

TOPIC: OFFBEAT JOBS



I. FOCUS ON THE TOPIC

1. Look at the photo. What are the people doing? What is the man's job?
2. Read the title of the unit. *Offbeat* means unusual. A bike messenger has an offbeat job. Can you think of other offbeat jobs?
3. What is most important to you when choosing a job? Think about things like salary (how much money you make), hours, interest, safety (how safe or dangerous it is), workplace (indoors, outdoors, home, office), education, and number of job openings (how easy it is to find a job). Compare your answers as a class.

II. VOCABULARY

1. Match the words on the left with the definitions on the right

- | | | |
|-------|---------------------|---|
| _____ | 1. concentrate | a. thinking of new ways of doing things |
| _____ | 2. factory | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death. |
| _____ | 3. insurance policy | |

_____	4. creative	c. all the people who are about the same age
_____	5. income	d. to be careful and pay attention
_____	6. taste	e. a building where things are made
_____	7. professional	f. the part inside your mouth that moves and is used for eating food and speaking
_____	8. flavor	g. particular taste of a food or drink
_____	9. generation	h. doing something for money instead of for fun or pleasure
_____	10. tongue	i. try food by eating a little bit
		j. the money you earn when you work

2. Read the words in the box. Then read the sentences and circle the letter of the answer that shows the correct definition of the boldfaced word

career	quit	relaxing	stressful	tiring
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1. In my opinion, the most **relaxing** thing to do after a long day at work is to sit in my favorite chair and watch TV.
 - a. Helping you to rest
 - b. helping you to work hard
2. I am studying computer animation in school. I want to have a **career** making animated movies.
 - a. Something you study in school
 - b. a kind of work you do for a long time
3. I am unhappy at my job. I think I will **quit** and find a new job.
 - a. Leave a job
 - b. continue working at a job
4. I stand on my feet all day assembling computers. I wish I could sit down. It is very **tiring**.
 - a. Causing you to stand
 - b. causing you to feel sleepy
5. Tests are very **stressful** for me; I am afraid I won't do well.
 - a. Causing you to feel worried
 - b. difficult

3. Match the statement on the left with the best response on the right

_____	1. My friend went to school to learn to cook. She just got her first job cooking in a French restaurant. She loves her job.	a. It sounds like you want to quit!
_____	2. Working for myself isn't easy. I have a lot of work to do.	b. You're so lucky your friend is a professional chef! Does she ever cook for you?
_____	3. I don't like my job. I want to get a new job.	c. Wow, having your own business sounds really stressful.
_____	4. I need to work where it is very quiet. I have to pay very close attention so I don't make any mistakes.	d. You are very creative.
_____	5. I love making up stories. Someday I want to write my own book.	e. That sounds very relaxing!
_____	6. I want to be a doctor. I know I need to be in school for a long time, but being a doctor is my dream.	f. If that's really what you want to do. I think it's a career you will enjoy.
_____	7. I worked really hard all week, so last weekend I just stayed home and watched movies.	g. Yes, it is a very tiring job.
_____	8. I think walking dogs for a job is fun. The only problem is that all the walking is a lot of work!	h. You really need to concentrate.

III. EXPRESS OPINIONS

Work with a partner. Student A, you are a host on a radio show. You are interviewing people about their unusual jobs. Student B, you are a guest on the show. You are talking about your offbeat job.

	WINDOW WASHER	PROFESSIONAL SHOPPER	ICE-CREAM TASTER
1. Can you describe what you do?	I wash office building windows		
2. What do you		I love to shop.	

like about your job?			
3. What's difficult about your job?			I can't eat the ice cream. I have to take care of my taste buds. I can't eat spicy food.
4. What skills do you need to do your job?			

Example

A: What is your job?

B: I'm a window washer.

A: Can you describe what you do?

B: I wash office building windows. I go high up in a basket to reach the windows.

IV. EXPAND

Work with a partner. Read the sentences below. Circle the best definition for each boldfaced word or phrase.

1. I work 60 hours a week, and I always think about my work. I am a **workaholic**.

A workaholic is a person who _____.

- a. works a lot and finds it difficult not to work
- b. knows a lot people

2. I want a career where I can work with money. I am very **good with numbers**. Someone who is good with numbers _____

- a. likes to count and do math
- b. doesn't like doing math

3. I want to be a professional shopper because **I don't want to have a boss**. If I don't want to have a boss, I want to _____.

10. I worked in a store last year. The boss let me count the money at the end of the day and take it to the bank. My boss didn't worry because I am **trustworthy**.

A trustworthy person is _____.

- a. honest b. not honest

11. I really enjoy working as a dog walker. I don't have to sit indoors at a desk. I can work **outdoors** in the fresh air and sunshine.

A job that is outdoors is _____.

- a. not a desk job b. inside a building

12. I think being up high washing windows is very exciting, but it's important to be careful so you don't fall or have an accident. If you are not careful, it can be very **dangerous**.

A dangerous job is not _____.

- a. exciting b. safe

V. CREATE

Work with a partner. Look at the words in the box. Can you add any other words that you might use in a job interview? Practice asking and answering the questions.

Skills: Talents or abilities	Characteristics: Your strengths (strong points) and weaknesses (weak points)	Types of jobs
Be good with numbers Be good with my hands Have good people skills Have _____ good communication skills _____ _____	Friendly Creative Hardworking Trustworthy A team player A problem solver A workaholic _____ _____	Indoors Outdoors Safe Dangerous High-paying Offbeat Stressful Relaxing tiring _____ _____ _____

1. Tell me about yourself. What do you do now? What kind of person are you? Give an example.

I am _____.
_____.

2. What type of job do you want?

I'd like _____.
_____.

3. What skills do you have? Give an example of when you used that skill.

I _____.
I _____.

4. What are your strengths? Give an example.

I _____.
I _____.

5. What are your weaknesses? Give an example.

I _____.
I _____.

VI. GRAMMAR

1. Work with a partner. Read the conversations aloud. Look at the underlined words. Then answer the questions.

1. A: What's your job like? B: My job is interesting.

2. A: What kind a person are you? B: I'm a friendly person.

- a. Look at the answers to the questions. What is the verb in each sentence?
- b. What is the noun in each sentence?
- c. Which words describe the nouns? Where do they come in the sentences?

DESCRIPTIVE ADJECTIVES

Adjectives describe nouns

1. Adjectives can come after the verb <i>be</i> .	My job is <i>tiring</i> .
2. Adjectives can also come before a noun.	Artists are <i>creative</i> people.
3. When a singular noun follows an adjective, use <i>a</i> before the adjective if the adjective begins with a consonant sound.	This isn't a <i>high-paying</i> job.
4. When a singular noun follows an adjective, use <i>an</i> before the adjective if the adjective begins with a vowel sound.	Peter has an <i>offbeat</i> job.

2. Some words describe a person, some describe a job, and some describe both. Write the words in the correct box.

boring	dangerous	friendly	hardworking	interesting	relaxing
tiring	creative	difficult	happy	high-paying	offbeat safe

WORDS ABOUT PEOPLE	WORDS ABOUT JOBS	WORDS ABOUT BOTH

3. Work with a partner. Take turns making statements using the nouns and adjectives provided. After one of you makes a statement, the other one reacts, saying, "I agree" or "I don't agree". If you don't agree with a statement, correct.

Example

A restaurant blogger's work / dangerous

A: A restaurant blogger's work is dangerous.

B: I don't agree. A restaurant blogger's work isn't dangerous. It's safe.

1. A bike messenger's job / tiring

2. An ice-cream taster / creative person
3. An insurance salesperson's work / stressful
4. Computer animation / offbeat job
5. Window washing / interesting job
6. A game show host / hardworking
7. A professional shopper's job / relaxing

4. Work with a partner. Student A, ask Wh-questions with the phrases on the left. Student B, answer the phrases on the right. Be sure to use the correct stress. Switch roles after item 4. Write your answers on the lines.

Example

A: What do you call someone who washes windows?

B: A window washer.

_____	1. someone who washes windows	a. bike messenger
_____	2. a frozen dessert	b. window washer
_____	3. someone who sells things	c. job counselor
_____	4. someone who makes animated	d. animation artist
_____	movies or games	e. ice cream
_____	5. a large store that sells many different	f. department store
_____	products	g. computer assemble
_____	6. someone who puts together	h. salesclerk
_____	computers	
_____	7. a person who delivers letters and	
_____	packages by bike	
_____	8. someone who helps people find the	
_____	right job or career	

VII. SPEAKING SKILL

MAKING CONVERSATION

When making conversation, it's polite to ask about a person's job and interests (what people like to do in their free time). It's also polite to express interest (to react positively) when people tell you something about themselves.

Asking About Someone's Job and Interests	Talking About Yourself	Showing Interest
What do you do?	I'm not working right now. I'm a (student / chef / homemaker). I'm retired. ¹	Oh . . . really?
How do you like it?	It's great. It's interesting. It's all right, but . . . I don't like it at all.	Good for you. Oh, I see. Oh, why not?
What do you like to do in your free time?	I like to (listen to music / play tennis). I enjoy (reading / playing computer games).	'That's interesting. That's nice. Really? Me, too! Oh, yeah?

Work with a partner. Complete the conversation with your own information. Then practice it aloud.

A: Hi. My name's _____.

B: Hi. I'm _____. Nice to meet you.

A: Nice to meet you, too. So what do you do?

B: I'm _____

A: _____. How do you like it?

B: _____. How about you? What do you do?

A: _____.

B: _____. So what do you like to do in your free time?

A: _____. How about you?

B: _____.

VIII. FINAL SPEAKING TASK

In this activity, you will take part in a workshop for people looking for jobs. In the workshop, people with offbeat jobs want to get different jobs. Job counselors talk with them to identify their skills and think of new jobs. Try to

use the vocabulary, grammar, pronunciation, and language to make small talk that you learned in the unit.

Follow the steps

Step 1: Divide into two groups

Group A: people with offbeat jobs who want to change jobs

Group B: job counselors, who can help identify skills and new jobs

Group A: Each student chooses one job from the lists below or another offbeat job. This is the job you now have. List the skills, characteristics, and strengths a person needs to do that job. Use words like: *creative, good with numbers, and trustworthy*. Then list reasons why you want to find a new job.

Animation artist

restaurant blogger

Game show host

window washer

Ice-cream taster

other: _____

Professional shopper

Group B: Write five questions to ask the job holders.

Examples

What skills do you have?

Why do you want to change jobs?

Step 2: Form new groups. Half of each new group is from group A, half from group B. Offbeat job holders (Group A) sit in a line facing the job counselors (Group B).

Conduct a workshop:

- Each job holder briefly introduces himself or herself and then gives a short talk about his or her current job.
- Each counselor asks one or two questions to each job holder.

Step 3: To end the workshop, each job counselor names a new job that might be good for the job holders. Explain which skills the job holders can use in their new jobs.

IX. UNIT PROJECT

Would you like to find an offbeat job? Follow these steps:

Step 1: Work in small groups. Brainstorm some offbeat jobs and make a list. You can include jobs from the unit or other offbeat jobs that you know.

Step 2: Now, work alone. Choose one offbeat job you would like to have. Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information:

Job title:

Workplace:

Person has to be:

Person has to like:

Why the job is interesting:

Job title:

Workplace:

Person has to be: _____

Person has to like: _____

Why the job is interesting:

Step 3: Report your information to the class.

X. ALTERNATIVE SPEAKING TOPICS

Discuss the questions. Use the vocabulary and grammar from the unit.

1. Why do you think some people like offbeat jobs?
2. How do you think people get started in their offbeat jobs in the first place?

TOPIC: WHERE DOES THE TIME GO?



I. FOCUS ON THE TOPIC

1. Look at the photo. Which of these activities do you think the student is doing: Doing school work, listening to music, texting (*sending a written message by phone*), chatting online (*having a conversation*), surfing the Web (*looking at different Internet sites*), watching videos, playing video games? Do you ever do any of these activities at the same time? Which ones?

2. *Challenges* are things that are difficult to do. What are some challenges?

3. Read the title of the unit. What do you think this expression means? When do people say this?

II. VOCABULARY

1. Match each boldfaced word or phrase in the text with its definition or synonym.

.....	1. tasks	a. something you want to do in the future
.....	2. put off	b. things that make it difficult to think or pay

.....	3. factors	attention
.....	4. manage	c. something that is given for doing good work
.....	5. negative	d. harmful or bad
.....	6. research studies	e. to have control of something
.....	7. procrastination	f. plans or ways to get something done
.....	8. avoid	g. to delay something
.....	9. strategies	h. jobs or pieces of work that must be done
.....	10. goals	i. things that cause a situation
.....	11. distractions	j. careful study to report new knowledge about something
.....	12. reward	k. to delay doing something that you should do, usually because you do not want to do it.
		l. to choose not to do something or to stay away from someone or something

2. Read the words in the box. Then read the statements. Circle the best definition for the word or phrase in bold.

achieve focus positive attitude pressure waste

1. Anita wants to graduate from college. She is hardworking, so I'm sure she will **achieve** her goal.
 - a. To want to do something
 - b. To get something by working hard

2. When you are in class, it's important to **focus** on what the teacher is saying. You should pay attention so you can remember the important points.
 - a. To direct your attention or effort
 - b. To remember what someone told you

3. This history class is very challenging, but I have **positive attitude**, and I think that I can do well if I work hard.
 - a. A hardworking person
 - b. A hopeful way of thinking

4. At my school, there is a lot of **pressure** to get good grades. Some parents and teachers even expect you to get straight A's.

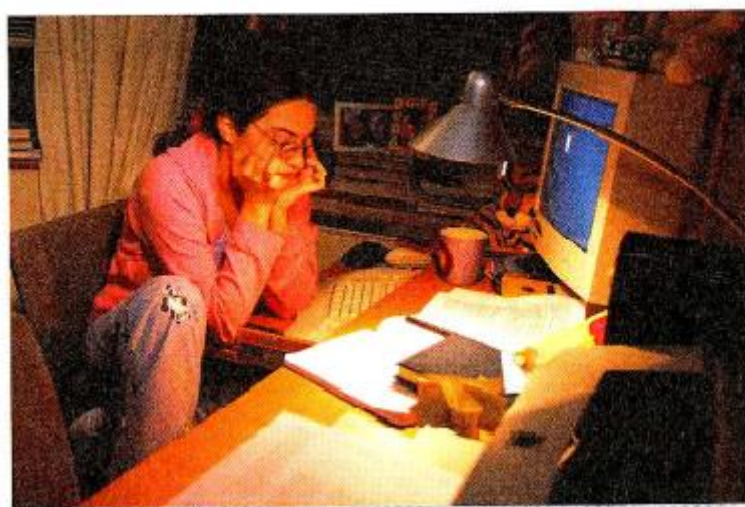
- a. Getting good grades in school
 - b. Feeling of stress because people expect you to do something
5. My roommate **wastes** a lot of time talking on the phone when she should be doing her homework. Then she never has enough time to finish.
- a. To use something in a way that is not useful or effective
 - b. To do something quickly
3. Work with a partner. Complete the chart with the words and phrases from the box. Some words and phrases can be used in more than one column. Then think of two more words or phrases to add to each column. Take turns making sentences using a verb and word or phrase from the chart.

Example

A: I hope I can **achieve** my **goal** to become an engineer.

distractions	negative effects	a reward	tasks
goals	a positive attitude	strategies	time

ACHIEVE	AVOID	FOCUS ON	HAVE	MANAGE	PUT OFF	SET



Match the phrases on the left with the meanings on the right.

___ 1. hit the books	a. to stay up all night working on something
___ 2. ace	b. the last possible time that something can be done
___ 3. cut class	c. to study
___ 4. hang out	d. to understand or solve by thinking
___ 5. fall behind	e. to receive a grade of "A" or to complete something easily and successfully
___ 6. the last minute	f. to fail to do something as quickly as planned or as required
___ 7. pull an all-nighter	g. to quickly prepare right before a test
___ 8. bomb	h. to skip a class or day of school without an excuse
___ 9. figure out	i. to fail a test
___ 10. cram	j. to spend time in a certain place or with people

III. EXPRESS OIPINIONS

1. Complete the chart with the statements about the bad study habits. Then write the strategies that the students could use to improve their study habits.

Try the "Do Nothing" strategy	Waste time playing video games instead of studying
Text friends during class	Set goals and put them in order of importance
Divide big assignments into smaller tasks	Put off assignments that you don't like to do.
Listen to music and chat online while doing homework	Use a calendar to plan your time.
Give yourself rewards for finishing your work	Avoid starting difficult assignments.
Remove distractions, such as phones, games, Internet	Surf the Web while working online.

BAD STUDY HABITS FROM LISTENING TWO	STRATEGIES FROM LISTENING ONE
MULTITASKING	
	<i>Remove distractions, such as phones, games, Internet</i>
PROCRASTINATION	
<i>Waste time playing video games instead of studying</i>	<i>Set goals and put them in order of importance</i>

2. Work in groups of three. Have a discussion about your study habits and strategies for improving them. Use information from the chart. In your discussion, you can ask these questions:
1. Do you multitask? If so, what do you do?
 2. Do you procrastinate? Why or why not?
 3. What strategies do you want to try?
 4. What other strategies do you suggest for each other?

Example

- A: Sam, do you multitask?
- B: Yes, I do. I use my phone to text friends in class.
- C: How about you, Justin?

IV. CREATE

Work with a partner. Choose one of the situations. Tell the class how many different words you used (*but don't tell them which words*). Perform your conversation for the class. Tell other students will listen and answer these questions:

- *Who are the speakers?*

- *What is the situation?*
- *Which speaker do you agree with? Why?*
- *Which vocabulary items did the speakers use? Did they use them correctly?*

Situation 1: You are roommates in college. Student A, you have a big test tomorrow and want to study. You're nervous. Student B, you want to have a party, but your roommate disagrees. You're upset with your roommate.

Situation 2: You are a student and counselor. Student A, you need some help managing your time and learning better study habits. You ask counselor for some help.

Situation 3: You are a student and a parent talking about school. Student A, you are not doing very well in school. Your parent wants you to explain why.

Situation 4: You are a student and a professor discussing an assignment that is due. Student A, you ask your professor for more time to finish the assignment. Your professor wants you to turn it in on time.

VI. GRAMMAR

1. Read the questions and responses. Then answer the questions below.

Are you a student?	Yes, I am.
Is she in your class	No, she isn't.
What is your major?	My major is English.
Do you procrastinate?	Yes, I do.
Does your class meet today?	No, it doesn't.
How often do you go to the library?	I go to the library every evening.
Where does your friend live?	He lives in the dormitory.
Why do they always eat out?	They don't know how to cook.

- a. What is the verb in each question or answer? Which questions and answers have only one verb? Which ones have two verbs?
- b. What form are the verbs

SIMPLE PRESENT TENSE	
1. Use the simple present tense to talk about actions that happen again and again, such as habits and routines.	I usually go to sleep at 11:00.
2. Use the simple present tense to tell facts.	About 20 percent of students procrastinate often.
3. Use the simple present with non-action verbs such as <i>be, have, know, understand, like, prefer, need, and want</i> .	I prefer to study alone.
4. In affirmative statements, use the base form of the verb, except for third person singular. Add <i>-s</i> or <i>-es</i> with <i>he, she, or it</i> .	I hope to do better on the next test. Ruben likes to play soccer after class.
5. In negative statements, use does not or do not before the base form of the verb. Use doesn't and don't in speaking and informal writing.	My math professor doesn't allow cell phones in class.
6. For questions in the simple present, use do or does before the subject	Do we need to finish this today? Does your family call you often?
7. Do not use do or does for questions with be .	Is she good at multitasking? What are your goals?

2. Work with a partner. Look at the conversation between a college counselor and a student. Complete the questions and answers with the correct forms of the verbs in parentheses. Use contractions when possible. Then Student A, ask one of the questions. Student B, listen to the question and choose an answer and read it aloud. Switch roles after item 4. Finally, ask and answer the questions using your own information.

Questions	Answers
<p>1. What _____ (be) your professional goals?</p> <p>2. What _____ (be) your favorite class?</p> <p>3. _____ your parents _____ (pressure) you to do well in school?</p>	<p>a. After class and on the weekends. We sometimes _____ (cook) dinner together or _____ (watch) a movie.</p> <p>b. Yes, she _____ (do). She _____ (throw) a lot of parties. She _____ (make) a lot of noise, and she _____ (not clean) the apartment!</p>
<p>4. How often _____ you _____ (go) to the library?</p> <p>5. _____ your roommate ever _____ (have) a negative effect on you?</p> <p>6. When _____ you _____ (hang out) with friends?</p>	<p>c. Not very often. I _____ (prefer) to study in my room.</p> <p>d. No, not usually. I _____ (be) often really tired during the day because I _____ (stay up) late.</p> <p>e. Yes, _____ you _____ (know) any good time management strategies?</p>
<p>7. _____ you _____ (get) enough sleep? You should get at least seven hours every night.</p> <p>8. We _____ (not have) much time left today. _____ you _____ (have) any questions for me?</p>	<p>f. I _____ (want) to become a lawyer. I _____ (think) I can do it.</p> <p>g. Yes, sometimes they _____ (do). But I _____ (not listen) to them! It's too stressful.</p> <p>h. It _____ (be) definitely my music class. My professor _____ (create) really interesting lessons.</p>

VIII. SPEAKING SKILL

EXPRESSING AGREEMENT AND DISAGREEMENT

EXPRESSING AGREEMENT AND DISAGREEMENT	
<p>1. In speaking, there are different phrases we can use to agree with others' opinions. Sometimes we want to express a strong agreement, and sometimes we want to express a weak agreement.</p>	<p>Expressing Agreement I think that multitasking is a bad habit.</p> <p style="text-align: right;">Strong</p> <p style="text-align: center;">↑ ↓</p> <p style="text-align: right;">Weak</p> <ul style="list-style-type: none"> - I totally agree. - I agree (with you/Sheila/Tom). - I think so, too. - I'm with you. - That's true. - Maybe - I guess so
<p>2. We can also disagree with others' opinions. Sometimes we want to express a strong disagreement, and sometimes we want to express a weak disagreement. In conversation, weak disagreements are more polite.</p>	<p>Expressing Disagreement</p> <p style="text-align: right;">Strong</p> <p style="text-align: center;">↑ ↓</p> <p style="text-align: right;">Weak</p> <ul style="list-style-type: none"> - I totally disagree. - I disagree. - I don't think so. - Actually, I think . . . - I'm not sure about that. - I don't know. - Maybe, but don't you think . . . ?

Work in a group. Read the following suggestions for school success. Take turns expressing your opinions about the statements. Do you think they are a good idea or bad idea? Explain your opinions.

Example:

A: I think it's a good idea to take classes early in the morning. Then you have more time during the day to do other things.

B: I don't know. I'm not a morning person, so I can't focus in the morning,

C: I'm with you. I don't like waking up early.

1. Take classes in the morning.
2. Find a study group for your difficult classes.
3. Never cram for tests.
4. Get at least seven hours of sleep every night.
5. Record your class lectures so can listen again.
6. Use flash cards to help you remember information.
7. Visit a counselor to get advice.
8. Study in the library or another quiet place.
9. Limit your time texting or using social media.
10. Make a "to do" list every day.
11. Take naps between classes.
12. Exercise every day.
13. Join a club or sports team.
14. Take your family every day.
15. Don't hang out with friends on schooldays.
16. Avoid peer pressures to make poor and unhealthy choices.
17. Keep a positive attitude. Tell yourself you can be successful.

STEP 2: Go around the class and ask the other students your questions. Each person should speak to at least three different students in the class. Write each student's name in the chart. Write down their responses.

Example:

A: Excuse me, can I ask you a few questions?

B: Sure.

A: How many hours do you study every day?

B: Hmmm ... about three.

B: OK, thanks.

STEP 3: Share your results with your group. How many students agree with each other? How many disagree? Were there any surprising responses?

STEP 4: Report your results to the class. Each person should report the results of a different question. The other students should listen and take notes. What did you learn about your classmates?

X. UNIT PROJECT

Would you like to be a better student? Follow these steps to learn some strategies.

STEP 1: Work in small groups. Think of some challenges you have as a student. For example, maybe you have trouble remembering information for tests, or you need to manage your time better. Each of you should choose a different challenge you want to learn how to manage.

STEP 2: Now, work alone. Go to the library, look on the Internet, or interview someone who is an excellent student to learn about a strategy that can help you

to deal with this challenge. Take notes. Your notes should include this information:

Student life challenge:

Strategy or advice:

How it works:

Why it works:

Do you want to try this strategy or advice? Why or why not?

STEP 3: Report your information to the class.

XI. ALTERNATIVE SPEAKING TOPICS

Discuss the following questions in a group. Explain your opinions.

1. Do you think it's better for students to live at home with their families, or away from home?
2. Do you prefer a large school or a small school? Why?
3. What do you think is the most important factor in student success?
4. Who do you ask for advice when you face challenges?

TOPIC: WHAT HAPPENED TO ETIQUETTE?



I. FOCUS ON THE TOPIC

1. Look at the photo? What is happening?
2. In your opinion, is this polite or not? Why do you think so?
3. *Etiquette* means the rules we follow to behave (act) politely. What are some other actions that you think are polite? What are some that are rude (not polite)? Why do you think they are rude? Discuss your opinion with the class.

II. VOCABULARY

1. Match the words on the left with the definition on the right.

.....	1. manners _____	a. used to show the chance that something will happen
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.....	2. to be raised	b. polite ways to behave or speak
.....	3. courteous	c. be taken care of as a child: be brought up
.....	4. treat	d. to act or think toward someone in a particular way
.....	5. respect	e. a piece of paper with official information on it
.....	6. appreciate	f. polite
.....	7. behavior	g. feel or show care for or attention to something
.....	8. conduct (v)	h. to be grateful or thankful (for something)
.....	9. document	i. the way someone acts
.....	10. likely	j. to plan and do something, such as a test or study

2. Read the magazine column about etiquette. Write the correct word in the blank. Use the words from the box.

appreciate	confusing	face-to-face	respect	treat
behavior	courteous	raised	rude	

Ask Miss Manners	
<p>Dear Miss Manners,</p> <p>Thanks for all your great advice, I really (1) it. I wish everyone cared about manners. I think people are not as polite now as they used to be. It seems that everyday someone gets in front of me in line or starts texting when I'm talking to them. People are jut not ((2) <p style="text-align: right;">Clara</p> </p>	<p>Dear Clara,</p> <p>Unfortunately, there does seem to be a lack of manners these days. The questions is, what we do about it? I think the important thing to remember is to (3) others in a nice way. If we can all just remember to (4) each other, I think we can all get along.</p>

<p>Dear Miss Manners,</p> <p>I'm really bothered by children who misbehave in public places. I know children are all (5) differently, so you see a lot of different (6), but I want to do something about it.</p> <p>I was shopping the other day, and some kids were running around. It was hard to shop. What should I do in that situation?</p> <p style="text-align: right;">- Annoyed Shopper</p> <p>Dear Annoyed Shopper,</p> <p>Well one idea is to tell the manager. It's really the manager's job to deal with customers. It's not always best for you to talk to the person (7)</p>	<p>Dear Miss Manners,</p> <p>Sometimes I feel people from other countries are being (8) because they talk so loud. What do you suggest I do?</p> <p style="text-align: right;">- Julius K.</p> <p>Dear Julius K.,</p> <p>Nowadays, we live with people from all over the world. We don't always speak the same language or have the same rules of the etiquette. I know it can be (9), when we don't understand another person's culture. But we all have to learn to get along.</p>
---	--

3. Match the phrase on the left with the definition on the right.

.....	1. go out	a. to cancel or delay an event; to decide that an event will not happen
.....	2. leave someone hanging	b. a situation that is bad, annoying or disappointing
.....	3. look forward to	c. to tell someone that you can't do something with them now, but you would like to do it at another time
.....	4. call something off	d. I can't accept your invitation.

.....	5. blow off	e. to ignore someone
.....	6. turn down	f. to say “no” to an invitation
.....	7. bummer	g. go on a date; to have a romantic relationship
.....	8. I’ll have to pass	h. to be excited and pleased about something that is going to happen
.....	9. take a rain check	i. to keep someone waiting for a decision or answer

III. EXPRESS OPINIONS

Discuss the questions with the class

1. In your opinion, are people less polite these days than in the past? Give examples to explain your opinion.
2. Where did you learn manner: At home? At school? At a religious institution?
3. New York City scored as the number one city for good manners. Are you surprised? Why or why not?
4. How do you think people in your hometown would do on Sarah’s manners test? Do you think they would pass? Why or why not?

IV. CREATE

Work in groups of four. You will have a debate about each of the action listed below. For each action, each student will take a side – either you think it is courteous or rude.

appreciate	confusing	leave someone hanging	take a rain check
behavior	courteous	look forward to	treat
blow off	face-to-face	raised	bummer
respect	call something off	I’ll have to pass	rude

Actions:

- Taking your shoes off before entering someone's house
- Talking on your cell phone while in a restaurant with friends
- Not responding to an invitation
- Texting while having a conversation with someone
- Throwing garbage on the ground (littering)

Example:

A: I think taking your shoes off before entering someone's house is very *courteous*. It shows *respect* for the other person. I really *appreciate* it when people take their shoes off when they come to my house. Plus, it helps to keep my house clean.

B: Really? I don't think it's courteous to take them off. I wasn't *raised* to do that, so I don't think it shows *a lack of manners* to leave them on.

VI. GRAMMAR

1. Read the examples. Then answer the questions.

- Can you hand me that pencil?
 - Could you please hold the door open for me?
 - Would you help me pick up my papers?
 - Could you help me, please?
- a. What is the first word in each question? What answer do you expect?

CAN, COULD AND WOULD IN POLITE REQUESTS	
<p>1. Use <i>can</i>, <i>could</i> and <i>would</i> when you want to make a polite request or politely ask someone for something. <i>Could</i> and <i>would</i> have the same meaning.</p> <p><i>Could</i> and <i>would</i> are modals. Modals are verbs that are usually used with other verbs to express certain ideas. The verb that follows <i>could</i> and <i>would</i> is in the simple form.</p>	<p>Can you do me favor? Could you hold the door for me? Would you help me with the dishes?</p>

2. When your request contains another question, use statement word order in the second question.	Could you tell me where the restroom is ?
--	--

3. <i>Please</i> is often used to make the question even more polite.	Could you please hold the door for me? Would you help me with the dishes, please ?
---	---

4. To answer politely, use these typical responses. When we say <i>no</i> , it's polite to give a reason.	Yes, of course. Certainly. I'd be glad to. I'd be happy to. Sure. No problem. Sorry, I can't. I have to go to class now. I'd like to, but I'm busy.
---	--

b. Look at the main verb in each question. What is the form?

2. Work with a partner. Student A use the situations below to make a polite request. Student B, respond politely. Then switch roles.

Example:

A: Could you please hold the door for me?

B: Sure, no problem.

1. Hold the door for me.
2. Help me pick up these papers.
3. Turn off your cellphone.
4. Tell me the time.
5. Tell me what time your store closes.
6. Lend me your phone.
7. Help me move this weekend.
8. Show me how to do this assignment.
9. Take care of my cat this weekend.

10. Do my homework for me.

VII. SPEAKING SKILL

MAKING POLITE OFFERS AND INVITATIONS

There are different ways to make offers and invitations. There are also different ways to accept (say “yes”) and to decline (say “no” or turn down the invitation).

Making Polite Offers and Invitations	Accepting and Declining
<p>1. When making an offer, you can use polite questions with <i>would you like</i>:</p> <p>Would you like something to drink?</p> <p>Would you like some help?</p>	<p>Yes, I would.</p> <p>Yes, thank you.</p> <p>Yes, please.</p>
<p>2. We can also make offers in less formal ways:</p> <p>Help yourself to a drink.</p> <p>Do you need any help?</p>	<p>Thanks, I appreciate it.</p> <p>No, thanks. I'm good.</p>
<p>3. We can use polite questions with <i>would like to</i> to invite someone to do something:</p> <p>Would you like to go to a movie?</p>	<p>I'd love to.</p> <p>Sure. That sounds great.</p> <p>I don't know. I need to check my schedule.</p> <p>Sorry, but I have to study tonight. Can we take a rain check?</p>

Go around the class. Use the following information to make polite offers and invitations to your classmates. When you decline an invitation, be sure to give a reason.

Example:

A: *Would you like something to drink?*

B: *No, thanks. I'm good.*

Offer your classmates:

1. something to drink
2. some chocolate

3. help on their homework
4. a ride home from school

Invite your classmates to:

1. go to a concert tonight
2. come to your house for dinner on Saturday
3. play soccer after class
4. go mountain climbing this summer

VIII. FINAL SPEAKING TASK

A role play is a short performance. The actors take on roles, or become characters, and act out a situation. The situations are often similar to experiences that people might have in a real life.

In this task, you will discuss a situation, then prepare a three-to-five minutes role play that relates to manner. Try to use the vocabulary, grammar, pronunciation, and language for making polite offers and invitations that you learned in the unit.

Work in a group of three. Follow these steps.

STEP 1: Read each situation aloud in your group. Discuss the situations. What could you say?

1. You are in a restaurant having dinner with a friend. A person is sitting alone at a table near you, talking loudly on a cell phone. You can't hear your friend or enjoy your meal.
2. You are at a party with your friend. Another person comes over and enters the conversation and makes small mistakes with you. Your friend gets bored and starts texting.

3. You go to your friend's house for dinner. Your friend is from another culture. When you enter, you forget to take off your shoes. Then, during dinner, your friend's mother offers you different kinds of food that you never tried before. There is one kind of food that you don't like, but your friend's mother keeps offering it to you.
4. You bought expensive tickets to see a concert. You invite your friend to go with you. Your friend turns you down, but you don't believe the reason.

STEP 2: Choose one situation and prepare a role play.

STEP 3: Role-play your situation for the class.

IX. UNIT PROJECT

You will conduct a study like the one you heard about in Listening One.

STEP 1: Prepare for your study:

- A. Go online to get some information about how do do a study. Find out how many people you should test to make it a good study. Look at some examples studies to learn different ways you can report your results. For example. Find some examples of different kinds of graphs or chart you can use to summarize the results of your study
- B. Work in groups of three. Divide the task. One student will do a door test, another student will do the document drop, and another student will do the customer service test.
- C. Decide where you will go to do your study. If possible, go to a local café or a public place that has a variety of customers, such as students and businesspeople.
- D. Plan what you will do and what you will say during your study. Plan some polite questions you can ask during the customer service test, such

as “Could I have a small coffee, please?” Practice your requests to be sure you use the correct grammar and information.

STEP 2: Conduct your study. Take turns conducting each part of the study. When one student is doing a test, the other students watch and take notes.

STEP 3: Fill in the chart with your results. Then compare your results to the results in Listening One. Are your results the same or different? Why do you think you got the results you did?

STEP 4: Present your results to the class. Are your results similar to or different from other students. Explain.

DESCRIBE THE PERSON	DOOR TEST:	DOCUMENT DROP:	CUSTOMER SERVICE:
(student, business person, etc.)	What did the person do? What did the person say?	What did the person do? What did the person say?	What did the person do? What did the person say? ("Can I help you?" "Thank you." etc.)

X. ALTERNATIVE SPEAKING TOPICS

Work in a small group. Read and discuss the quotes below. What do they mean to you? Explain each quote in your own words. Do you agree or disagree with the quote. Explain.

“Treat everyone with politeness, even those who are rude to you – not because they are nice, but because you are” – Author Unknown

“Consideration for others is the basis of a good life, a good society.” – Confucius

“Visitors should behave in such a way that the host and hostess feel at home.” – J.S.Farynski

TOPIC: THE FAT TAX



I. FOCUS ON THE TOPIC

1. Look at the photo of the fast food. Do you think this food is healthy or unhealthy? Why? What are some other kinds of fast food that you know?
2. Our eating habits mean the foods and ways we usually eat. What are some unhealthy eating habits? What are some problems caused by unhealthy eating habits?
3. Look at the title of the unit? What do you think it means?

II. VOCABULARY

1. Match the words on the left with the definitions on the right.

.....	1. junk food	a. suggest that someone not do something
.....	2. consumption	b. the condition of extremely being fat
.....	3. public health	c. remove or throw away something you do not want
.....	4. obesity	d. food that is unhealthy
.....	5. increase	e. make the amount or size of something less than it was before
.....	6. reduce	f. eating or using something
.....	7. discourage	g. become greater in size, amount, number, etc.
.....	8. get rid of	h. say that something is true, even though it might not be
.....	9. lose weight	i. money people are required to pay the government
.....	10. claim	j. become thinner
.....	11. deal with	k. the general physical condition of the citizen of a country
.....	12. tax	l. do something to solve a problem

2. Read the words and expression in the box aloud. Then read the sentences and circle the letter of the answer that best explains the meaning of the boldfaced word(s).

absolutely	be concerned about	take steps
affect	be in favor of	

1. A: Do you like Thai food?

B: **Absolutely!** It's my favorite kind of food.

a. Maybe

b. Yes, very much.

2. Please don't cry! There's nothing to **be concerned about**.

a. worried about

b. interested in

3. I **am in favor of** classes of healthy eating in all schools. It is important that all children grow up with healthy eating habits.

a. like the idea of

b. am worried about

4. The food you eat can **affect** your health. That's why you should eat food that's good for you.

a. make a change in something

b. make someone healthier

5. You need to **take steps** to improve your eating habits. Here is a list of things you can do.

a. do something specific

b. spend a lot of time

3. Use the words and expressions in the box to complete the discussion. Then practice the discussions with a partner.

Discussion 1: Two parents at a meeting

absolutely	discourage	junk food
concerned about	get rid of	obesity
deal with	in favor of	

A: Can you believe that there are vending machines at the school that sell soda and other (1) _____, like chips and candy?

B: Really? That's crazy!

A: Yeah, I think so too. It's sending the wrong message. I'm really (2) _____ it.

B: Well, why don't we do something? Can't we try and get the schools to remove the machines – just (3) _____ them completely? I think most parents would be (4) _____ that, don't you?

A: Yes, (5) _____! We all know that kids drink too much soda and eat too much junk food. And it's really bad for their health. Just look at the problems of (6) _____ among young people in this country today. So many of our kids are just too fat, and it's making them sick.

B: Yes and selling soda and junk food at school sends the wrong message. How can we teach kids healthy eating habits when they can go right down the hallway and buy junk food and soda? It's crazy! Schools need to do everything they can to (7) _____ kids from eating junk food. And if schools won't (8) _____ the problem, then we as parents need to do something.

A: OK, so what should we do? What's our first step?

B: Why don't we start by calling the principal of the school? We can make an appointment to talk to him about our concerns.

A: That's a great idea. Let's do it!

Discussion 2: Radio call-in-show

affect

consumption

lose weight

reduce

A: Hello? Go ahead – you're on *The National Talks*.

B: Yes? My name is Mary, and I wanted to say something about what the caller before me was saying. You know, the caller who was talking about cigarette taxes and how they really helped (1) _____ the sales of cigarettes?

A: Yes. So what is the point you would like to make?

B: Well, I don't think you can really compare food and cigarettes. Overweight people who need to (2) _____ are very different from smokers.

A: What do you mean? Could you be a little more specific?

B: Of course. Smokers don't *need* to smoke, but people do not need to eat – even people who are overweight or obese. That's why food taxes won't really (3) _____ people's behavior. If you tax one food, you might lower the (4) _____ of that particular food, but people will just find something else to eat.

A: So how can we deal with the problem of obesity?

B: I believe that people need to take personal responsibility for their weight problems. That is the only thing that will work.

A: OK, well thank you very much for your call.

III. EXPRESS OPINIONS

Work with two other students. Answer the questions. Give reasons for your opinions.

1. Do you think a fat tax is a good idea. Why or why not?
2. If someone food costs more because there is a fat tax, will you still buy it? Why or why not?








3. Do you think a fat tax is the best way to deal with the public health problem of obesity? Why or why not?
4. What other ideas do you have for dealing with obesity?

IV. EXPAND


Read the brochure. Pay attention to the words in boldface.

5 STEPS TO HEALTHY EATING







1. Don't **go on a diet**! People who go on diets might lose weight at first, but as soon as they stop dieting, they not only **gain** back everything they lost, but often gain extra weight.
2. Become a more colorful eater—fruits and vegetables that are bright and colorful are especially good for you. Dark green, blue, purple, and red fruits and vegetables are good choices. Colorful foods taste great and will give you lots of energy.







broccoli
spinach
blueberries
cabbage
eggplant
beets
tomatoes
3. Watch your **portion** size by using small bowls and plates. Try the "healthy plate" model. Fill half your plate with salad or vegetables. Fill one-quarter of it with some kind of **protein**—fish, seafood, beans, meat, eggs, tofu, or chicken (without the skin). Fill the final quarter with **whole-grain** bread or cereal, rice, pasta, or potatoes.



Proteins

beans
tofu
fish
meat
eggs
Whole Grains
4. Eat your biggest meals early in the day. Research shows you burn more **calories** if you eat earlier in the day than if you eat in the evening. And eating a good, healthy breakfast, including fresh fruit and protein (yogurt, eggs, cottage cheese) starts your day off right. Just like a car needs gas to move, your body needs energy early in the day.
5. Be smart with snacks. You don't need to **give up** snacks—just choose healthy ones, such as **raw** carrots, cauliflower, or celery, a tablespoon of raw nuts, a piece of fruit, or yogurt or cottage cheese with whole-grain crackers.

carrots
cauliflower
celery
nuts
yogurt
cottage cheese

Write the word or phrase in boldface from the brochure next to the definition.

1. _____ not cooked
2. _____ stop doing something that you have done a lot
3. _____ energy that you get from food

4. _____ a substance in food such as meat or eggs that helps your body
5. _____ to become heavier
6. _____ made using all parts of the seed of a plant, such as rice or wheat
7. _____ an amount of food for one person
8. _____ eat less food and different kinds of food in order to lose weight

V. CREATE

Work with a partner to prepare a role play. A role play is a short performance. The actors take on roles, or become characters, and act out a situation. The situations are often similar to experiences that people might have in real life.

STUDENT A: You are a counselor who works with people who are trying to develop healthier eating habits. Ask Student B some questions to find out about his / her eating habits. Then give some advice.

STUDENT B: You are tired a lot of the time. You are visiting a counselor because you want advice on how to improve your eating habits so that you will have more energy and feel better. Answer Student A's questions.

Get started like this:

STUDENT A: So how can I help you today?

STUDENT B: Well, lately I feel really tired of all the time.

List of possible questions:

- How many meals do you usually eat a day?
- What do you eat for breakfast? Lunch? Dinner?
- Do you eat a lot of snacks during the day? What kind of snacks do you eat?

- What is your biggest meal of the day?
- Where do you eat? At home? At restaurant? At your desk? In the car?
- Do you eat a lot of fast food?
- Who do you eat with? Family? Friends? Alone

Use the questions in the list (as well as your own ideas), information and vocabulary from the brochure, and the vocabulary from Listening One and Two. Then find a new partner. Switch roles and perform the role play again.

VI. GRAMMAR

MODAL OF POSSIBILITY

<p>1. Use <i>might</i>, <i>may</i> and <i>could</i> to express possibility about the present or future.</p>	<p>Several studies show that fat taxes might work. Fat taxes may help change consumers' eating habits. Fat taxes could help reduce obesity.</p>
<p>2. <i>Might</i>, <i>may</i> and <i>could</i> are followed by the base form of the verb.</p>	<p>A fat tax might work. NOT: A fat tax might works. NOT: A fat tax might to-work.</p>
<p>3. The negative of possibility in the present or future is <i>may not</i> or <i>might not</i>.</p> <p>There are no contractions for <i>may</i> or <i>might</i>. Do NOT use <i>could not</i> for the negative of possibility. <i>Could not</i> means impossible in the PAST. Use <i>may not</i> or <i>might not</i>.</p>	<p>A fat tax might/may not work. = 50% possibility it won't work (so 50% possibility it will work) NOT: A fat tax mightn't work. He could not change his eating habits. = It was impossible for him to change his eating habits. (0 percent chance)</p>
<p>4. We use <i>may</i>, <i>might</i> or <i>could</i> for something that is possible, but not certain. We use <i>will</i> for something that is certain, or that we think is certain.</p>	<p>Taxes might make a difference in what people eat. If there is a fat tax, people will pay it. They won't have any other choice.</p>
<p>5. We use <i>I think</i> + subject + <i>might</i> for possibility. We use <i>I'm sure</i> + subject + <i>will</i> for certainty. We use <i>I think</i> + subject + <i>will</i> for something that is likely.</p>	<p>I think a fat tax might work. I'm sure business owners will be unhappy about a fat tax. NOT: I'm sure business owners might be unhappy about a fat tax. I think the government will introduce a fat tax this year.</p>
<p>6. <i>May</i> and <i>might</i> are modals. <i>Maybe</i> is an adverb. It means "there's a possibility." If you use the adverb <i>maybe</i>, use <i>will</i> with the main verb. Do NOT use <i>might</i>, <i>may</i>, or <i>could</i>.</p>	<p>Maybe people will lose weight = People might lose weight. or People may lose weight. or People could lose weight. Maybe the fat tax will work. NOT: Maybe the fat tax might work.</p>

1. Complete the sentences. Choose the correct answer.

1. My son is overweight, and my doctor is concerned about that he _____ obese.

- a. maybe become b. could become c. might become

2. Many people think that going on a diet _____ them lose weight, but they are wrong.

- a. maybe will help b. will help c. may to help

3. Fat taxes _____, but I think they are a good idea. The government needs to do something to deal with obesity in this country.

- a. mightn't to work b. couldn't work c. may not work

4. If junk food is taxed, maybe fewer people _____ it.

- a. will buy b. might buy c. may not buy

5. Eating healthy snacks like raw vegetables between meals _____ you to eat smaller portions at mealtimes.

- a. might to help b. might buy c. may not buy

6. I am sure that you _____ weight if you reduce the number of calories that you consume every day.

- a. might lose b. will lose c. could lose

2. Work in groups of three. Take turns talking about possibilities.

Example:

STUDENT A: I'm trying to lose weight. **Maybe I'll go** on a diet.

STUDENT B: Really? **Are you sure a diet will** work? I think that people on diets often gain weight again after a while.

STUDENT C: That's true. Why don't you try the 5 Steps Program we learned about in health class last week? That **might work** better for you than a diet.

1. Your friend eats fast food all of the time and gets sick a lot. He / she isn't overweight, but you are concerned about that his / her eating habits are not healthy. Talk about some things he / she might do.

2. Your city has a big problem with obesity. Talk about some steps the government might to deal with the problem.

3. You are a parent, and you want your children to grow up with healthy eating habits. Talk about what you might do.

4. You are a school principal and many of the children in your school have unhealthy eating habits and eat a lot of junk food. Talk about the steps that you might take to discourage unhealthy eating habits in the school.

VII. SPEAKING SKILL

ASKING FOR CLARIFICATION OR REPETITION

In conversation, when we don't understand the other speaker, we need to *clarify*, or check out understanding. Sometimes we also need to ask the speaker to repeat what was said. There are different ways to ask for clarification and repetition.

ASKING FOR CLARIFICATION	CLARIFYING
I'm sorry, I'm not following you . . . I didn't catch that. Use rising intonation to check your understanding: Are you saying that . . . ? You mean to say that . . . ? Do you mean that . . . ? Use falling intonation to ask for more information: What do you mean by . . . ? How do you spell that . . . ?	Yes/yeah/, exactly— No, I'm saying that . . . Actually, I mean . . . I mean . . . It's spelled . . .

Clarification: Some common expressions

ASKING FOR REPETITION	REPEATING
Use rising intonation to ask for repetition: Excuse me? Sorry? What did you just say? Sorry, could you say that again? You went <i>where</i> ? What did you buy? Who did you go with?	I said . . . Sure . . . (I went) to the supermarket with my roommate to get some fruit. (I went) to the supermarket. (I bought) some fruit. (I went) with my roommate.

Work with a partner. Take turns explaining something. Use the ideas from the list or come up with your own. Use the language in the chart to ask for and give clarification. Try to use the rising and falling intonation patterns that you practiced in the Pronunciation section.

Example:

A: Could you please tell me about a popular meal in your country?

B: Yes, of course. Arroz con pollo is probably the most typical dish in my country.

A: I'm sorry, I didn't catch that. What's the name of the dish?

B: Arroz con pollo.

A: I'm sorry I'm not following you. Could you spell that for me?

B: Sure, it's A-R-R-O-Z C-O-N P-O-L-L. It means rice with chicken in English.

Explain:

a popular dish (type of food) from your country

polite table manners in your country

how eating habits in your country are different from eating habits in the United States (or another country you are familiar with)

a problem in your country today

VIII. FINAL SPEAKING TASK

In this activity, you will prepare a debate about the role of the government in reducing obesity. Try to use the vocabulary, grammar, pronunciation, and language for clarification that you learned in the unit.

Follow the steps.

STEP 1: Your teacher will divide the class into two or more teams to debate the following statement.

STATEMENT: The government should take whatever steps are necessary to reduce obesity.

TEAM A = PRO side You will argue in favor of the statement

TEAM B = CON side You will argue against the statement

PRO B: The government should protect the public health



CON: The government has no right to tell people what to do



STEP 2: Meet with your team to prepare for the debate

- Choose a group leader.
- Plan your arguments (ideas in favor of your opinion). You can use ideas you learned from the unit and your own ideas. Take notes.
- Think about the possible arguments that other team may take. Plan your counter-arguments (points you use against the other team's arguments).

Example:

Other team's argument: The fat tax probably won't work. People may go somewhere else to buy unhealthy foods.

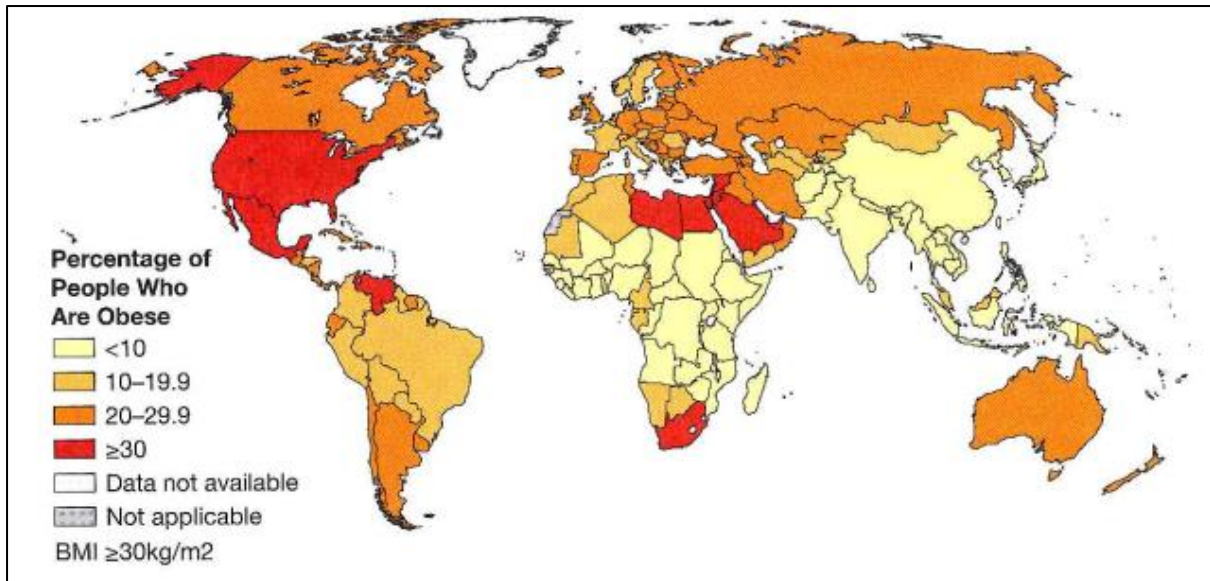
Counter-argument: Some people will change their eating habits. Research shows the fat tax could work just like the cigarette tax worked to reduce smoking.

STEP 3: Debate the topic with another team. The two teams take turns presenting their arguments and counter-arguments. The teacher is the moderator who invites people to speak. Make sure each member of your team presents at least one argument or counter-argument. The group leaders make the closing statements for each team. In the closing statement, the leader briefly summarizes the main points for each team.

IX. UNIT PROJECT



STEP 1: Research on the Internet to find out about obesity and eating habits in a different country. Choose a country that has either a large number of obese people or a low number of obese people.



STEP 2: Research the eating habits of the people in that country on the Internet or in the library. Use the questions to help you in your research.

1. Where is this country?
2. How many people are overweight? How many are obese?
3. What kinds of foods do people usually eat? Which foods are the most popular? Do they eat fast food?
4. What are their eating habits? For example, how often do they eat? What time of day do they eat? How long do they spend cooking and eating?
5. What are some other interesting facts about _____?

STEP 3: Think about the information you found.

Why do you think people are obese or not obese in this country?

What can we learn from the eating habits of the people in this country?

What might people in this country do to have healthier diets?

STEP 4: Share your information with the class.

X. ALTERNATIVE SPEAKING TOPICS

Work in a group. Discuss the questions.

1. Describe the usual eating habits of people in your country, for example:

- How many meals do most people eat a day, and at what times? Which meals is the most important meal of the day?
- What kinds of food do people usually eat? Home-cooked? Take out? Fast food?
- Where do people usually eat their meals? At home? In restaurants?
- Who do people usually eat with? With family members or friends? Alone?

2. Do you enjoy eating foods from different countries? Which country's food (other than your own) do you like best? Why do you like it?

3. Do you think fast food can be healthy? Why or why not? Give an example of a fast food and explain why you think it is healthy or unhealthy.

4. What's your favorite food? Why do you like it? Is it healthy or unhealthy?

