

Unit 3: Diet

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can understand an informal discussion on the topic of vegetarianism.
- I can infer people's opinions from what they say.
- I can listen to a monologue and make notes.

Skill focus

Listening for gist: **Part A 1, Part B 1**

Listening for detail: **Part A 2 3 5, Part B 2**

Listening for tone: **Part A 4**

Vocabulary

Diet: *vegetarianism, veganism, veggie, special dietary requirements, special diet, omnivore, processed meat, texture, taste like, protein, carbohydrates, saturated fats, essential fats*

Adjectives: *trendy, childish, energetic, impolite, courteous, tasty, adult, understandable, incomprehensible, unfashionable, lazy, bland, chewy*

Usage

Explaining unfamiliar terms: *What we call ..., We have something called ..., When I talk about ..., what I basically mean is ...*

Signalling: *So it's very important to ..., The best way to ..., First of all ..., Now, if ..., So, if ...*


Possible future change: *If with will and going to*

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 3 of Listening B2+* in class.

Using *In this unit*

1. Hand out a copy of the photocopiable sheet *Diet quiz* to each student. Tell students to read the statements and indicate the extent to which they agree with each one by ticking the corresponding box. Encourage students to think about the reason for their answer. In boxes 11 and 12, they can write a statement of their own.
2. Put students into small groups to share and discuss their opinions. Ask each group to feed back any particularly interesting points to the class.

Using *Part A (track 05)* **Before listening**

1. Ask students to work in pairs and brainstorm reasons why people do not eat meat.
(Suggested answers: *religion (e.g. Buddhism), poverty, they do not like the taste, ethical reasons*)
2. Then ask them to brainstorm reasons why people do eat meat.
(Suggested answers: *they like the taste, part of their culture, parents tell them to*)

While listening

1. Complete *Exercise 1*. Ask students if any of their ideas from the *Before listening* task are mentioned.
2. Complete *Exercise 2* and check answers.
3. Ask students to explain the following phrases (answers are given in brackets).
 - a. fashion statement (*something you do to show other people the type of person you are*)
 - b. red meat (*meat such as beef or lamb*)
 - c. ethical vegetarian (*someone who does not eat meat because of the effect this has on animal welfare and the environment*)
 - d. lackadaisical (*lacking vitality and purpose*)
4. Write the following statements on the board and ask students to discuss the extent to which they believe Lily and Freddy agree with them. Give students time to read the questions, then play the recording again. Highlight that not all answers are given, but students may be able to infer an answer from the speakers' attitudes.
 - a. If you go to someone's house, you should eat what they serve.
 - b. It is fine to feed a guest vegetarian food, even if they are meat-eaters.
 - c. If a vegetarian visits you, you should cook a vegetarian meal especially for them.
 - d. Fish is not meat.
 - e. It is okay to let a 3-year-old child go without meat if he / she doesn't like it.
 - f. Vegetarianism is a fashion statement, rather than an ethical one.
 - g. You need to eat meat to stay healthy.
5. Students can discuss their own attitudes to the statements in small groups. Discuss some of their ideas as a class.

After listening

1. Use the example sentences in the *COBUILD check* as a running dictation to practise listening and pronunciation. Copy and cut out each sentence and stick them around the room. Put the students into pairs. One student is the reader and the other is the writer. The reader finds a slip of paper, reads and remembers the sentence, returns to their partner and dictates it. The writer writes what they hear. Say *Change* every so often. At this point, the partners must swap roles. Make sure you tell students to close their books, so that they can't just copy the sentences! At the end of the activity, students can check their sentences against the *COBUILD check*.
2. Complete *Exercise 3*.
3. Practise the adjectives in *Exercise 3* in one or more of these ways:
 - Books closed. Have students test each other on the opposite adjectives.
 - Tell them to make sentences that are true for them using the adjectives.
 - Get them to write a gapfill or multiple-choice exercise for their partner using these adjectives. Students then complete the exercise their partner gives them.

Using Part B (track 06)**Before listening**

1. Tell students that they will listen to Freddy and Lily discussing the reasons why someone might become a vegetarian and some practicalities of buying and eating vegetarian food. Ask students to predict what the speakers might say on the following topics:
 - how vegetarians maintain a varied and healthy diet
 - why it is sometimes difficult to be a vegetarian
2. Pre-teach the language in the *Useful vocabulary and phrases* box.

While listening

1. Play the recording. Tell students to make notes on their predictions from *Before listening Step 1*.
2. Complete *Exercise 1* by asking students to discuss the questions in pairs. Feed back as a class.
3. Complete *Exercise 2* and ask students to correct the false statements.
4. Complete *Exercise 3*. Tell students to look at the transcripts for *Recordings 5* and *6* and highlight other interjections. Which carry meaning and which do not?

After listening

1. Tell students to read the information in the *Clear usage* box. Ask them to come up with two sentences of their own in which adjectives are used in the non-standard way, and to share these with a partner.

2. Have students note the vocabulary from the *COBUILD check* in their vocabulary notebooks. They should write their own example sentences about their own opinion and diet.

Using Part C (track 07)**Before listening**

1. Tell students that they are going to listen to a nutritionist talking about a balanced diet. Ask students to predict what topics and / or vocabulary will come up.
2. Write up or dictate the following questions for students to discuss in pairs:
 - a. When do you make notes? (*Suggested answer: In class, in lectures*)
 - b. Who reads your notes? (*Suggested answer: Yourself, a friend*)
 - c. What will you use your notes for? (*Suggested answer: To revise for a test, to write an essay*)
 - d. Do you always write words in full? (*Suggested answer: No – abbreviations are acceptable. You can use standard abbreviations or make up your own.*)
 - e. What symbols and graphics might you use when note-taking? (*Suggested answer: Arrows, lines, circles*)
 - f. How can you show new topics in your notes? (*Suggested answer: Capital letters, underlining, headings*)

While listening

1. Play the recording and ask students to take notes on what the speaker says.
2. Tell students to compare their notes with a partner. They should compare:
 - a. the content of their notes
 - b. the use of symbols, underlining, abbreviations and any other note-taking devices.
3. Ask students to discuss any problems they had while note-taking, for example, not being able to listen and write at the same time, not understanding certain words, the speed of the speaker.

Discuss strategies that students could employ to deal with these problems.

4. Listen again and allow students to add to their notes.
5. Complete *Exercise 2* in small groups. Ask each group to work on a different food group and to report back to the class.
6. Ask students to complete *Exercise 3* and check answers.

After listening

Ask students to use their notes to deliver a talk about nutrition. Encourage them to use the phrases from the *Listening tip* and the signalling language from *Exercise 3*. Students can give their talks in small groups. Each group should choose one student to give their talk to the class.

Using Next steps

1. Ask students to go to www.collinselt.com/englishforlife and listen to Jackie's talk on obesity. Tell students to make notes as before. Ask them if they found the note-taking exercise easier this time.

2. Assess the quality of students' notes by returning them to students one week later and asking them to:
 - write a paragraph on the topic using their notes *or*
 - look at their notes for a few minutes and then speak on the topic for one minute *or*
 - use their notes to answer your own questions based on the recording.

Ask students to assess their notes by identifying one thing that they will do differently next time. Discuss their ideas as a class.

PHOTOCOPIABLES

Diet quiz

Read the statements and tick the box that is true for you. In boxes 11 and 12, write statements of your own.

	Very true	Fairly true	Not sure	Slightly untrue	Not true at all
1. I take care to maintain a healthy diet.					
2. I eat seven portions of fruit and vegetables every day.					
3. I don't eat junk food.					
4. I have a weakness for sweet things.					
5. I'm concerned that people worldwide are eating more and more meat.					
6. Obesity is the government's fault.					
7. You can eat whatever you like, as long as you exercise.					
8. I'm sick and tired of reading newspaper stories about diet.					
9. My parents taught me to eat everything on my plate.					
10. People care less about what they eat now than they did in the past.					
11.					
12.					