word list to the right.
You may need to change the word form or ending.

1. There is no _____ value in candy.
2. _____ use contributes to global warming.
3. The _____ process for organic farms is costly.
4. It is _____ to keep so many chickens in this small space.
5. The USDA _____ food safety in America.
6. Organic fruit and _____ fruit need to be washed thoroughly.
7. _____ is an environmental problem that increases our _____ to UV rays.
8. Wash the lettuce so that you don't _____ any bacteria or pesticides.

Word List

- pesticide
- oversee
- nutritional
- ingest
- certification
- conventional
- global warming
- exposure
- inhumane

Grammar Practice

A. Prefer Vs. Rather

The words *prefer* and *rather* have similar functions. These words help you identify which you like better out of two or more options. Let's review how to use both options correctly.

	Prefer	Rather
Meaning	Prefer is a verb that means "to like better."	Rather is an adverb that means "preferably."
Uses	Prefer can be used with a <i>gerund</i> or <i>infinitive</i> . • I prefer to eat organic food. • I prefer paying less money for conventional food. • I prefer going to the farmers' market.	Rather is usually used after the modal <i>would</i> , followed by a verb. • I would rather buy organic eggs. • I would rather pay less for groceries. • Would you rather eat in or go out for dinner?
	Prefer can also be used before a <i>noun</i> . • I prefer organic food to conventional food. • I prefer beef to chicken. • I prefer organic milk.	In informal English, you may hear <i>would rather</i> followed by a noun. This means that the speaker has omitted the verb <i>have</i> . Mike: Do you want salad for dinner? Jesse: I would rather a hamburger. (I <i>would rather have</i> a hamburger.)
	Prefer can also be used in a <i>question</i> . • Which do you prefer? • What would you prefer? • Why do you prefer organic tomatoes to conventional tomatoes?	

Common Errors

Here are some common errors with *prefer* / *rather*. Be careful that you don't use *rather* as a verb.

- I would rather ~~to~~ eat organic food.
- I ~~rather~~ organic food. (*prefer*)

Grammar Practice cont.

B. Practice

Choose which option belongs in the blank, *rather* or *prefer*.

1. I _____ homegrown tomatoes to store-bought tomatoes.
(rather / prefer)
2. Would you _____ use chemicals or not?
(rather / prefer)
3. Which do you _____ , cow's milk or goat's milk?
(rather / prefer)
4. Why do you _____ buying organic food?
(rather / prefer)
5. She would _____ pay five extra dollars for the organic oranges.
(rather / prefer)

Writing

Use what you learned in this lesson and do a little research of your own. Then write your own list. Use the title below, or change it to *5 Reasons NOT to Buy Organic Food*.

5 Reasons to Buy Organic Food

- | | |
|----------------------------|----------------------------|
| 1. _____

_____ | 4. _____

_____ |
| 2. _____

_____ | 5. _____

_____ |
| 3. _____

_____ | |

Answer Key

LESSON DESCRIPTION:

In this lesson, students read some interesting facts about organic food. They practice asking a farmer questions and come up with their own reasons about why to buy organic food or conventional food. They also review how to express preferences using *rather* and *prefer*.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: health, food, organic, organic food, farm, produce, fruit, vegetables, global warming, environment, animal welfare, preferences, prefer, rather

Pre-Reading

A. WARM-UP QUESTIONS

Discuss the questions as a class or in small groups. If your students don't know the answer to question 1, explain that organic food is produced without chemical pesticides and fertilizers. Your students will learn more information about certified organics in the reading.

B. QUOTE

Discuss the quote and find out if your students prefer butter or margarine. They will review how to use *prefer* / *rather* later in the lesson.

C. CHEMICALS

Review the definitions of *pesticide* and *fertilizer* before moving on to the reading.

Reading

Have students read the article together or silently. Ask them to highlight any words that they are unfamiliar with. Give students time to look up words in a dictionary after they read the article.

Comprehension

1. F – Some studies show that organic tomatoes do have nutritional value over conventional tomatoes.
2. F – Consumers pay approximately 20–100% more for organic food.
3. T
4. T
5. F – Any farmer or manufacturer can use the word *natural food*. It is not certified organic, though it may be organic.

Role-Play

Place students in pairs for this activity. Invite your students to perform their skits. You can decide whether or not you want to see a written dialogue. Encourage your students to use some of the vocabulary that they learned in the reading.

(continued on the next page...)

Answer Key cont.

Vocabulary

A. ODD ONE OUT

1. c 2. d 3. b 4. d 5. c 6. d

B. COMPLETE THE SENTENCES

- | | |
|------------------|-----------------------------|
| 1. nutritional | 5. oversees |
| 2. Pesticide | 6. conventional |
| 3. certification | 7. Global warming, exposure |
| 4. inhumane | 8. ingest |

Grammar Practice

A. RATHER VS. PREFER

Review the grammar guidelines for using *prefer* and *rather*.

B. PRACTICE

- | | | |
|-----------|-----------|-----------|
| 1. prefer | 3. prefer | 5. rather |
| 2. rather | 4. prefer | |

Writing

Have students do a little of their own research. Then have them write a list using one of the topics provided. Alternatively, have them choose a related topic using *prefer* or *rather*, such as *5 Reasons I Prefer Organic Food to Conventional Food* or *5 Reasons Why I Would Rather Shop at a Farmers' Market*. They can use the space provided or their notebooks if more room is needed.

SPELLING NOTE:

This lesson shows the American spelling of the words *Labeling* and *Practice*. Other English-speaking countries spell these words this way: *Labelling* and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Vegetarianism

Do you ever wonder why some people choose not to eat meat or meat products? There are many different reasons to choose vegetarianism. In this lesson, you'll find a list of 10 of the most popular reasons why people become vegetarians.



Pre-Reading

A. Brainstorming

Brainstorm with your class. How many types of vegetables can you name in English? Use “thumbs up” to show ones that you like and “thumbs down” to show ones you don’t like. Carrots, peas, broccoli...

B. Warm-Up Questions

1. What reasons do people have for becoming vegetarians?
2. Does it cost more to be a vegetarian or less?
3. Do you know any vegetarians? Why did he or she choose not to eat meat?
4. Why are some animal lovers vegetarians?
5. Do vegetarians eat seafood?

C. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|-------------------------------|---|
| _____ 1. dietary restrictions | a) a measurement for how much energy a type of food provides |
| _____ 2. seafood | b) exposed to a harmful substance due to poor storage or handling |
| _____ 3. can't afford | c) animals that are raised for food |
| _____ 4. immense | d) to process food inside the body |
| _____ 5. digest | e) to not have enough money |
| _____ 6. high cholesterol | f) a large amount of a fatty substance in the blood |
| _____ 7. livestock | g) a very large amount |
| _____ 8. food poisoning | h) to inherit a way of life the moment one is born |
| _____ 9. contaminated | i) an illness caused by eating food containing harmful bacteria |
| _____ 10. vice versa | j) limitations to what one can eat, may relate to allergies or religion |
| _____ 11. born into | k) in the reverse order |
| _____ 12. calorie | l) fish and other marine life that is caught and eaten |

Reading

10 REASONS WHY PEOPLE CHOOSE VEGETARIANISM

1. *Religious Beliefs*

Some religions have **dietary restrictions**. Many religious texts promote vegetarianism.

2. *Personal Preference*

People who do not like the taste of meat may choose vegetarianism. Those who eat **seafood** are not true vegetarians.

3. *Cost*

In many countries, people **can't afford** to eat meat. You can save a lot of money on a vegetarian diet.

4. *Environmental Reasons*

The space needed to raise cows and other livestock is **immense**. Some vegetarians argue that this space should be used for crops that could feed more people.

5. *Health Problems*

Some people have trouble **digesting** meat. Red meat can be very difficult to digest. People with **high cholesterol** may turn to vegetarianism.

6. *Animal Rights*

Vegetarians are often animal lovers. They disagree with the use of animals for feed and complain about how **livestock** are treated.

7. *Contamination*

Have you ever had **food poisoning**? **Contaminated** food can turn you off meat forever.

8. *Peer Pressure*

Many people become vegetarians in their teen years. Peer pressure might cause a boyfriend to choose vegetarianism to please his girlfriend, or **vice versa**.

9. *Family*

Some people are **born into** vegetarian families.

10. *Weight Concerns*

Vegetarians are less likely to be overweight. Fruit and vegetables have fewer **calories** than meat.

Did You Know?

TYPES OF VEGETARIANS

- A **vegan** is a person who does not eat any animal products.
- A **lacto-ovo** vegetarian is a person who eats dairy products and eggs, but no meat.
- A **lacto** vegetarian is a person who eats dairy products, but no eggs or meat.

Comprehension

Read the statements below. If the statement is true based on the reading, write T beside the sentence. If it is false, write F and correct the information.

- _____ 1. Many people have problems digesting red vegetables.
- _____ 2. You can be born into a vegetarian family.
- _____ 3. Fruit has more calories than meat.
- _____ 4. Food poisoning causes some people to become vegetarians.
- _____ 5. It takes more space to feed cows than grow crops.

Vocabulary Review

A. Summarize

Work in pairs. Reread *10 Reasons Why People Choose Vegetarianism* and *Did You Know?* on page 2. Look up any words in bold that you do not know. Put the reading away and try to use the words from your section to the right. Retell the reasons. Don't look at the list as you speak. Cross off each word as you or your partner uses it.

Partner A
Reasons 1–4 & Did You Know?

- dietary restrictions
- seafood
- can't afford
- immense
- vegan
- lacto vegetarian
- lacto-ovo vegetarian

Partner B
Reasons 5–10

- digest
- high cholesterol
- livestock
- food poisoning
- contaminated
- vice versa
- born into
- calories

B. Matching

Match the examples on the left to the words on the right.

- | | |
|---|-------------------------|
| _____ 1. Ricardo eats fruits, grains, vegetables, eggs, and dairy products. | a) lacto vegetarian |
| _____ 2. Sally can't afford to eat meat, so her diet doesn't include it. | b) vegetarian |
| _____ 3. Miguel can't digest meat or eggs, but he does eat dairy products. | c) non-vegetarian |
| _____ 4. Louisa follows strict dietary restrictions. She eats no meat and no meat products. | d) lacto-ovo vegetarian |
| _____ 5. Naresh got food poisoning from a burger once. He only eats white meat now. | e) vegan |

Writing

Make two-word combinations out of the 14 words in the word list below.
Then use the combination in a sentence or write a definition in your own words.

Word List

- dietary
- poisoning
- versa
- food
- into
- born
- afford

- can't
- lacto
- cholesterol
- vegetarian
- restrictions
- vice
- high

#	Two-Word Combination	Sentence / Definition
1		
2		
3		
4		
5		
6		
7		

Vegetarian Meals

Create a list of vegetarian meals or snacks.
Be sure to include a short description of each item.

- | | |
|--|--|
| 1. _____

_____ | 4. _____

_____ |
| 2. _____

_____ | 5. _____

_____ |
| 3. _____

_____ | 6. _____

_____ |

Discussion

1. Is it difficult to be a vegetarian in your country?
2. How would the world be different if all humans were vegetarians?
3. Should vegetarians avoid leather products?
4. Can vegans have pets?
5. Why do people who turn to vegetarianism often go back to eating meat?

Role-Play

DOCTOR'S ORDERS

Student A (a teenager) tells Student B (a doctor) that he/she wants to become a vegetarian. How does the doctor react? What does the doctor suggest? Create a dialogue with a partner and perform the skit for your class.

Answer Key

LESSON DESCRIPTION:

In this lesson, students read an article that discusses 10 reasons why people become vegetarians. They also learn about different types of vegetarian diets. For writing practice, students make a list of vegetarian snacks.

LEVEL: Intermediate–Advanced

TIME: 1.5–2 hours

TAGS: vegetarian, vegetable, veggie, vegetables, diet, health, food, produce, snack, healthy

Pre-Reading

A. BRAINSTORMING

Brainstorm as a class. Answers will vary.

B. WARM-UP QUESTIONS

Discuss as a class or in pairs. Answers will vary.

C. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves.
Review any difficult vocabulary.

Comprehension

1. F – Many people have trouble digesting red meat.
2. T
3. F – Meat has more calories than fruit.
4. T
5. T

Vocabulary Review

A. SUMMARIZE

Individual answers.

B. MATCHING

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

Writing

Sentences and definitions will vary.

1. dietary restrictions –
rules or guidelines about what one shouldn't eat
2. food poisoning – illness caused by eating toxic food
3. vice versa – in the reverse order
4. born into –
to inherit a way of life by being born to a certain family
5. can't afford – to not have enough money
6. lacto vegetarian –
a person who eats dairy products but no meat or eggs
7. high cholesterol –
a large amount of a fatty substance in the blood

Vegetarian Meals

Individual answers.

Discussion

Discuss as a class or in small groups. This can also be used for a writing prompt for a homework journal.

Role-Play

Put students in pairs and have them come up with a little skit. Invite students to present their skits in front of the class. Encourage students to use new vocabulary from the reading.

Vitamins

Many people know they don't get enough vitamins in their diet. It's hard to get into the habit of taking a supplement. It's also hard to know what you need! In this lesson, you will read 5 Signs of Vitamin Deficiency. Then you will think about how to get more vitamins into your own diet.

Pre-Reading

A. Warm-Up Questions

1. Do you take a multivitamin?
2. Who should take vitamin supplements?
3. Where do we get vitamins from?
4. How do you know if you aren't getting enough vitamins?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------------|--|
| _____ 1. deficiency | a) a severe headache that affects half of the head |
| _____ 2. developing country | b) something that is used with something else, something extra |
| _____ 3. migraine | c) part of the body made up of similar cells |
| _____ 4. supplement | d) a lack of something that you need |
| _____ 5. chronic | e) a feeling of sadness and despair |
| _____ 6. fatigue | f) tiredness |
| _____ 7. gum disease | g) an illness in the soft tissues around one's teeth |
| _____ 8. tissue | h) long-lasting |
| _____ 9. depression | i) a nation that is not socially or economically advanced |



Reading

Do you have any of these symptoms?
Maybe it's time to start taking a multivitamin.

5 SIGNS OF VITAMIN DEFICIENCY

1. *Night Blindness: Vitamin A Deficiency*

The eye uses vitamin A to change shape when entering darkness. In developed countries, vitamin A is added to many foods such as milk. This **deficiency** is common in **developing countries**.

2. *Migraines: Vitamin B2 Deficiency*

Vitamin B2 is called riboflavin. It increases your energy. Some **migraine** sufferers swear by this vitamin. They say a **supplement** prevents **chronic** headaches.

3. *Anemia: Vitamin B12 Deficiency*

Some people have a low red blood count due to a lack of vitamin B12. Meat, eggs, and dairy products have vitamin B12. Vegetarians sometimes suffer from anemia. It causes pale skin and **fatigue**.

4. *Bleeding Gums: Vitamin C Deficiency*

Vitamin C supplements can reverse **gum disease**. This vitamin helps repair damaged **tissue**. Vitamin C rich foods include oranges, strawberries, and red peppers.

5. *Depression: Vitamin D Deficiency*

Vitamin D is the sun vitamin. Many people suffer from **depression** in the winter months because they do not get enough vitamin D. Supplements can reduce seasonal depression.

*"Friendship is like vitamins;
we supplement each other's
minimum daily requirements."*

Comprehension

Read the statements below.

If the statement is true based on the reading, write T beside the sentence.

If it is false, write F and correct the information in your notebook.

- _____ 1. Vitamin B2 helps you see better when driving at nighttime.
- _____ 2. Some migraine sufferers swear by vitamin B2 supplements.
- _____ 3. Depression often results from a lack of vitamin D.
- _____ 4. Strawberries can cause your gums to bleed.
- _____ 5. Vegetarians often have gum disease.

Vocabulary Review

Complete the sentences by using one of the words from the word list.

1. A type of headache that is usually strong on one side of the head is called a _____.
2. The opposite of a developed country (e.g., the US) is a _____.
3. Another word for tired is _____.
4. _____ causes strong feelings of sadness.
5. When your body is deficient in a certain vitamin, you have a _____ of that nutrient.

Word List:

- lack
- migraine
- fatigued
- developing
- depression

Did You Know?

There are two main types of vitamins:

WATER SOLUBLE

Need water for absorption. The body uses what it needs and excretes the rest.
Take regularly! Water soluble vitamins include vitamins **C** and **B** (eight types of B vitamins).

FAT SOLUBLE

Need fat for absorption.
The body stores some in the fat to use later.
Fat soluble vitamins include vitamins **A, D, E, and K**.

Vocabulary, Idioms & Expressions

What do these words, idioms, or expressions mean?
Can you think of an example to help remember these phrases?

#	Phrase	Meaning	Example
1	This healthy snack is packed with vitamins.		
2	We store some vitamins in our bodies for months.		
3	Leafy green veggies are a good source of vitamin K.		
4	It is difficult to overdose on vitamins.		
5	It all boils down to having a balanced diet.		
6	Vitamin C doesn' t stick around for long.		

Writing

Create your own list:

10 Ways to Get More Vitamins in Your Diet

- | | |
|---|--------------------------------------|
| 1. <u>Eat an orange a day.</u>
<u>Oranges are high in vitamin C.</u>

_____ | 6. _____

_____ |
| 2. _____

_____ | 7. _____

_____ |
| 3. _____

_____ | 8. _____

_____ |
| 4. _____

_____ | 9. _____

_____ |
| 5. _____

_____ | 10. _____

_____ |

Research

Look up the following vitamins. What do these vitamins do to help our body? Which foods and drinks provide these vitamins?

#	Vitamin	How does it help?	Where can we get it?
1	Vitamin A		
2	Folate		
3	Vitamin D		
4	Vitamin K		

Role-Play

DOCTOR'S ORDERS

In pairs, create a role-play between a doctor and a patient who hates fruits and vegetables. The doctor convinces the patient to take a daily multivitamin. Perform your skit for the class!

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn five signs of vitamin deficiency. They research why our bodies need vitamins such as vitamins B, C, K, and D.

LEVEL: Int

TIME: 1.5–2 hours

TAGS: vitamins, vitamin, health, vegetables, fruit, food, health

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

B. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary. Discuss the quote.

Comprehension

1. F – Vitamin A provides what you need for night vision.
2. T
3. T
4. F – Strawberries are high in vitamin C, which helps prevent gum disease.
5. F – Vegetarians often suffer from a lack of vitamin B12 because it comes from meat, eggs, and dairy products.

Vocabulary Review

- | | | |
|---------------|---------------|---------|
| 1. migraine | 3. fatigued | 5. lack |
| 2. developing | 4. Depression | |

Vocabulary, Idioms & Expressions

Answers will vary.

1. It *has a lot of* vitamins.
2. We *keep* some vitamins in our bodies for months in order to use them later.
3. *Leafy green veggies* are plants with edible leaves, namely lettuce and spinach. The word *veggie* is short for vegetable.
4. While an overdose of medication can kill you, it is difficult to have too many vitamins. (It can happen, though.)
5. *It all boils down to...* means *the main thing that matters is...*
6. When something doesn't *stick around*, it doesn't stay in one place for very long. It goes somewhere else or disappears.

Writing

Individual answers.

Research

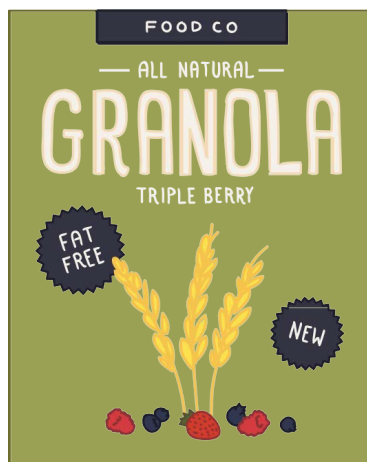
Have students complete this section for homework or give them time to research in a computer lab.

Role-Play

Put students in pairs and have them come up with a short skit. Invite students to present their skits in front of the class. Encourage students to use new vocabulary from the reading.

Food Labels

“By law, food labels must be true. But manufacturers can pick and choose which facts to highlight and spin.” —Tanya Joliffe, health educator



Pre-Reading

A. Warm-Up Questions

1. What information do you usually find on the front of a food package?
2. What information do you find on the back or side of a food package?
3. What do people look for when reading food labels?
4. What types of foods do not usually have food labels?

B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|-------------------------------|---|
| _____ 1. information overload | a) able to be used in place of another, very similar |
| _____ 2. manufacturer | b) a feeling that there is too much to read or learn |
| _____ 3. nutritious | c) recommended consumption for one person at one period of time |
| _____ 4. misleading | d) not having to follow the usual rules or restrictions |
| _____ 5. consumer | e) causing to believe something that is not true |
| _____ 6. sodium | f) a person who buys, uses, or eats something |
| _____ 7. interchangeable | g) changed from its natural state to help foods last longer |
| _____ 8. serving | h) providing health benefits |
| _____ 9. exempt | i) the organization that makes the product |
| _____ 10. processed | j) a compound found in salt, added to foods for flavor |

Reading

FOOD LABELS

Information Overload

1. *No sugar added. Fat-free. No artificial colors. Low in carbs.* These are just a few of the phrases **manufacturers** use on the front of food packaging to convince consumers that a product is **nutritious**. According to health experts, food packaging labels are often **misleading**. They focus on what a product doesn't have (fat-free) rather than what it does have (22 grams of sugar).
2. To find the truth, **consumers** need to turn the package over and examine the ingredients list. In many countries, the information on the back or side of a food package is regulated by the government. In addition to an ingredients list, labels must identify common food allergens, such as nuts, wheat, milk, seafood, and eggs. Consumers can also find out a product's nutritional value. Nutritionists recommend foods that are low in sugar and **sodium** and high in fiber and vitamins.
3. Determining whether or not a product is nutritious is not always as easy as it sounds. One thing to watch for is **serving** size. A single bottle of juice may contain 2–3 servings. Another thing to watch for is food words that may or may not be **interchangeable**. When it comes to food labels, *multigrain* is not *wholegrain* just like *natural* is not *certified organic*. On the other hand, *fructose*, *sucrose*, and *barley malt* all mean sweetener.
4. Do you suffer from **information overload** at the grocery store? Manufacturers count on this! They carefully craft their product names and graphics to convince consumers to buy a product without looking beyond the front label. A granola bar may have the word “nature” in it and feature a jogger on the front, but it may also contain more sugar than an average chocolate bar.
5. The healthiest foods are typically single-ingredient, fresh foods that are **exempt** from food labeling laws. This includes fresh fruits, vegetables, and herbs, as well as non-**processed** meats and fish. Foods and beverages without a food label are not necessarily healthy, however. In many countries, alcohol does not require a food label. Foods that are prepared for immediate consumption (e.g., baked goods and sandwiches) are usually exempt from food labels as well.

What's the difference?

MULTIGRAIN VS. WHOLEGRAIN

Wholegrain means that all parts of the grain are used. Nutritionists recommend wholegrain foods, such as whole wheat or whole oats. These are high in fiber.

Multigrain means that many types of grain are used, and those foods may not contain any whole grains. Nutritionists suggest avoiding foods that list enriched wheat flour.

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. Why is it important for consumers to look at the back or side of a package?
2. What common allergens do food labels usually identify?
3. Why is it important to look at the serving size on a food package?
4. Why does the reading mention a chocolate bar?
5. Which food products are often exempt from food label laws?

Words that mean "sweetener"

Did you know that one teaspoon of sugar equals four grams of sugar? Here are some other sweeteners to watch for on packaging. Manufacturers may try to disguise sweeteners by adding healthy-sounding words to them, such as "fruit," "rice," "refined," "organic," and "raw."

- syrup
- words ending in -ose (sucrose, fructose, glucose)
- juice (fruit juice, cane juice)
- molasses
- sweetener
- dextrin
- barley malt

Vocabulary Review

Which word from page 1 is described in the sentence?

#	Sentence	Word
1	It is the people who buy our products that we need to think about.	
2	These crackers are healthy because they are baked, not fried.	
3	The picture of the athlete on the packaging made me think that these crackers were healthy, but they are actually full of fat.	
4	There is so much to read that I don't know what's important or not.	
5	The label tells you how much sugar you are eating in one cup of cereal.	
6	People with high blood pressure should choose foods that are low in salt.	
7	The baker doesn't have to list the ingredients because the bagels are for immediate consumption.	
8	This sandwich meat contains a lot of preservatives.	

Grammar Review

RECOMMEND / SUGGEST / ADVISE

A. Reference

Do you share food recommendations with your friends and family members? You can use the verbs *recommend*, *suggest*, and *advise*.

Purpose	Form	Examples
to suggest a place or thing	follow the verb with a noun <i>recommend/suggest/advise + noun</i>	· My mom recommended this low-fat cereal. · The chef suggests the vegetarian special. · The nutritionist advises a light breakfast. (<i>more formal</i>)
to recommend an activity	follow the verb with a gerund <i>recommend/suggest/advise + gerund</i>	· My mom recommended buying this low-fat cereal. · The chef suggested ordering the vegetarian special. · The nutritionist advises eating a light breakfast. (<i>more formal</i>)

These verbs are interchangeable when followed by a noun or gerund.
Learn about subtle differences and other possible sentence patterns on our blog.

B. Practice

Fill in the blanks to complete the sentence. Many options are possible.

1. Did your friend _____ the whole-grain or multi-grain bread?
2. My nutritionist advises _____ organic produce.
3. I _____ lowering your sugar intake.
4. We don't recommend _____ new vegetarian restaurant on 1st Street.
5. Who advised _____ honey instead of sugar?
6. My sister-in-law _____ checking the label for allergens.

Discussion Questions

1. Do you take the time to read food labels at the grocery store?
2. Which unhealthy foods (sugar, salt, fat, caffeine, etc.) are you most concerned about, and why?
3. Do you think food labels should be regulated by the government?
4. Will you make a greater effort to read food labels after doing this lesson? Why or why not?

Group Assignment

IN PAIRS OR SMALL GROUPS

Bring in at least one food label to share with your group members. Look at the labels together and try to find the following:

- misleading phrases
- misleading product names
- misleading graphics
- misleading words in the ingredients list (e.g., raw sugar)
- misleading serving sizes

Listening – Gap Fill

Fill in the blanks as you listen to the recording.

FOOD LABELS

Information Overload

1. *No sugar added. Fat-free. No artificial colors. Low in carbs.* These are just a few of the phrases manufacturers use on the front of food packaging to convince consumers that a product is _____. According to health experts, food packaging labels are often _____. They focus on what a product doesn't have (fat-free) rather than what it does have (22 grams of sugar).
2. To find the truth, _____ need to turn the package over and examine the ingredients list. In many countries, the information on the back or side of a food package is regulated by the government. In addition to an ingredients list, labels must identify common food _____, such as nuts, wheat, milk, seafood, and eggs. Consumers can also find out a product's nutritional value. Nutritionists recommend foods that are low in sugar and sodium and high in fiber and vitamins.
3. Determining whether or not a product is nutritious is not always as easy as it sounds. One thing to watch for is _____ size. A single bottle of juice may contain 2–3 servings. Another thing to watch for is food words that may or may not be _____. When it comes to food labels, *multigrain* is not *wholegrain* just like *natural* is not *certified organic*. On the other hand, *fructose*, *sucrose*, and *barley malt* all mean sweetener.
4. Do you suffer from information _____ at the grocery store? Manufacturers count on this! They carefully craft their product names and graphics to convince consumers to buy a product without looking beyond the front label. A granola bar may have the word "nature" in it and feature a jogger on the front, but it may also contain more sugar than an average chocolate bar.
5. The healthiest foods are typically single-ingredient, fresh foods that are _____ from food labeling laws. This includes fresh fruits, vegetables, and herbs, as well as non-_____ meats and fish. Foods and beverages without a food label are not necessarily healthy, however. In many countries, alcohol does not require a food label. Foods that are prepared for immediate _____ (e.g., baked goods and sandwiches) are usually exempt from food labels as well.

ANSWERS:

1. nutritious, misleading
2. consumers, allergens
3. serving, interchangeable

Answer Key

LESSON DESCRIPTION:

Students read about and discuss food labels. They learn some marketing tricks that manufacturers use and practice using *recommend*, *advise*, and *suggest*.

LEVEL: Intermediate-Advanced

TIME: 1.5-2 hours

TAGS: discussion, food, food labels, marketing, sugar, salt, fat, grocery shopping, label, recommend, advise, suggest

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class. Discuss the quote.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 6. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. It is important for consumers to look at the back or side of a package to read the ingredients and nutritional value of the contents.
2. Common allergens that food labels usually identify include nuts, wheat, milk, seafood, and eggs.
3. It is important to look at the serving size on a food label because it might be misleading. For example, a bottled beverage may contain more than one serving.
4. The reading mentions a chocolate bar to show that foods that have a healthy product name and appearance, such as granola bars, may be no better for you than junk food.
5. Fresh fruits, vegetables, and herbs, as well as non-processed meats and fish, are usually exempt. Alcohol and foods that are prepared for immediate consumption are usually exempt from food labels as well.

(continued on the next page...)

Answer Key cont.

Vocabulary Review

- | | |
|-------------------------|--------------|
| 1. consumers | 5. serving |
| 2. nutritious | 6. sodium |
| 3. misleading | 7. exempt |
| 4. information overload | 8. processed |

Grammar Review

B. PRACTICE

Answers will vary.

1. recommend/suggest
2. buying/eating
3. recommend/suggest/advice
4. the
5. using/adding
6. recommends/suggests/advises

Discussion Questions & Critical Thinking

Answers will vary.

Can be done individually or in small groups or pairs.

SPELLING NOTES:

This lesson shows the American spelling of the words *Labeling*, *Flavor*, *Colors*, and *Fiber*. Most other English-speaking countries spell these words this way: *Labelling*, *Flavour*, *Colours*, and *Fiber*. Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

Food Poisoning

Pre-Reading

A. Discuss

Discuss the following quote with your class. Do you agree or disagree? What tone of writing is this quote? (E.g., sarcastic, humorous, serious, outraged, urgent...)

“Shipping is a terrible thing to do to vegetables. They probably get jet-lagged, just like people.”

—Elizabeth Berry

B. Warm-Up Questions

1. Why is it important to wash your hands before eating?
2. Why do grocery clerks pack raw meat in separate bags?
3. Why do many households have two cutting boards?
4. What is the purpose of a meat thermometer?
5. What is the purpose of a thermos or freezer pack?



Pre-Reading cont.

C. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 3.

- | | |
|----------------------|--|
| _____ 1. ingest | a) to make impure |
| _____ 2. contaminate | b) tiny organisms that can multiply and cause disease or infection |
| _____ 3. bacteria | c) a device that shows the temperature |
| _____ 4. crucial | d) a tool for eating, e.g., fork or spoon |
| _____ 5. spotless | e) to become rotten or no longer good to eat |
| _____ 6. utensil | f) completely clean |
| _____ 7. sanitize | g) a natural response |
| _____ 8. thermometer | h) very important |
| _____ 9. buffet | i) to make a surface clean to avoid spreading germs |
| _____ 10. spoil | j) a wide assortment of self-serve food |
| _____ 11. look off | k) to not appear normal or good |
| _____ 12. instinct | l) to take into the body, to consume |

Reading

Food poisoning can make you feel miserable for hours or days. Food poisoning is caused by **ingesting**:

- food or drinks **contaminated** with harmful **bacteria**
- food or drinks contaminated with chemicals

7 Tips for Avoiding Food Poisoning

1. *Wash your hands. Yes, again!*

The single most effective way to avoid food poisoning is to wash your hands before preparing or eating food. Whether you are the chef or the guest, it is **crucial** that your hands are **spotless**.

2. *Wash your produce.*

Don't trust the store to remove harmful chemicals from your fruit and vegetables. Many people handle your produce before you consume it. Surprisingly, the salad bar in a restaurant is a common source of food poisoning.

3. *Handle raw meat with care.*

Make sure not to contaminate other foods with uncooked meat. Wash **utensils** that have come into contact with raw meat carefully.

4. *Sanitize your cutting boards.*

Keep separate cutting boards for your meat and veggies. **Sanitize** your cutting boards. Wash them with bleach and hot water or put them in the dishwasher.

5. *Invest in a meat thermometer.*

Different types of meat require different cooking temperatures. Most people don't know what a turkey should be cooked to. A meat **thermometer** helps you cook meat so that it is safe to eat.

6. *Keep hot food hot and cold food cold.*

Bacteria develops quickly when food is left at room temperature. This is why **buffets** can be dangerous. Food that can **spoil** should be kept cold or hot.

7. *If in doubt, throw it out.*

Does the meat smell funny? Does the cheese **look off**? When it comes to food, trust your **instincts**. And always check *best before* dates!

Did You Know...

Contrary to popular belief, wooden cutting boards are safer than plastic ones. Studies show that bacteria dies faster on wood than plastic.

Comprehension

A. True or False?

Read the statements below. If the statement is true, write T beside the sentence. If it is false, write F and correct the information.

- _____ 1. The best way to avoid food poisoning is to be a vegetarian.
- _____ 2. Cutting boards should not go in the dishwasher.
- _____ 3. A meat thermometer helps you cook meat to a safe temperature.
- _____ 4. People should trust *best before* dates rather than their instincts.
- _____ 5. Bacteria develops quickly at room temperature.

B. Tone

*"Red meat is not bad for you.
Now blue-green meat, that's bad for you!"*

—Tommy Smothers

Read the quote above. What tone of writing is it?

Vocabulary Practice

A. Odd One Out

Choose the word or phrase that does not belong in the group.
Can you think of another word that would fit in the group?

1. a) utensil
b) sanitize
c) clean
d) bleach
-

3. a) consume
b) ingest
c) thermometer
d) eat
-

5. a) bacteria
b) germs
c) produce
d) disease
-

2. a) buffet
b) instinct
c) feeling
d) hunch
-

4. a) spotless
b) important
c) crucial
d) necessary
-

B. Useful Expressions

- I feel sick to my stomach.
- I feel like I'm going to vomit / throw up.
- I feel nauseous*.
- I have a fever.
- I have the chills.
- I think it's something I ate.
- I bet it's from ... *the egg salad*.
- It could be the stomach flu.

***Note:**

Some people pronounce this word naw**zee**us. Some people say naw**sh**us. The stress is on the first syllable.

Vocabulary Practice cont.

C. Game

Work with a partner. Take turns choosing a number from 1 to 15 and rolling a die. Give yourself a point each time you know the answer. Ask your teacher for help if you don't know if a response is correct.

Pick a Number

- | | |
|----------------|-----------------------------|
| 1. ingest | 9. thermometer |
| 2. contaminate | 10. instinct |
| 3. bacteria | 11. to look off |
| 4. crucial | 12. buffet |
| 5. spotless | 13. spoil |
| 6. consume | 14. <i>best before</i> date |
| 7. utensil | 15. nauseous |
| 8. sanitize | |

Roll a Die

1. Spell it.
2. Categorize it by part of speech.
3. Think of a synonym.
4. Pronounce it. (Where does the stress belong?)
5. Use it in a sentence.
6. Give a definition.

Writing

Create your own list related to food poisoning. If you need more room, write your list in your notebook.

Example topics:

- 5 foods that can make you sick
- 5 reasons to wash your hands
- 5 differences between the stomach flu and food poisoning

Title: _____

1. _____

2. _____

3. _____

4. _____

5. _____

Role-Play

DOCTOR'S ORDERS

Get together with a partner. Act out a scene between a food and safety inspector and a restaurant manager. There has been a report of food poisoning at the restaurant. Try to use vocabulary from the reading.

Discussion

1. How important was hand washing in your family when you were a child?
2. Do you scrub your produce before eating it?
3. Have you ever avoided a restaurant due to its uncleanness?
4. Would your kitchen pass a food safety inspection?
5. Have you ever experienced food poisoning? What was the cause? How did it feel?

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn seven tips to avoid food poisoning. They learn and review new vocabulary and write their own list about food safety.

LEVEL: High Int

TIME: 1.5–2 hours

TAGS: food poisoning, food safety, food, health, hygiene, list, hand washing, restaurant

Pre-Reading

A. DISCUSS

Discuss as a class. Answers will vary.

B. WARM-UP QUESTIONS

Discuss as a class. Answers will vary.

C. VOCABULARY PREVIEW

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

Reading

Have students read the article out loud or to themselves. Review any difficult vocabulary.

Comprehension

A. TRUE OR FALSE?

1. F – Fresh produce can be contaminated. A salad bar often harbors bacteria that causes food poisoning.
2. F – It is important to sanitize a cutting board via a dishwasher or using bleach.
3. T
4. F – The list says to trust one's instincts if food seems "off." It also says to check *best before* dates. It does not say that one is better than the other.
5. T

B. TONE

Individual answers. A possible answer is "humorous."

(continued on the next page...)

Answer Key cont.

Vocabulary Practice

A. ODD ONE OUT

Additional words will vary.

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

C. GAME

There are many possible answers for rolling a 5–6. Help student pairs as they play. Allow them to use their dictionaries.

Role-Play

Put students in pairs and have them come up with a short skit. Invite students to present their skits in front of the class. Encourage students to use new vocabulary from the reading.

Discussion

Discuss as a class, in small groups, or in pairs. You could also have students use this as a writing prompt.

#	Word	Part of Speech	Synonym	Pronunciation
1	ingest	verb	eat	in/ gest
2	contaminate	verb	spoil	con/ tam /i/nate
3	bacteria	noun	germs	bac/ ter /i/a
4	crucial	adjective	important	cru /cial
5	spotless	adjective	clean	spot /less
6	consume	verb	ingest	con/ sume
7	utensils	noun	silverware	u/ ten /sils
8	sanitize	verb	clean	san /i/tize
9	thermometer	noun	measuring device	ther/ mom /e/ter
10	instincts	noun	feeling	in /stincts
11	to look off	verb	to go off	to look off
12	buffet	noun	all-you-can-eat bar	buff/ et
13	spoil	verb	ruin	spoil
14	best-before date	noun	expiration	best be/ fore date
15	nauseous	adjective	sick	nau /seous OR nau /se/ous

Writing

Individual answers.

The Red Cross

Pre-Reading

A. Warm-Up Questions

1. What is the main purpose of the Red Cross?
2. Where have you seen the Red Cross symbol?
3. What do the cross and the colour red symbolise?
4. When is the Red Cross needed most?
5. Would you want to work for the Red Cross?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|--------------------------------------|---|
| _____ 1. humanitarian (<i>adj</i>) | a) injured |
| _____ 2. wounded | b) a difficult or horrific experience or situation |
| _____ 3. civilian | c) people that work or volunteer for a certain group or organisation |
| _____ 4. round up | d) related to the well-being and safety of humans |
| _____ 5. ordeal | e) an everyday person who is not in the army or police force |
| _____ 6. neutral | f) a feeling that one is worthy of respect |
| _____ 7. treaty | g) a symbol or image |
| _____ 8. combatant | h) not taking or showing a bias towards a specific side in a conflict |
| _____ 9. emblem | i) an agreement or deal between countries |
| _____ 10. personnel | j) to gather |
| _____ 11. alleviate | k) to make something (such as pain or sadness) less severe |
| _____ 12. dignity | l) a person involved in an armed conflict |

Note:

The word *humanitarian* can also be used as a noun.
It refers to a person who provides *humanitarian services*.



Reading

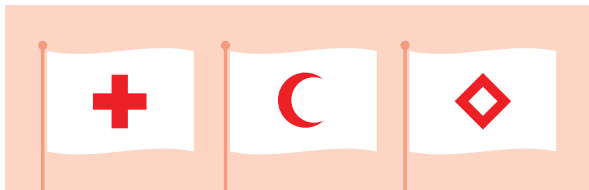
1. The International Committee of the Red Cross (ICRC) is a non-profit, **humanitarian** organisation. The Red Cross was established in Geneva, Switzerland, in 1863. Its purpose is to offer protection and assistance to victims of war, natural disasters, and other emergencies.
2. In 1859, a Swiss man named Henry Dunant (also known as Jean Henri Dunant) went to Italy to do some business. He arrived shortly after a major battle between French and Austrian armies. Dunant was shocked to see tens of thousands of **wounded** and dying soldiers suffering on the battlefield. Dunant convinced local **civilians** to help them. He organised makeshift hospitals and **rounded up** medical supplies.
3. Dunant returned to Geneva a month later and wrote a book about this **ordeal**. In 1862, he published *A Memory of Solferino* and delivered it to politicians and military leaders. In his book, Dunant proposed the establishment of a **neutral** organisation to help wounded soldiers during times of armed conflict. Dunant travelled around Europe promoting his humanitarian idea.
4. In 1863, Dunant formed a small team of humanitarians. Together, they convinced major governments to build medical relief teams to provide aid during wartime. The first ICRC **treaty** (First Geneva Convention), was signed in 1864. Those in support promised to care for all wounded **combatants**, regardless of race, class, nationality, religion, or political views. The ICRC adopted an official **emblem** (a red cross on a white background) to identify and provide protection for their neutral **personnel**.
5. Today, the non-profit International Red Cross and Red Crescent Movement* is a vast humanitarian network. Volunteers and employees around the world provide medical aid as well as humanitarian support to soldiers, refugees, orphans, prisoners, and civilians. Almost every nation in the world has a National Red Cross or Red Crescent Society. National societies focus on **alleviating** human suffering due to natural disasters and emergencies. They also help people gain independence and **dignity** in local communities.

The 7 Fundamental Principles of the Red Cross Network

- humanity
- impartiality
- neutrality
- independence
- voluntary service
- unity
- universality

*Note:

The Red Cross, the Red Crescent (moon-shaped, added in 1929 for Muslim societies), and the Red Crystal (diamond-shaped, added in 2005 for societies who want an emblem with no religious connotations attached) are all official emblems used by National Societies of the Red Cross. Any combination of one or all of these emblems may be used by a Red Cross society.



Comprehension

A. True or False?

Read the statements below. If the statement is true, write T beside the sentence. If it is false, write F and correct the information in your notebook.

- _____ 1. A Swiss businessman came up with the idea for the Red Cross.
- _____ 2. The Red Cross is a non-profit organisation that has employees and volunteers.
- _____ 3. A *combatant* is another word for soldier.
- _____ 4. The word *humanitarian* can be both an adjective and a noun.
- _____ 5. *A Memory of Solferino* was a fictional book written by the founder of the Red Cross.
- _____ 6. The national branches of the Red Cross are called *emblems*.

B. Timeline

Put the following timeline in the correct order (1–8). One item is not mentioned in the reading. Place a star beside this event, and try to fit it into the timeline.

- _____ Henry Dunant established the ICRC with a small group of humanitarians.
- _____ Henry Dunant wrote a book about his humanitarian efforts in Italy.
- _____ A number of countries signed the First Geneva Convention.
- _____ The Red Crystal became the third official emblem of the Red Cross Movement.
- _____ Henry Dunant witnessed severe human suffering on a battlefield in Italy.
- _____ An additional emblem preferred by Muslims societies became an official symbol.
- _____ The ICRC won the Nobel Peace Prize for the first time in 1917.
- _____ Henry Dunant went around Europe with his book to try to convince people that something needed to be done to protect wartime soldiers.

C. Ask & Answer

Practise asking and answering the following questions with your partner. Then write your answers in complete sentences in your notebook.

1. What inspired Henry Dunant to form a humanitarian organisation to help wounded soldiers?
2. What did Henry Dunant do when he returned to Geneva in 1959?
3. How did the First Geneva Convention protect combatants on enemy soil?
4. Why do some national societies use a different emblem than the original red cross?

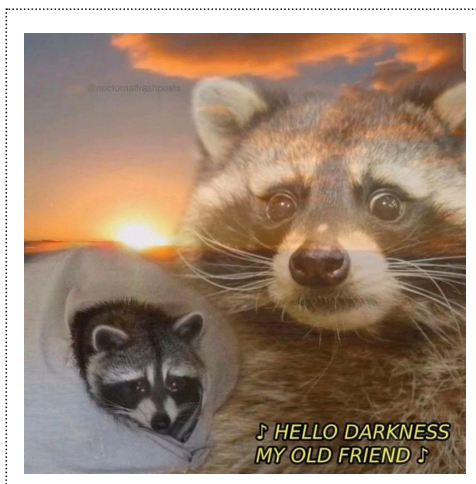
Vocabulary in Context

Choose the correct part of speech for each underlined word. Can any of these words have different parts of speech in a different context?

1. Humanitarians like Henry Dunant make the world a better place.
a) noun
b) verb
c) adjective
2. When soldiers go into combat, they sometimes come home wounded.
a) noun
b) adjective
c) verb
3. Our medical personnel will check your wounds and give you clean water to drink.
a) adjective
b) noun
c) verb
4. Can you round up some bandages and warm blankets?
a) adjective
b) noun
c) verb
5. By providing the family with clothing and shelter, we gave them back their dignity.
a) adjective
b) verb
c) noun

Discussion

1. Do you usually take action when you see a human injustice? Why or why not?
2. Have you seen a National Red Cross/Crescent Society at work in your local community? What types of things do they do?
3. Do you take part in any voluntary services in your community? If yes, what do you do? If not, what could you do?
4. The term 'neutral' means *to not take sides in a conflict*. The term 'impartial' means *to treat all people fairly regardless of nationality, race, etc.* Why must Red Cross workers be neutral and impartial?
5. Do you think this humanitarian network should adopt a single emblem that symbolises impartiality and neutrality? If yes, what would it look like? Draw your idea in the box to the right and discuss it in a group.



Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the history of the establishment of the International Committee of the Red Cross. Students learn and practise related words and discuss the core principles of the Red Cross, including *impartiality* and *neutrality*.

LEVEL: Int

TIME: 1–2 hours

TAGS: famous things, Red Cross, the Red Cross, Red Crescent, medical, health, aid, developing countries, war, humanitarian, principle

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups.

B. VOCABULARY PREVIEW

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

Comprehension

A. TRUE OR FALSE?

- 1–4. T
5. F – This book described the ordeal Dunant faced in Italy where 40,000 soldiers (French and Austrian) were dying or injured on a battlefield.
6. F – The national branches of the Red Cross are called National Societies.

B. TIMELINE

- 4 Henry Dunant established the ICRC with a small group of humanitarians.
- 2 Henry Dunant wrote a book about his humanitarian efforts in Italy.
- 5 A number of countries signed the First Geneva Convention.
- 8 The Red Crystal became the third official emblem of the Red Cross Movement.
- 1 Henry Dunant witnessed severe human suffering on a battlefield in Italy.

- 7 An additional emblem preferred by Muslims societies became an official symbol.
- 6* The ICRC won the Nobel Peace Prize for the first time in 1917.
- 3 Henry Dunant went around Europe with his book to try to convince people that something needed to be done to protect wartime soldiers.

C. ASK & ANSWER

- Witnessing a bloody battlefield full of injured soldiers inspired Dunant to form a humanitarian organisation.
- Henry Dunant wrote a book about his ordeal in Italy when he returned to Geneva.
- The First Geneva Convention protected combatants by ensuring them treatment from neutral and impartial aid workers.
- Some national societies use a different emblem than the original red cross because they don't want to be associated with a certain religion or nation.

(continued on the next page...)

Answer Key cont.

Vocabulary in Context

1. a – *Humanitarian* can also be an adjective.
Henry Dumant created a humanitarian network.
2. a – *Combat* can also be a verb. *The police combat crime.*
Also remind them of *combatant* as a noun.
3. b – *Wound* can also be a verb (to inflict an injury).
She didn't kill him, but she wounded him.
4. c – *Round up* is currently a phrasal verb. As one word (*roundup*) it can also be a noun referring to a gathering or summary.
I'll see you again at the seasonal roundup. / For Grammar Day we did a roundup of all of our grammar blog posts.
5. c – Change *dignity* to *dignified* to make it an adjective.
You look more dignified in a suit and tie.

Discussion

Discuss as a class or in small groups. Answers will vary.

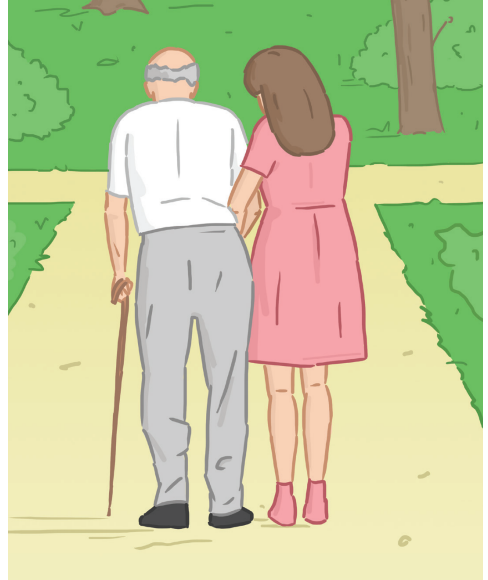
Caring for the Elderly

In this lesson, you will read about parent-sitting and discuss whether or not it is a grown child's responsibility to care for an aging parent.

Pre-Reading

A. Warm-Up Questions

1. Is the number of senior citizens getting bigger or smaller in your family?
2. What are the advantages of people living to an older age?
3. What are the disadvantages of people living longer?
4. Do you think "quality of life" is better now than it was 50 years ago?
5. How are most elderly people taken care of in your community?



B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|----------------------|--|
| ___ 1. nursing home | a) older people |
| ___ 2. parent-sitter | b) the usual food and drink that a person consumes |
| ___ 3. guilty | c) people who are between the ages of 40–60 |
| ___ 4. Alzheimer's | d) being unable to see |
| ___ 5. diet | e) a person who takes care of one or both of their parents |
| ___ 6. blindness | f) a special hospital where older people live until they die |
| ___ 7. middle-aged | g) in the wrong, feeling as if one has done something wrong |
| ___ 8. duty | h) feeling very bad or embarrassed about something one has done |
| ___ 9. ashamed | i) a responsibility or obligation |
| ___ 10. elderly | j) a disease that causes a person to lose their memory and ability to move |

Reading

1. Senior citizens are the fastest-growing population in the world. The improvements in health care and **diet** are helping people to have longer and better lives. Some seniors are able to live normal lives and care for themselves until a very old age. Many seniors need caretakers at some point in their lives. More and more **middle-aged** adults are responsible for taking care of their aging parents. These people are often called "**parent-sitters**."
2. Parent-sitters often have their **elderly** parents move in with them. The parent-sitters usually have busy lives raising their own children, going to school, or working full-time jobs. It is especially difficult to take care of a parent who suffers from an illness or disability, such as **blindness**, **Alzheimer's**, or arthritis.
3. Sometimes a parent-sitter will decide to put a parent in a **nursing home**. This usually happens when the parent becomes very ill and requires 24-hour care. This decision is very difficult and often leaves the child feeling **guilty** and **ashamed**. Many people feel it is the oldest child's **duty** to take care of an aging parent. However, it is usually the child who lives closest to the parent who ends up taking on most of the responsibility.
4. Nowadays, people are often living into their 90s. The children of these seniors may be seniors themselves. The choice of caring for aging parents at home or putting parents in a nursing home is a very difficult one. Finding a nursing home that has space for an aging parent is also difficult. Many seniors spend weeks, months, or even years waiting for a room to become available.

"One person caring about another represents life's greatest value."

—Jim Rohn

Comprehension

Discuss these questions in pairs, and write the answers in your notebook.

1. What group of people is the fastest-growing population in the world?
2. Why are people living longer lives?
3. Who are the parent-sitters?
4. Why is it difficult for parent-sitters to take care of their parents?
5. Why is it a difficult decision for a child to put a parent into a nursing home?

Vocabulary Review

Complete the sentences using a word from the vocabulary list on page 1. You may need to change the word form.

1. John took \$25 from his sister's purse.
Now he feels _____ and _____.
2. Susan's mother is 90 years old. She has _____
disease and can't remember very much anymore.
3. My friend only eats fruits and vegetables. She has a very healthy _____.
4. My grandmother lives in a _____.
Nurses take care of her because she has become ill.
5. People who are 50 years old are called _____.

Discuss

Work with a partner or in small groups.
Discuss the following questions.

1. Do you think it is wrong to
put a parent into a nursing home?
2. Who is responsible for caring for the elderly?
3. Do you think that only the oldest child in a family
is responsible for caring for the elderly parent?
4. What do you think is the best
way to care for the elderly?
5. Is it good that people are living longer lives?

Writing

Choose one of the questions from the Discuss section above.
Then write a paragraph in your notebook stating your own opinion.

Debate

Below are two topics to debate in small groups or
pairs. Your teacher will tell you if you will be debating
for or against the idea. You will have ten minutes to
prepare your arguments.

TOPIC #1

Adult children are always responsible
for taking care of an elderly parent at home.

TOPIC #2

Elderly parents who cannot take care of themselves
should live in a nursing home.

Useful Expressions and Transitions for Debating

Agreeing and Disagreeing

- That doesn't take away from the fact that...
- That's beside the point.
- With all due respect...
- I agree with you there.
- I agree with ---- (name).
- I see your point, but...
- That may be true, but...
- We're going to have to agree to disagree.
- I get/see where you're coming from, but...
- I'm afraid I disagree entirely.
- I'm afraid I'd have to disagree.
- I agree to some extent, but...
- I disagree with you there.
- Pardon me for disagreeing, but...

Interrupting / Asking to Contribute

- I hate to interrupt, but...
- If I may come in here...
- I'd like to add something.
- Would you like to contribute something?
- I'd like to raise a point.
- If I could speak for a moment...
- I'd like to cut in here.
- You haven't answered my question.

Persuading

- Can you see where I'm coming from?
- I challenge you to give this a try/chance.
- I want you to see it my way.
- Put yourself in my shoes.
- Am I getting through to you?

Expressing an Opinion

- In my honest opinion...
- It is my belief that...
- From my experience...
- From where I look at it...
- From my point of view...

Clarifying / Rephrasing

- Let's be clear here...
- I think you misunderstood what I said.
- What I said was... (repeat a point that was misunderstood or confused)
- What I meant to say was...
(rephrase something in a way that is clearer)
- In other words...
- What I was trying to say
before I was interrupted is that...

Summarizing / Concluding

- So let me get this straight. You think...
- To conclude...
- I'd just like to summarize by saying...
- Finally, I'd like to reiterate that...
- It's time to take stock of what we've heard today.
- Both sides have some valid points.
- The stronger argument/team today is...

Answer Key

LESSON DESCRIPTION:

In this lesson, students read about the growing population of seniors and their need for care. They discuss and debate whose responsibility it is to care for the elderly.

LEVEL: Intermediate

TIME: 1.5–2 hours

TAGS: elderly, aging, nursing home, senior citizen, grandparents, health

Pre-Reading

A. WARM-UP QUESTIONS

Discuss in small groups or as a class. Individual answers.

B. VOCABULARY PREVIEW

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

Reading

Read individually, in small groups, or as a class. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

1. Senior citizens are the fastest-growing population in the world.
2. The improvements in health care and diet are helping people to have longer and better lives.
3. Middle-aged adults are often "parent-sitters."
4. The parent-sitters usually have busy lives raising their own children, going to school, or going to full-time jobs. It is especially difficult to take care of a parent when they are ill with diseases, such as blindness, Alzheimer's, or arthritis.
5. This decision is very difficult and often leaves the child feeling guilty and ashamed for not taking care of the parent at home. Many people feel it is the young person's duty to take care of their elder family member.

Vocabulary Review

- | | | |
|------------|----------------|-----------------|
| 1. guilty, | 2. Alzheimer's | 4. nursing home |
| ashamed | 3. diet | 5. middle-aged |

Discuss

Have students discuss in small groups or pairs. Answers will vary.

Debate

Review language used in debates (see page 4). Then divide students into pairs or groups, with some arguing for and others arguing against one or both of the topics. Alternatively, allow students to choose one topic to debate as a class. If all students want to argue the same side, assign some students to be on the other side of the debate. Give students time to practice making statements about their opinions.

Remind students to defend their opinions with real-life examples and details. They may also need to be reminded to respect the opinions of others. You could also practice interrupting politely. (See our Functional English lesson plan on [Interrupting](#).) Consult our [Teachers' Notes](#) for more ideas on using ESL Library's Mini-Debates in the classroom.

Writing

Answers will vary.

Left-Brained Vs. Right-Brained

Pre-Reading

A. Warm-Up Questions

1. Do you prefer writing or drawing?
2. Are you logical or intuitive?
3. Which subject do you prefer, music or maths?
4. Do you think you are left-brained or right-brained? Why?



B. Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing the words in context on page 2.

- | | |
|---------------------|---|
| ___ 1. specialise | a) doing a few different things at the same time |
| ___ 2. logic | b) to be very good at something |
| ___ 3. analyse | c) an inner feeling that tells you the right thing to do |
| ___ 4. routine | d) to examine the parts or details closely |
| ___ 5. risk-taker | e) the strongest |
| ___ 6. intuition | f) reasoning that is based on step-by-step thinking |
| ___ 7. dominant | g) not simple, having many parts |
| ___ 8. multitasking | h) a brain scientist |
| ___ 9. neurologist | i) something you do on a regular basis |
| ___ 10. complicated | j) a person who is not afraid of the unknown and tries new things often |

Reading

LEFT-BRAINED VS. RIGHT-BRAINED

Which is your dominant side?

1. The brain is divided into left and right sides. Many people believe that humans show a dominance on one side of the brain. This is called being left- or right-brained.
2. According to the theory of left or right brain dominance, the left side of the brain **specialises** in **logic**, words, and maths. It works with details first. After **analysing** the details, it looks at the whole. The left side seems to be more involved in **routines** and the organisation of information. Does this sound like you?
3. The right side of the brain is associated with emotions and creativity. Dreamers and **risk-takers** are often called right-brained. According to the theory, a right-brained person is more likely to follow his or her **intuition** rather than a map or an instruction manual. If your right side is more **dominant**, you may enjoy working on many projects at once. Are you good at **multitasking**?
4. Brain dominance theory is based on research from the 1960s. **Neurologists** today say that the brain is much more **complicated** than this. Some say that left or right brain dominance is a myth and that the brain can only function as a whole. Is it human nature to want to fit into a certain category?

'My brain has two sides, the right side and the left side. The right side has nothing left and the left has nothing right.'

—Author unknown

Comprehension

Use the information from the reading to place each profession under the correct heading.

Professions:

- painter
- mathematician
- travel photographer
- computer programmer
- office assistant
- circus performer
- police officer
- yoga instructor

Left-Brained	Right-Brained

Vocabulary Review

A. Word Forms

Are the following words *nouns*, *adjectives*, or *verbs*? Write an alternative word based on the same root word. Then write its word form.

#	Word	Word Form	Alternative Word	New Word Form
Ex	neurology	<i>noun</i>	<i>neurologist</i>	<i>noun</i>
1	analysis			
2	specialty			
3	logical			
4	complicate			
5	dominance			

Vocabulary Review cont.

B. Odd One Out

Choose the word or phrase that does NOT belong in the group.

- | | | | | |
|---------------|----------------|-----------------|----------------|---------------|
| 1. a) science | 2. a) dominant | 3. a) intuition | 4. a) routine | 5. a) study |
| b) reason | b) strong | b) feeling | b) complicated | b) examine |
| c) logic | c) main | c) dominant | c) difficult | c) analyse |
| d) risk | d) myth | d) hunch | d) complex | d) complicate |

Discussion

1. Do you believe that all humans have a dominant side of the brain?
2. Is the current world designed for left-brained or right-brained thinkers?
3. Would you want to be a neurologist? Why or why not?
4. Is multitasking an efficient way to get things done?

Web Activity

1. Predict whether or not you would be considered left-brained or right-brained.
2. Search for a left- and right-brained quiz online. Take the quiz. Are you left-brained or right-brained?
3. Look up any words from the quiz that you do not know. Summarise the findings in a blog post or email to a friend. Share the link to the quiz with your friend.

Listening

Fill in the blanks as you listen to the recording.

LEFT-BRAINED VS. RIGHT-BRAINED

Which is your dominant side?

1. The brain is divided into left and right sides. Many people believe that humans show a _____ on one side of the brain. This is called being left- or _____.
2. According to the theory of left or right brain dominance, the left side of the brain specialises in _____, words, and maths. It works with details first. After _____ the details, it looks at the whole. The left side seems to be more involved in routines and the organisation of information. Does this sound like you?
3. The right side of the brain is associated with emotions and creativity. Dreamers and _____ are often called right-brained. According to the theory, a right-brained person is more likely to follow his or her _____ rather than a map or an instruction manual. If your right side is more dominant, you may enjoy working on many projects at once. Are you good at _____?
4. Brain dominance theory is based on research from the 1960s.
- _____ today say that the brain is much more
- _____ than this. Some say that left or right brain dominance is a myth and that the brain can only function as a whole. Is it human nature to want to fit into a certain category?

Left-Brained Vs. Right-Brained

Discussion Starters

Answer Key

LESSON DESCRIPTION:

Students read about the theory of left-brained and right-brained dominance. They discuss the theory and think about their own dominant side.

LEVEL: Int – High Int

TIME: 1.5–2 hours

TAGS: discussion, left-brained, right-brained, brain, thinking, creativity, logic

Pre-Reading

A. WARM-UP QUESTIONS

Have students work in small groups or as a class.

B. VOCABULARY PREVIEW

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

Reading (and/or Listening)

Read individually, in small groups, or as a class. Discuss the quote. You can also play the listening as your students read along. A gap-fill version of the reading is available on page 5. Help your students with vocabulary and expressions that they are unfamiliar with.

Comprehension

Left-Brained:

- mathematician
- office assistant
- computer programmer
- police officer

Right-Brained:

- painter
- travel photographer
- circus performer
- yoga instructor

Vocabulary Review

A. WORD FORMS

Additional words may vary.

1. analysis (noun) / analyse (verb) / analyst (noun)
2. specialty (noun) / special (adjective) / specialise (verb)
3. logical (adjective) / logic (noun) / logically (adverb)
4. complicate (verb) / complicated (adjective) / complication (noun)
5. dominance (noun) / dominant (adjective) / dominate (verb)

B. ODD ONE OUT

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

Discussion

Answers will vary.

Can be done individually or in small groups or pairs.

Web Activity

Optional task.

Listening

1. dominance, right-brained
2. logic, analysing
3. risk-takers, intuition, multitasking
4. Neurologists, complicated

Médecins Sans Frontières

Pre-Reading

A. Warm-Up Questions

1. What is a 'volunteer'?
2. What is a 'border'?
3. Which geographic borders have you crossed in your life?
4. What are some different types of natural disasters?
5. What type of aid do doctors provide in war zones?

B. Vocabulary Preview

Match up as many words and meanings as you can.

Check this exercise again after seeing the words in context on page 2.

- | | |
|-----------------------------|---|
| ___ 1. aid | a) to show support for one specific group or cause |
| ___ 2. midwife | b) a person who assists women before, during, and after childbirth |
| ___ 3. pharmacist | c) a person whose job it is to distribute medicine |
| ___ 4. frustrated | d) feeling upset because you can't change or accomplish something |
| ___ 5. refugee | e) to talk publicly about an issue that needs attention |
| ___ 6. crisis | f) a person who has fled his/her homeland due to war, politics, or fear of danger |
| ___ 7. side (<i>verb</i>) | g) a feeling of self-worth |
| ___ 8. priority | h) to give money or services to a person or group in need |
| ___ 9. donate | i) the most important thing |
| ___ 10. dignity | j) a very bad situation |
| ___ 11. speak out | k) help |
| ___ 12. unjust | l) unfair |



Médecins Sans Frontières

Médecins Sans Frontières (MSF) is an international, independent medical organisation that provides health care in emergency situations.

Reading

1. Médecins Sans Frontières (MSF), known as 'Doctors Without Borders' in North America, is an organisation that provides medical **aid** in over 60 countries. Doctors, nurses, **midwives**, lab technicians, **pharmacists**, and other medical and non-medical professionals work for MSF. An MSF mission generally lasts nine months to one year.
2. MSF was founded in France in 1971. French doctors who worked for the Red Cross were unhappy with how Nigerian troops were treating aid workers. They were also **frustrated** with how slowly the Red Cross acted in response to emergencies. Furthermore, they hated that they had to stay silent about the awful things they witnessed. French journalists were also experiencing frustration. They wanted doctors to pay more attention to people who were suffering from natural disasters.
3. The frustrated French doctors realised that they had something in common with the journalists. Both groups wanted the world to know how people were suffering. They joined forces to form the humanitarian organisation MSF. They brought aid to **refugee** camps and became well known around the world for helping people in **crisis**.
4. Today, field staff for MSF work in war zones, disaster zones, and developing countries that require health care. MSF does not **side** with a certain political party, religion, or government. Their number one **priority** is to help people in emergency situations related to public health. MSF is a non-profit organisation that is funded by donations. Individuals, corporations, governments, and the United Nations **donate** money to MSF.
5. One of the main goals of MSF is to bring **dignity** back to humans who have lost it. MSF workers often **speak out** against the **unjust** treatment of humans. They tell the world about governments that misuse donations or prevent aid from reaching people who need it.

Comprehension

A. True, False, or Not Mentioned?

Read the statements below. Write T if the statement is true.
Write F if the statement is false and correct the information
in your notebook. Write NM if the fact is not mentioned.

- _____ 1. Canadian physicians came up with the idea for Médecins Sans Frontières.
- _____ 2. The original doctors who started MSF worked for the Red Cross.
- _____ 3. French journalists helped promote MSF.
- _____ 4. People who volunteer for MSF receive free accommodations and food.
- _____ 5. MSF is run by the United Nations.
- _____ 6. Nurses who work for MSF have to quit their jobs at home before they can volunteer in the field.
- _____ 7. MSF helps keep people informed about humanitarian crises around the world.
- _____ 8. Governments in disaster zones sometimes misuse aid.

B. Likely or Unlikely?

Place a ✓ beside any act that would be common practise for MSF workers.
Place an ✗ beside something that MSF workers would not likely do during
a mission. Look up any words that you don't know.

- _____ 1. Distribute vaccines to protect children from diseases.
- _____ 2. Educate women so that they can get good jobs.
- _____ 3. Provide health education for local parents and teachers.
- _____ 4. Improve water and sanitation systems after major floods.
- _____ 5. Perform surgery on earthquake victims.
- _____ 6. Equip local families with weapons for protection.
- _____ 7. Deliver babies in refugee camps.
- _____ 8. Start private practices in growing American cities.

Vocabulary Review

A. Complete the Sentences

Complete the sentences using vocabulary from page 1.
You may need to change the word forms.

1. The _____ needed food and shelter. They fled their homeland because of the war.
2. The humanitarian _____ is getting worse in the flooded region.
Many people are sick, hungry, and homeless.
3. The first _____ is to deliver clean water to the area.
4. Please _____ money to provide for the children in need.
5. The frustrated midwife _____ about gender inequality in the villages.

B. The Suffix '-ist'

In English, the suffix '-ist' is often used to describe a person who has a specific role. Look for the root word inside a word that ends in '-ist'. There are many medical professions ending with '-ist'. Some examples are listed to the right. Can you think of some other words that end in '-ist'? Write them on the blanks. Place a star next to any words that you find difficult to pronounce or spell.

Examples

- pharmacist
- dentist
- anesthesiologist
- psychiatrist
- specialist

Other Words Ending in '-ist':

_____	_____	_____
_____	_____	_____
_____	_____	_____

Discussion

1. Why might language barriers be a problem for MSF workers?
Is it important for your doctor to speak your language well?
2. Do you think doctors change the way they practise medicine after taking a mission with MSF?
3. Is MSF the type of organisation you would donate money or time to? Why or why not?

Pair Activity

A FRUSTRATING MISSION

Imagine one of you is a journalist interviewing a frustrated doctor who works for MSF. Create a fictional crisis or use a real-life scenario. Write some questions and responses. Try to use words from the vocabulary list on page 1. Take turns pretending to be the reporter and the doctor. Share your dialogue with your class.

Location: _____

Crisis: _____

Reporter: _____ ?

Doctor: _____

Reporter: _____ ?

Doctor: _____

Reporter: _____ ?

Doctor: _____

Reporter: _____ ?

Doctor: _____

Reporter: _____ ?

Doctor: _____

Memory Game

FIRST AID KIT

1. Gather in a circle with the students in your class.
Decide what your humanitarian mission will be.
2. The first student says the phrase below and names one item to bring in the first aid kit.
3. The second student repeats the phrase, names the first item mentioned, and adds another item.
4. Continue with each student, adding a new item to the list each time.
5. Any student who can't remember the items mentioned before
(*in the right order*) gets cut from the mission! Who will remain?
(No note-taking!)

'I am going on a Médecins Sans Frontières mission, and in my first aid kit I will bring...'

Answer Key

LESSON DESCRIPTION:

Students read a brief history of Médecins Sans Frontières (MSF). They review vocabulary, discuss the organisation, and review the suffix '-ist'.

LEVEL: Int – Adv

TIME: 1.5–2 hours

TAGS: famous things, medical, health, intermediate, advanced, suffix, Médecins Sans Frontières, doctors without borders

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups.

B. VOCABULARY PREVIEW

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

Reading

Make sure that your students understand the difference between the use of 'frustrated' and 'frustrating'. *The doctor is frustrated. The mission is frustrating.* Remind your students of other words like this, such as interested/interesting, excited/exciting, and bored/boring.

Comprehension

A. TRUE, FALSE, OR NOT MENTIONED?

- F – Physicians and journalists in France came up with MSF.
- T
- T
- NM
- F – The United Nations helps fund MSF.
- NM
- T
- T

B. LIKELY OR UNLIKELY?

- | | | |
|-------------|-------------|-------------|
| 1. likely | 4. likely | 7. likely |
| 2. unlikely | 5. likely | 8. unlikely |
| 3. likely | 6. unlikely | |

Vocabulary Review

A. COMPLETE THE SENTENCES

- | | | |
|-------------|-------------|--------------|
| 1. refugees | 3. priority | 5. spoke out |
| 2. crisis | 4. donate | |

B. THE SUFFIX '-IST'

If students have trouble coming up with their own ideas, give them hints for the following words by asking questions like these: *Who makes art? Who plays a violin? Who sells flowers?* Possible answers:

- | | | |
|--------------------|-------------|-------------|
| • artist | • botanist | • hypnotist |
| • violinist | • florist | • novelist |
| • environmentalist | • guitarist | • pianist |

Discussion

Discuss as a class or in small groups. Answers will vary.

(continued on the next page...)

Answer Key cont.

Pair Activity

Place students in pairs. If you have an extra student, put two doctors in one group. They can both answer questions. Make sure students are trying to use vocabulary from the reading. Encourage them to use the terms 'frustrated' and 'frustrating'.

Memory Game

If your class is too big, you could split the class into a few groups for the game. This is a variation of the popular memory game about going on an adventure or vacation and packing a suitcase.

EDITOR'S NOTE:

Advanced learners may be interested in the MSF blog. Here they will find real-life stories by MSF workers who are out in the field. Share this link with your learners and ask them to read a post that they are interested in. Can they paraphrase the post for the class? <http://blogs.msf.org>

Module 3: Health care.

№	Word	Translation
1	abdomen	живіт
2	artery	артерія
3	bladder	сечовий міхур
4	blood vessels	кровоносні судини
5	fatty tissue	жирова тканина
6	intestines	кишечник
7	joint	суглоб
8	kidney	нирка
9	larynx	гортань
10	ligament	з'язка
11	liver	печінка
12	lungs	легені
13	pharynx	глотка
14	stomach	шлунок
15	vein	вена
16	tendon	сухожилля
17	anaesthetist	анестезіолог
18	anatomist	анатом
19	andrologist	андролог
20	cardiologist	кардіолог
21	bacteriologist	бактеріолог
22	diagnostician	діагностик
23	dietitian	дієтолог
24	district nurse	дільнична медсестра
25	forensic scientist	судмедексперт
26	general practitioner (GP)	лікар загального профілю
27	gynaecologist (gynecologist)	гінеколог
28	house practitioner	лікар, що живе при лікувальному закладі
29	internist	терапевт
30	intern(e)	інтерн
31	junior doctor	лікар-стажист
32	laboratory technician	лаборант
33	laryngologist	ларинголог
34	matron	головна медсестра
35	midwife	акушерка
36	consultant	консультант
37	dermatologist	дерматолог
38	neurologist	невролог
39	obstetrician	акушер
40	oncologist	онколог
41	orderly	санітар
42	orthopaedist	ортопед
43	paediatrician	педіатр
44	paramedic	молодший медперсонал
45	pathologist	патолог
46	plastic surgeon	пластичний хірург
47	psychoanalyst	психоаналітик
48	psychiatrist	психіатр
49	residency	ординатура
50	resident	лікар-стажист
51	speech therapist	логопед

52	surgeon	хірург
53	therapist	терапевт
54	toxicologist	токсиколог
55	urologist	уролог
56	venerologist	венеролог
57	cardiology	кардіологія
58	dentistry	стоматологія
59	embryology	ембріологія
60	endocrinology	ендокринологія
61	epidemiology	епідеміологія
62	gastroenterology	гастроентерологія
63	gerontology	геронтологія (наука про старіння організму)
64	haematology	гематологія
65	gynaecology (gynecology)	гінекологія
66	immunology	імунологія
67	midwifery	акушерство
68	neurology	неврологія
69	obstetrics	акушерство
70	oncology	онкологія
71	ophthalmology	офтальмологія
72	otolaryngology	отоларингологія
73	paediatrics	педіатрія
74	orthopaedics (orthopedics)	ортопедія
75	trachea	трахея
76	diaphragm	діафрагма
77	gall bladder	жовчний міхур
78	ureters	сечовивідні канали (каналці)
79	appendix	апендицит
80	urethra	уретра
81	rectum	пряма кишка
82	large intestine	товста кишка
83	small intestine	тонка кишка
84	pancreas	підшлункова залоза
85	spleen	селезінка
86	oesophagus	стравохід
87	nutrients	поживні речовини
88	fuel	енергія
89	skeletal system	скелетна система
90	muscular system	м'язова система
91	nervous system	нервова система
92	lymphatic (immune) system	лімфатична система (імунна система)
93	endocrine system	ендокринна система
94	cardiovascular system	серцево-судинна система
95	reproductive system	репродуктивна система
96	digestive system	травна система
97	respiratory system	дихальна (респіраторна) система
98	white blood cells	білі кров'яні тільця
99	urinary (renal) system	сечовивідна система
100	bacteriology	бактеріологія
101	cell	клітина
102	pipeline	канал
103	clinical trial	клінічні тести (випробування)
104	gut	шлунок

105	scaffold	основа, каркас
106	meniscus	меніск
107	shock absorber	амортизатор
108	femur	стегно, стегнова кістка
109	tibia	велика гомілкорова кістка
110	surgical intervention	хірургічне втручання
111	adverse reaction	патологічні реакції
112	ulcer	виразка, язва
113	congenital heart damage	вроджений порок серця
114	artificial organs	штучні органи
115	stem cells	стовбурові клітини
116	thyroid gland	щитовидна залоза
117	scarring	рубцювання
118	coronary bypass	коронарний шунт
119	stroke	інсульт
120	heart attack	інфаркт, серцевий напад
121	terminate smbd's life	припинити чиєсь життя
122	drug testing	наркологічні тестування
123	cartilage	хрящ
124	chronic liver failure	хронічна печінкова недостатність
125	traumatology	травматологія
126	morbidity anatomist	патологоанатом
127	balneologist	бальнеолог
128	embryologist	ембріолог
129	epidemiologist	епідеміолог
130	endocrinologist	ендокринолог
131	gastroenterologist	гастроентеролог
132	gerontologist	геронтолог
133	immunologist	імунолог
134	neonatologist	неонатолог
135	neonatology	неонатологія (вчення, про фізіол. та захвор. новонароджених)
136	iris	райдужна оболонка ока
137	aetiology	етіологія
138	psychiatrics (mental science)	психіатрія
139	symptomatology (semiotics)	симптоматологія
140	anatomy	анатомія
141	dermal diseases (skin disease)	захворювання шкіри
142	general medicine (therapy)	терапія
143	supporting-motor apparatus	опорно-руховий апарат
144	venerology	венерологія
145	Sexually Transmitted Diseases (STD)	захворювання, що передаються статевим шляхом
146	veneral disease	венеричні захворювання
147	medicinal water	мінеральна вода
148	fertilization	запліднення
149	pregnancy	вагітність
150	morbidity anatomy	патологоанатомія
151	occupational therapy	трудова терапія
152	speech impediment	дефект мовлення
153	spare-part surgery	відновлювальна хірургія
154	Admission Department	приймальне відділення
155	ambulance	автомобіль швидкої медичної допомоги
156	Burns Unit	опікове відділення
157	Cardiology Department	кардіологічне відділення

158	Dermatology Department	дерматологічне відділення
159	Dressing Room	перев'язочна
160	Emergency Department	відділення швидкої медичної допомоги
161	Endocrinology Department	ендокринологічне відділення
162	Gastroenterology Department	гастроентерологічне відділення
163	Gynecology Department	гінекологічне відділення
164	In-Patient Hospital	лікарня (стаціонар)
165	Intensive Care Unit	відділення інтенсивної терапії
166	Laboratory	лабораторія
167	Maternity Department	пологове відділення
168	Neurology Department	неврологічне відділення
169	Nursing Home	будинки для людей похилого віку
170	Oncology Department	онкологічне відділення
171	Ophthalmology Department	офтальмологічне відділення
172	Out-Patient Department	поліклініка
173	Registry	реєстратура
174	Resuscitation Department	реанімаційне відділення
175	Surgical Unit	хірургічне відділення
176	Therapeutics Department	терапевтичне відділення
177	Traumatology Department	травматологічне відділення
178	Urology Department	урологічне відділення
179	Venerology Department	венерологічне відділення
180	X-ray Room	рентген-кабінет
181	acne	вугрі
182	ague	гарячка
183	Aids (AIDS)	СНІД
184	alcoholism	алкоголізм
185	allergy	алергія
186	anaemia	анемія
187	angina	ангіна
188	angina (pectoris)	стенокардія
189	anorexia	анорексія
190	anthrax	сибірська язва
191	appendicitis	апендицит
192	arteriosclerosis	атеросклероз
193	arthritis	артрит
194	asthma	астма
195	avian (bird) flue	пташиний грип
196	bronchitis	бронхіт
197	bubonic plague	бубонна чума
198	cancer	рак
199	caries	карієс
200	chickenpox	вітряна віспа
201	cholera	холера
202	cirrhosis	цироз (печінки)
203	cold	застуда
204	colitis	коліт
205	constipation	запор
206	diarrhoea	діарея (пронос)
207	double pneumonia	двостороннє запалення легень
208	glaucoma	глаукома
209	gastritis	гастрит (ураження слизової оболонки шлунка)
210	hepatitis	гепатит

211	herpes	герпес
212	hypertension	гіпертонія
213	influenza	грип
214	laryngitis	ларингіт
215	measles	кір
216	meningitis	менінгіт
217	multiple sclerosis	розсіяний склероз
218	mumps	свинка (завушниця)
219	muscular dystrophy	мускульна дистрофія
220	nephritis	нефрит (запалення нирки)
221	otitis	отит
222	paralysis	параліч
223	Parkinson's disease	хвороба Паркінсона (тремтячий параліч)
224	pharyngitis	фарингіт (запалення глотки)
225	plague	чума
226	polio (poliomyelitis)	поліомеліт (дитячий параліч)
227	pox	віспа
228	rabies	рабієс (сказ)
229	rheumatoid arthritis	ревматичний артрит
230	rickets	рахіт
231	rubella	рубела (краснуха)
232	scabies	короста
233	scarlet fever (scarlatina)	скарлатина
234	schizophrenia	шизофренія
235	sclerosis	склероз
236	smallpox	віспа
237	sunstroke	сонячний удар
238	tonsillitis	тонзиліт
239	tuberculosis	туберкульоз
240	typhus	тиф
241	worms	глисти
242	bandage	бандаж, бинт
243	bedpan	підкладне судно
244	cardiograph	кардіограф
245	catheter	катетер
246	clamp	затискач
247	CT scanner (CAT scanner)	комп'ютерний томографічний сканер
248	defibrillator	дефібрилятор
249	drain	інструмент для осушування ран
250	encephalogram	енцефалограф
251	forceps	щипці
252	heart-lung machine	апарат штучного кровообігу
253	inhalator	інгалятор
254	lancet (lance)	ланцет
255	life-support machine	установка для підтримки життєдіяльності
256	microscope	мікроскоп
257	needle	голка
258	oxygen mask	киснева маска
259	pacemaker	водій ритму серця
260	packing	тампон
261	plaster cast	гіпсова пов'язка
262	probe	зонд
263	respirator	респіратор

264	scalpel	скальпель
265	sling	підтримуюча пов'язка
266	specimen bottle	банка для збирання проб на аналіз
267	splint	шина
268	stethoscope	стетоскоп
269	stretcher	носилки (ноші)
270	swab	тампон на стержні
271	syringe	шприц
272	thermometer	термометр
273	tourniquet	джгут
274	ultrasound scanner	ультразвуковий сканер
275	ventilator	апарат штучного дихання
276	wet pack	вологе обгортання
277	X-ray machine	рентгенівська установка
278	nerve chip	нервовий чіп
279	spur	стимулювати, спонукати
280	seed	сіяти
281	protein	білок
282	mature	дозрівати
283	enzyme	фермент
284	dissolving sutures	саморозчинні шви
285	penetrate	пронизувати
286	stiffness	пружність

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Навчальне видання

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HEALTH IS ABOVE WEALTH

(teacher's book)

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