

This takes us into the next set of Units, dealing with issues close to the students. The first of these is eating a healthy diet. Nutrition is an important topic for young people who are often distracted by lack of time or TV commercials into eating fast food or junk food, which has little nutritional value. This negatively affects their ability to study and their overall health. Trying to lose weight by dieting is also a topic which is often misunderstood by young people and can lead to lack of sufficient nutrients for growth and health. Students need to understand how to eat a healthy diet that will help them study effectively as well as maintain their physical body.

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Task: Food Idioms (Pairs)

- Students complete a Food Idioms crossword.
- The answers are in the Answer Section at the back of the book.

This crossword introduces idioms about food in order to set up the learning schema. In addition, images of the answers plus useful phrases are provided. Students should use these phrases when solving the clues.

If students know the idioms, they will be able to complete this crossword quickly. If they don't, then they can do a search by entering the clues in google.com or ask.com. This will come up with the relevant idiom. They will also be able to find the meaning of the idioms in this way.

Another strategy is to enter 'food idioms' into google.com or ask.com. Then students will be able to see all the idioms and find their answers with ease.

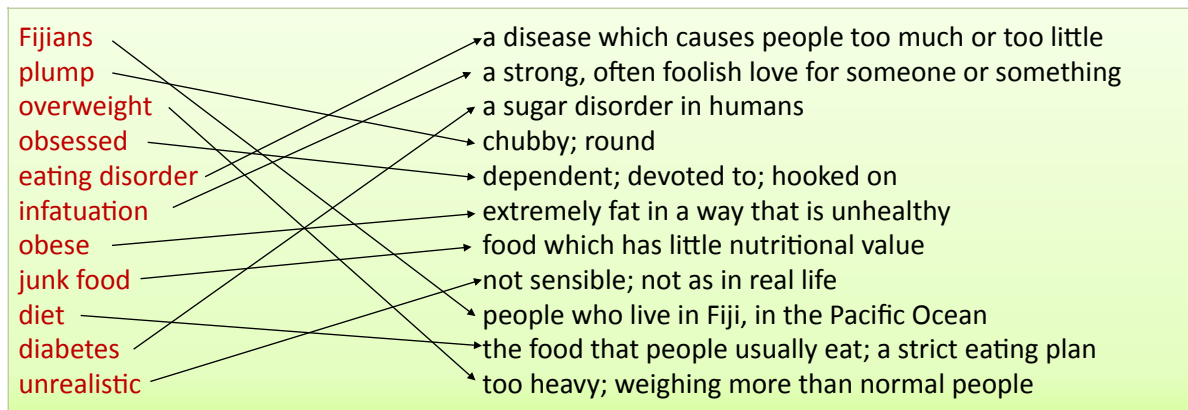
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Healthy eating (pairs or groups)

- Students talk about the title.
- Teacher: Play the audio CD (TRACK 35) and ask students to read the 4 paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

As in Units 1 to 4, students can use Classroom Language.

Again there are 4 paragraphs, so groups could look at each one separately and report back to each other. These 4 paragraphs model a basic essay structure: Introduction (consisting of an attention-getter), Body 1, Body 2, and Conclusion. If teachers are involved in teaching writing in English, they can draw the attention of students to this structure.



Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

● Students answer the questions to confirm their comprehension of the reading passage.

The teacher can check the answers with everyone. Or students can talk about them in groups and present their answers to the class.

Answers:

1. Before 1995, Fijians used to think that a plump, curvy body was the height of beauty. Now, 3 out of every 4 teenage girls in Fiji think they are overweight.
2. Many Fijian girls think they are fat because they watch TV programs mostly from the USA, with their unrealistically thin women and muscular men.
3. The letters 'WHO' stand for The World Health Organization.
4. In 2014, 1.9 billion people were overweight.
5. 13% of the world's adult population were obese in 2014.
6. Obesity can lead to diabetes, heart disease and even cancer.
7. TV ads for junk food are unrealistic because they show unrealistically thin women and muscular men.
8. The best way to lose weight and stay healthy is to eat and drink healthy foods: fresh grains, vegetables, fruits, water and milk. Exercise is also important.

Think for Yourself

Students consider what food is healthy, what is in healthy, and what characterizes junk food and fast food. They also consider whether they exercise regularly. This questioning can be done in groups, in pairs, or individually.

Background Information

This information here is about eating habits and outcomes. This information will be useful for the debate section. However, students might like to do some research by themselves and present their results to the class.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they 'read and do the instructions'.
- Students discuss the questions, using the Conversation Strategies: 'Considering things' and 'Trying to understand'.

These strategies are useful in conversation to check understanding. They are also useful in the second stage of debates, when each side rebuts the arguments of the other side.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

Suggested answers:

1. I think a healthy diet is made up of a variety of foods: Grains, vegetables, fruit, meat, beans, proteins, and oils. We should have some of these every day, but in moderation.
2. The strangest food I have ever eaten was a honeypot ant. When I visited Northern Australia the natives there invited me to try one. When you consider the food value of insects I can't see why people are so afraid of eating them.
3. - When I eat I always count the calories. I am watching my weight and I don't want to eat too many calories. When you consider that women of my age should get about 1940 calories a day and men should get about 2550, it beats me why people don't count their calories.
- I never count the calories when I eat. I think calories have nothing to do with gaining weight. I think it's all about one's lifestyle. If you don't do any exercise then you get fat. It's as simple as that. Furthermore, if you don't eat enough healthy food, your body suffers.
4. - I think organic food is great. Bearing in mind that pesticides and fertilizers can stay in the food even after it is washed and cooked, I always buy food that has no chemicals on it. I don't want those chemicals inside my body.
- I think organic food is a trick. It is a just way of charging lots of money for food. The people who believe it are fools. Anyway, there is no way to check whether food is really organic.
5. - I think junk food and fast food are a modern problem. Considering that they cause overweight, obesity, and eating disorders, I don't see why people eat them. Our ancestors ate really healthy food. They ate natural food, without added sugar and fat.
- I don't see the problem with junk food and fast food. These days we don't have time to cook every meal ourselves. Junk food and fast food are a great way of grabbing a bite on the run. Anyway, I like junk food and fast food and I can eat what I like.
6. - I think it's OK to kill animals for food. When you remember that we need protein in our diet, then animal meat is the best way of getting this protein. Of course, they should be killed humanely. Considering that our body needs a variety of food types, I can't see why some people are vegetarians.
- I don't think it is OK to kill animals for food. We don't need to eat meat. We can get all the protein we need from nuts, beans and tofu. When you think that animals are living creatures that feel pain, it beats me how people can kill them and eat them. Therefore I understand and respect vegetarians.
7. - I think GM food is healthy. Given that scientists have done lots of research to make the best foods for us, I don't see why we shouldn't trust them. They have made foods that do not get

diseases and are not attacked by pests.

- I think GM food is unsafe. We cannot know the side-effects of GM food until it has been tested for a long time. It might cause cancer for all we know.

8. - I think it's OK to eat beef from countries that have had Mad Cow Disease. After all, if the government lets the beef into our country, it must be safe.
- I don't think it's OK to eat beef from countries that have had Mad Cow Disease. Considering that infected beef can harm us, I can't see why we should take the risk.
9. - I think it's OK to eat chickens and ducks from countries that have had bird flu. After all, if the government lets the chickens and ducks into our country, it must be safe.
- I don't think it's OK to eat chickens and ducks from countries that have had bird flu. When you consider how fast the disease spreads, I don't see why we should take the risk.
10. - I think that dieting is a good idea. Of course, we should get a proper diet plan and do it properly. Otherwise it can be dangerous. However, I'm all for it. I think it can be healthy and fashionable.
- I don't think that dieting is a good idea. Many people go on a diet when they don't need to. Furthermore, diets can cause eating disorders. When you consider that 95% of people who go on diets regain the weight in 1 to 5 years, I just don't see the point. Maybe it's fashionable to go on a diet, but it's not healthy.

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Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 36 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Answers:

1. I think it is early in the morning, perhaps about 8 or 9 am.
2. Seung-min is going to the new History Theme Park today.
3. In addition to Kevin, he is going with his school mates. Perhaps his class, or his school year, or even all the students in his school are going to the Theme Park.
4. At lunchtime they will eat the food that they have in their backpacks.
5. Grandma Brown was worried because she thought they would eat junk food and fast food.
6. Yes, I think Kevin has his lunch with him.

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Debate Tips (groups)

- Students read the instructions.

- They discuss the Debate Tips together, in groups.
- Helpful quotes and hints are offered.

The teacher might want to sit down with groups and talk about these hints.

In future debates, the teacher can refer students to this page to remind them about these hints. They can use this page as a checklist.

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Debate Corner (groups of 4)

- Students in groups choose one of 4 statements for their debate.
- They write this statement on the next page.
- They choose two students to give the 'Pro' arguments, and two to give the 'Con' arguments.
- Students in their pairs then write three arguments (if possible, three arguments each student) and a conclusion on this page.
- Some phrases are provided on this page. They are for making one's point and strengthening one's argument. Students should look at these phrases together and try them out on each other. For example, they can each make a statement using one of the phrases. This will help them to make a strong opening statement and a strong closing statement (see page 54):

Everyone would agree that school uniforms should be banned.

No-one can deny that the death penalty is wrong.

We all know that TV ads for junk food should be banned.

It is a fact that homework is a waste of time.

According to the experts, 39% of people in the world are overweight.

Without doubt, global warming is causing extreme weather.

It is common knowledge that dieting is unhealthy and dangerous.

It is common sense that drugs should be banned in sport.

It is undeniable that soccer players get too much money.

It is obviously wrong to kill animals for food.

It stands to reason that we are what we eat.

I don't need to remind you that honesty is the best policy.

Statistics show that the best way to lose weight is to exercise regularly.

No-one would disagree that animals have emotions.

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This is the second debate Unit. Therefore the basic format is used again. As students become accustomed to debating topics with each other, it can be an idea to suggest that they prepare for the debate by thinking about their arguments and writing them in the book before the class begins. This can lead to information-seeking on their part. The teacher might even like to consider setting up the debates as projects. Either a different group of students could lead the debate each week, or they could all prepare debates for the final week of class.

Let's Begin!

- The Pro pair speaker 1 gives his/her arguments.
- The Con pair speaker 1 gives his/her arguments.
- The Pro pair speaker 2 disagrees with the Con pair and gives his/her conclusion.
- The Con pair speaker 2 disagrees with the Pro pair and gives his/her conclusion.
- Students should use the 'making a point' phrases at the bottom of page 55, as well as the conversation strategies on page 52.

It is important that students try out this basic structure in this Unit, as in Unit 5, so their arguments need not be too complex. They can be quite simple, as long as they follow the structure. The teacher might like to assign a timekeeper and ask students to speak for 1 or 2 minutes each time. This will help them to keep to the format.

The phrases on page 55 are for making a point and strengthening one's argument. Students should use them as much as possible. They should also remind themselves of the phrases in the previous Units and use the Conversation Gambits on page 52.

Here is a sample basic debate on the third motion: TV ads for junk food should be banned.

Pro Speaker 1: I will speak in favor of this motion. It is obvious to me that TV ads for junk food should be banned. I will give you three reasons. First of all, junk food is unhealthy and TV channels shouldn't be promoting it. Second, people believe what they see on TV and they can be misled by TV ads. Finally, considering that everyone watches TV, the channels have a duty to be truthful. In view of these facts, I think everyone should agree with the motion.

Con Speaker 1: It is plain to me that Pro Speaker 1 has the wrong end of the stick. Let me explain why this is. To begin with, TV ads are popular with TV watchers. It is common sense that if people didn't like the ads, they wouldn't be shown. Second, it is undeniable that junk food is very convenient these days, so it would be wrong to ban the ads. Third, no-one would disagree that people like junk food. Therefore the TV ads are just giving them what they want. It seems to me that these ads are very valuable for hard-working citizens with no time to cook.

Pro Speaker 2: I am glad to have the opportunity to explain why Con Speaker 1 is mistaken. First, considering the fact that children watch these ads, I can't see why they are allowed to continue. Children need healthy food, or else their bodies don't develop. Second, junk food does the opposite. According to the experts it makes them obese and causes eating disorders. Finally, I can't believe that TV companies can let junk food firms make money out of selling unhealthy food. Everyone knows this is wrong.

Con Speaker 2: Speakers 1 and 2 sound very reasonable, but they are mistaken. Let me tell you why. First, no-one can deny that this is a democracy. That means that TV companies can do what they want. Second, I don't need to remind you that we all have the right to watch whatever we want. If we don't like junk food ads we can switch channels. Finally, It is common sense that banning things only makes them more popular. We must give people the right to choose and we must let TV companies have the right to show their ads.

Argument Samples

- Students listen to Tracks 37 and 38 on the CD-Rom.
- At the same time, they read the Argument Samples.
- They can try reading these out loud if they wish and practice using suitable stress and emphasis.

These Argument Samples show how Speaker 1 for each side can give three arguments.

Here are two Argument Samples on the first motion: You are what you eat.

Pro Speaker 1: I will speak in favor of this motion. First of all I don't need to remind you that your body is built of whatever you eat. This is common sense. Second, according to the experts your mind also changes depending on whatever food you give it. Third, it is obvious that if you eat junk food, then you will have a junk body and a junk mind. It stands to reason. Bearing these things in mind, I hope we will pass this motion.

Con Speaker 1: I will speak against this motion, which is wrong for three reasons. To begin with, the body is an amazing thing. It can get nutrition out of any food we eat. Second, everyone would agree that if I only eat vegetables and fruit that doesn't mean I am a cabbage or an orange. Furthermore, if I only eat meat, does that mean I am a cow or a pig? It is obvious that this idea is wrong. Third, we all know that our personality does not come from the food we eat. It comes from our parents. Considering these things, I trust we will reject this motion.

Here are two Argument Samples on the fourth motion: It is wrong to kill animals for food.

Pro Speaker 1: I'd like to begin by saying that I agree with the proposition for three reasons. First, No-one would disagree with the fact that we don't need to eat meat in order to get all the nutrition we need. It is a well-known fact that we can get everything from vegetables, fruit, nuts, beans, grains and oils. Second, It is common sense that animals have feelings and they feel fear. When you kill a cow you have killed a living thing. This is cruel. Third, statistics show that the land needed for one beef cow can produce five times as much food if wheat or rice is planted there. In other words, growing animals for food is uneconomical. There are many other reasons, but I hope these will be enough for us to pass the motion.

Con Speaker 1: I am against the proposition for three reasons. To begin with, our bodies are made to eat meat. According to the experts, our teeth are made for eating meat. Second, it is common knowledge that animals don't have emotions. We don't have to worry about them feeling pain. Third, we all know that meat gives us strength and helps the bones as well as our muscles. It stands to reason that not eating meat weakens our bodies. Bearing these things in mind, I hope we will reject this motion.