Overview of the Video
Although it seems painful and unpleasant, some people have found that bee sting therapy has a positive effect on certain illnesses such as arthritis and multiple sclerosis.

BEFORE VIEWING

A Personalizing  
Ask students to look at the photo and share what they know about bees. Ask “How do you think bee therapy works? What kinds of diseases might it treat?”

B  
Ask students which words they already know. Ask them in what contexts they have heard them used.

C Prior Knowledge  
Ask students to read the information and ask questions about these diseases. On the board, make a list of some questions students have about these diseases.

WHILE VIEWING

D Understanding Main Ideas  
Point out that only Mr. Chen and Mr. Chen’s wife are related, even though all three people have the same name.

E Understanding Details  
Give students time to read through the questions before they watch the video again. Make sure students know what type of information is required.

AFTER VIEWING

F Critical Thinking: Reflecting  
Have volunteers share traditional or natural remedies they know about with the class.

ANSWER KEY

VIDEO
A  
1–2. Answers will vary.
3. Possible answer: Traditional medicine may work better for small problems, and modern medicine may work better for serious diseases.

B  
1. c; 2. d; 3. e; 4. b; 5. a

C Answers will vary.

D a. 3; b. 2; c. 1

E  
1. 200, 6000; 2. 600, 5; 3. 5000; 4. 3; 5. 6

F Answers will vary.
Lesson B

**VOCABULARY**

**A 1.8 Meaning from Context** (page 14)
Ask students what they know about allergies. Play the audio while students read along. Ask them to describe the diagram after they have read the text.

**B (page 14)**
Have students complete the exercise individually and check answers in pairs.

**C 1.9 Meaning from Context** (page 15)
Explain that the word *hygiene* means the things that you do to keep yourself and your surroundings clean to maintain good health. Elicit examples of good and poor hygiene from the class.

**Ideas for… EXPANSION**
Have students form pairs and share their backgrounds and views about the hygiene hypothesis. Ask “Did you grow up in a really clean house? Do you agree with the hygiene hypothesis? Why or why not?” Remind them to give specific reasons for their opinions.

**ANSWER KEY**

**VOCABULARY**

**B (page 14)**
1. cell; 2. attach; 3. produces; 4. responds; 5. defends; 6. occurs

**C (page 15)**
1. contains; 2. common; 3. research; 4. theory

**LISTENING: A CONVERSATION ABOUT ALLERGIES**

**BEFORE LISTENING**

**A (page 16)**
Ask two volunteers to read the conversation aloud. Have volunteers share whether they or someone they know has a food allergy and what it is like.

**WHILE LISTENING**

**B 1.10 Listening for Main Ideas** (page 16)
Point out that students should listen for the topics that the speakers are most concerned about, not just which topics are mentioned.

**Ideas for… PRESENTING THE NOTE-TAKING SKILL: Taking Notes on Key Words and Phrases**
Tell students to identify key words and phrases by listening for the words in each sentence that convey the most information and receive the most stress. Remind them that they may need to listen to the sentences more than once to distinguish which words they should write down.

**C 1.10 Note Taking** (page 16)
Read the questions aloud and ask students whether they can answer any of them before playing the audio again.

**AFTER LISTENING**

**D Critical Thinking: Interpreting a Bar Graph** (page 17)
Before discussing, have students look at the graph and point to the title, the legend, and the two axes.

**E Personalizing** (page 17)
As a review, have students share their opinions about food policies. As a class, brainstorm reasons for and against food policies in organizations. Write reasons on the board, and have volunteers take sides and participate in debate.