



UNIT 7 WHAT'S FOR DINNER?

UNIT OVERVIEW

In this unit, students will:

-  Listen to and read a conversation between two university students about eating meat and its impact on the environment.
- Answer multiple-choice questions to show understanding of the conversation.
-  Consider four alternative opinions about eating meat, and decide who makes the strongest point.
- Study the Opinion Network to learn ways of expressing opinions and of agreeing and disagreeing.
- Extend the Topic by talking about their favorite foods.
- Read a Culture Corner extract about healthy foods.
- Share ideas about whether or not they can live without eating hamburgers.
- Watch a follow-up video extract from Vania giving her views about her love for meat.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Junko's unit introduction.

The Issue

In this unit, the issue is food. Specifically, the focus is the role of meat in a healthy diet. The Situation is a conversation between two university students, Ethan and Maya. They have just listened to a lecture on eating meat and its impact on the environment. So a secondary issue is the effect of our eating habits on the environment.

Questions Raised

- How healthy are our diets?
- What is the impact of eating meat on the environment?
- Is it possible to give up eating meat?


To Keep in Mind

- Students might not be aware of the presence of animal products in their diets.
- Students might not be aware of the impact of raising cattle, for example, on the environment.
- This might be the first time that students have actually thought about the food they eat and the relationship of food to the environment.

TEACHING GUIDE

Getting Ready

→ These three questions introduce the topic of diet. They should help students begin to think of what they eat.

 **Teaching tip:** After the students have worked in pairs (or in threes), you could ask volunteers for their answers.

Situation

→ Read the introduction to the story to the students. Then have them listen to the story with their books closed to learn what Professor Cornfield says about our diet. Next, you might have the students listen to the CD a second time, also with their books closed. Check their understanding. Then have them open their books and follow along as they listen a third time.

Teaching tip: There may be a number of words and phrases that are unfamiliar to your students. If so, you could go over them after the students have listened to the CD for the first time. Ask your students to open their books and look at the Glossary at the bottom of the page. Check to see if some students need additional explanations. Then play the CD a second time.

Check Your Understanding

Answer Key

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

What Do You Think?

→ Students should work alone for Activity A. Play the CD and have the students listen to the opinions of Mark, Iris, Shingo, and Anna. As they listen, tell them to rate each opinion from 1 to 4. Then place students in pairs for Activity B. If there's an odd number of students, have one group of three.

Teaching tip: For A, a rating of 1 means it is the strongest of the four opinions. Make sure your students give only one 1, one 2, and so on. Also, check to make sure students know the meaning of *addicted* (see Shingo's opinion).

Culture Point: You might need to explain Shingo's opinion about the fast food industry. Fast food means food that can be prepared quickly—and usually very cheaply. The term *fast food industry* refers to the restaurants and related businesses that serve fast food. The classic example is McDonalds®.

Extending the Topic: Favorite foods

→ Have students work individually when ranking their favorite foods. You might want to give an example of a reason (e.g., expensive). Give students plenty of time to complete Activity A. For Activity B, students could work in pairs or threes. Have them start with the Basic structure. Then, after they have used this for four or five foods, encourage them to use the Extension structure.

After the groups have completed Activity C, ask them to look for foods the partners ranked the same. For example, perhaps three in one group ranked pizza as their favorite food and said they would not give it up. Then have them tell the class about the similarities.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of “Super Foods Everyone Needs.” Give them an opportunity to ask about unknown foods. Then ask the students which of these foods they eat regularly. Ask what other healthy foods they like to eat.

Sharing My Ideas: What to eat?

→ Choose

If the example of hamburgers does not seem appropriate for your students, you could select another food item. Then substitute that food item for the word *hamburger* throughout this activity.

→ Prepare and Rehearse

Go over the Language Hints to help your students prepare their presentations. When they answer the questions in Step 2, make sure that their answers are notes and not complete sentences.

When students have prepared their notes, they can rehearse in pairs, using their notes. Before they begin rehearsing, discuss the Presentation Tip. You could demonstrate gestures and body language by doing the sample presentation below. While students are practicing, go around the class to check that partners are doing the Listener task. Give students plenty of time to improve their notes before moving on to Step 4.

Sample Presentation

I can live without hamburgers. In fact, I do live without hamburgers. I never eat them. I hate them because they are not good for our health. Eating beef may cause heart disease. In addition, they hurt the environment. I agree with Professor Cornfield. Eating hamburgers destroys our rain forests. I hope you agree with me. Stop eating hamburgers! Try a tofuburger! They are delicious!

→ Present

Have students change partners, or put them in small groups. In this unit, the Listener task involves an opinion question. To help students answer this question, ask them to take notes on what the main points of the presentation are. Then have them decide whether or not they agree with them.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

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|--|-----------|
| 1 – The presentation was not too long or too short. | ★ ★ ★ ★ ★ |
| 2 – The presenter gave good reasons for his or her position. | ★ ★ ★ ★ ★ |
| 3 – The presenter used the Language Hints. | ★ ★ ★ ★ ★ |
| 4 – The presenter showed enthusiasm for his or her opinion. | ★ ★ ★ ★ ★ |
| 5 – The presenter used good gestures and body language. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Vania’s opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Vania
I have to admit, I love meat, especially beef. And I also love fast food. I realize that too much meat, or too much fast food, is not good for your health. Personally, I tried to be a vegetarian once, but frankly I just couldn’t do it. I really wanted to eat meat. And everywhere I went, there was meat in front of me, so I found it was really difficult to be a vegetarian. But I think it’s important to strike a balance between eating vegetables and meat.
As for the environmental issues, I really hope they can solve this issue related to raising animals. But to tell you the truth, just from a personal perspective, I don’t think I can stop eating meat, because I really love it.

Video Script

To tell you the truth, I love meat. I love beef. I like everything. I like, I love fast food. So, I think too much of all these food, like beef, is not good for health. I tried to be vegetarian once, but I couldn’t do that because I really wanted to eat beef. And everywhere I go, there was meat, there were beef, many kinds of beef, meat, and so it’s really difficult to be vegetarian in this world. But I think it’s important to strike a balance between vegetables and beef.

I really hope that they can solve the environment problem, but to tell you the truth, I’m not going to quit, uh, eating beef and meat, because I really love it.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

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

B. destroys, rain forests, protein

C 1. a 2. c

LINKS

If you would like the class to do additional research on the consequences of eating meat, here are some useful links:

Dangers of eating meat:

http://www.stephen-knapp.com/the_dangers_of_meat.htm

Reasons for not eating meat:

http://www.zenzibar.com/Articles/15_reasons.asp

The fast food industry:

<http://www.questia.com/library/economics-and-business/fast-food-industry.jsp>