
JUNK FOOD

Debate on smart vs junk food

Type of module	Creative communication
Level	A2+
Target group	16-19 year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative communication
DESCRIPTION OF MODULE	In this module Ls will learn about the pros and cons of junk food by first learning the definition of junk food, listing examples of junk food, then making a class survey and chart based on their findings on their own eating habits. They also count how much calories they consume and burn a day, learn some facts about US consumers, then listen to a song Supersize me and give their opinions about it in writing. The last lesson is a debate where Ls discuss the main argumentation points for and against junk food, based on 4 short articles. Finally, they discuss the topic's relevance to in their own school.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop learners' vocabulary related to the topic ■ to develop/improve Ls skills on making a survey based research ■ to develop their awareness of healthy eating ■ to develop learners' debating skills
TIMEFRAME	3 lessons
TARGET GROUP	16-19 years-old learners
LANGUAGE LEVEL	A2+
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ read authentic texts; ■ make a survey and report back on it; ■ make out the meaning of a song; ■ guess the meaning of unknown words from context; ■ share their experience or previous knowledge about the topic; ■ express their opinions about junk food and healthy food.
LINKS OF THE MODULE	
Cross-curricular links	Biology, Man and nature, Health
Links with other modules	—
Links with school-leaving exam	—

FOCI OF SKILLS- DEVELOPMENT

Communicative language skills

- Discussing and justifying opinions;
- Accepting and rejecting arguments;
- Expressing agreement, disagreement;
- Expressing opinions;
- Creating and reporting back on a class survey

General, educational skills

- Developing awareness on health;
- Developing co-operating skills;
- Developing and building on Ls' real life knowledge;
- Developing and building on Ls' creativity;
- Developing research skills

EVALUATION

Evaluation is done at the end of each lesson, individually, by reflection on the work done during the lesson. In the first lesson Ls will reflect on each other's work.

SUGGESTIONS

The teacher's role during the lesson is that of an organizer and facilitator. S/he prepares the task sheets, provides learners with materials and stationery. Differentiation can be achieved by carefully forming groups and pairs giving learners an opportunity to work at different levels. The teacher also builds on learner's previous knowledge and creativity.

BACK UP SYSTEMS

The following Internet links might be helpful for further research on the topic:

http://en.wikipedia.org/wiki/Junk_food

<http://www.junkfoodnews.com/>

http://www.caloriesperhour.com/index_burn.html

<http://health.uk.msn.com/healthencyclopaedia/features/gallery.aspx?cp-documentid=4669272>

<http://www.supersizeme.com>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Word ordering Guessing Co-operation skills Speaking Converting information into statistical charts Summarising Presentation skills	Giving the definition of junk food Collecting vocabulary related to the topic Creating a class survey Analysing findings Evaluation	Giving definitions Asking questions Giving answers Explaining charts	1.1 Definition, 1.3 Survey (for each L), 1.3 Statistics (for each group), 1.4 Evaluation sheet, coloured pencils/felt pens, Blot-ack
2	Discussion Reading Making guesses Discussion Listening Summarizing a text Writing	Sharing findings about calories consumed and burnt Doing a quiz about junk food facts Listening to a song and correcting the lyrics Summarizing the meaning of the song in writing Evaluation	Asking and answering questions Vocabulary about the topic Discussion Summary	2.2 Facts Quiz, OHP, 2.3 Super size me lyrics, 2.3 Super_size_me.wma, CD player, 1.4 Evaluation sheet, 2.4 For junk food, 2.4 Against junk food
3	Speaking Arguing and giving opinions Debating	Quick quiz on snacking habits Preparing and conducting a debate Giving opinions about their won situation on the basis of an article Evaluation	Giving reasons for and against Summarizing opinions	Board, 2.4 For junk food, 2.4 Against junk food, OHP, 3.3 Junk food law, 1.4 Evaluation sheet

PROCEDURE

LESSON 1: JUNK FOOD

Aims of the lesson:

- to define the term of junk and smart food
- to do a survey on Ls' own junk food consumption
- to present the results of the survey
- to make Ls aware of how much junk food they consume

Materials and resources:

- 1.1 Definition, 1.3 Survey (for each L), 1.3 Statistics (for each group), 1.2.B Matching, 1.4 Evaluation sheet, coloured pencils/felt pens, Blu-tack

Before the lesson: Cut up the word cards of 1.1 Definition (and 1.2.B Matching if necessary, one set to each group), make copies of 1.3 Survey, 1.3 Statistics and 1.4 Evaluation sheet and cut up 1.3 Survey.

- Classroom arrangement: Ls will work in groups of 3-4, so it is advisable to arrange the tables in suitable for small groups.

STAGE 1	Definition of junk food
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Word ordering Guessing
ORGANISATION	Whole class
AIDS AND MATERIALS	1.1 Definition, Blutack

TEACHER'S ACTIVITIES

1. Give out a word card (1.1 Definition) to each L in random order. If there are less than 18 Ls in the group, you may give two consecutive words to some Ls. Tell them to read their cards and try to put together a sentence by lining up in the classroom.
You might want to appoint one or two Ls to be "conductors" who tell the others where to stand.
Don't help them with the meanings of the words yet.

LEARNERS' ACTIVITIES

1. Ls read their cards and line up in a semi-circle (so that they can read the whole sentence) according to where they think their word is put in the sentence.

Solution:

Junk food is a term describing food that is thought to be unhealthy or having poor nutritional value.

2. When Ls say they are ready, ask if they have any questions about the meanings of the words.

3. Tell Ls to read out their words one by one, then read out the sentence yourself, too. Check their understanding by asking questions such as:

What kind of food do we call junk food?

Why is junk food unhealthy?

Can you give examples of food which is unhealthy / has poor nutritional value?

Why do you think it is called junk food?

Still having the line, divide the Ls into groups of 3 or 4 (e.g. Group 1 will be Ls having the words “Junk food is”, Group 2 is “a term describing”, etc.) and tell them to sit down together.

4. While Ls form the groups, put the word cards on the board.

2. Ls may want to ask what some words mean. They may then also wish to change their positions in the line.

3. Ls read out their words one by one, and answer the T’s questions. They form groups of 3 or 4 according to their position in the line and sit down.

STAGE 2A	Smart food, junk food
TARGET GROUP	For more independent group
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary Co-operation Speaking
ORGANISATION	Whole class Group work
AIDS AND MATERIALS	Board

TEACHER’S ACTIVITIES

1. Ask the class what they think the topic of the module is about. Elicit the answer (*junk food*) and write these terms on the board: „*junk food*” and „*smart food*”. Ask the class what they think „*smart food*” means. Elicit the answer (healthy, nutritious food).

LEARNERS’ ACTIVITIES

1. Ls make guesses, answer the questions.

Note: You might want to tell them an interesting fact: there is actually an American brand of popcorn called Smartfood...

(For more information: <http://en.wikipedia.org/wiki/Smartfood>)

2. Ask Ls to make a list of smart and junk foods in their groups. Set the time limit (2-3 minutes).

Go around the class and give help with the vocabulary if necessary.

Ask a representative of each group to go to the board and write their words in the appropriate category.

3. Discuss the list with the Ls if there are any discrepancies.

2. In groups Ls collect words (e.g. *smart food: carrot, broccoli, etc.* - *junk food: popcorn, potato crisps, etc.*).

When they are ready, one person from each group goes to the board and puts the group's words on the board. They should make sure there are no repetitions.

STAGE 2B	Smart food, junk food
TARGET GROUP	For a less independent group
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Eliciting the meaning
ORGANISATION	Group work
AIDS AND MATERIALS	1.2.B Matching

TEACHER'S ACTIVITIES

1. Ask the class what they think the topic of the module is about. Elicit the answer (*junk food*) and write these terms on the board: „*junk food*” and „*smart food*”. Ask the class what they think „*smart food*” means. Elicit the answer (healthy, nutritious food).

Note: You might want to tell them an interesting fact: there is actually an American brand of popcorn called Smartfood...

(For more information: <http://en.wikipedia.org/wiki/Smartfood>)

LEARNERS' ACTIVITIES

1. Ls make guesses, answer the questions.

2. Give out the cards (one set to each group) and tell Ls to match the words to the definitions.

Check the solutions by reading out the definitions to the whole class, who match them with the solution.

3. Ask a representative of each group to go to the board and write the words in the appropriate category, and if they can, add some more to the list.

2. Groups discuss which word matches which definition and pair them up on the tables.

3. One person from each group goes to the board and writes the group's words on the board. They should make sure there are no repetitions.

STAGE 3	Survey
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Drawing inferences Converting information into statistic charts Summarising Presentation skills
ORGANISATION	Group work Whole class
AIDS AND MATERIALS	1.3 Survey (for each L), 1.3 Statistics (for each group), coloured pencils/felt pens, Blu-tack

TEACHER'S ACTIVITIES

1. Give out 1.3 Survey to the groups. Tell Ls to agree on 5 junk food items and write them in the blank spaces. Encourage them to choose some items from the board. Give help if necessary.

2. Tell Ls to go around the class and ask at least 5-7 people how often they eat the listed items. Set the time (about 5-7 minutes).

3. When they are ready, tell the groups to gather together, total their findings and prepare to report back to the class. Give them 1.3 Statistics and coloured pencils/felt pens and tell them to draw the chart according to their findings. You might want to give out all types (diagram, graph, pie-chart) or only one type of chart. Give help if necessary.

LEARNERS' ACTIVITIES

1. Groups agree on 5 items (they may choose items from the board) and write them into the table.

2. Ls mingle and fill in the questionnaire according to the answers given. Ls make sure the people they ask have not answered the same questions before. They may ask their members of their own group members as well, or fill in the chart with their own eating habits.

3. Groups total their findings and draw the chart with different colours. They also decide who is/are going to report back to the whole class and discuss the content of their reports.

4. Tell groups to report back to the whole class about their findings. Take time if necessary.
At the end, put the charts on the board or wall and compare them together with the whole class.
4. Groups take turns to report to the class, compare and discuss their findings.

STAGE 4	Evaluation, Homework
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluation
ORGANISATION	Individual
AIDS AND MATERIALS	1.4 Evaluation sheet

TEACHER'S ACTIVITIES

1. Give out 1.4 Evaluation sheet and tell Ls to fill in the first section for two of their group mates.
2. Homework
Tell Ls to choose a typical day in their week and list the food they have consumed and the activities they have done on that day.
Tell Ls to go to http://www.caloriesperhour.com/index_burn.html and calculate weight loss or weight gained in calories with the help of the calories calculator. They should bring their own results (the number in either plus or minus) to the next lesson.
Note: This website gives only approximate results!

LEARNERS' ACTIVITIES

1. Ls fill in two of their group mates' evaluation sheet based on their work during the lesson. They only need to write two sentences each (finishing them in the tables).

LESSON 2: SUPER SIZE ME

Aims of the lesson:

- to discuss personal calorie balance
- to learn about junk food facts
- to listen to a song and correct the lyrics
- to write a paragraph about junk food
- to raise awareness of the dangers of fast food

Materials and resources:

- 2.2 Facts Quiz, OHP, 2.3 Super size me lyrics, 2.3 Super_size_me.wma, CD player, 1.4 Evaluation sheet,
- 2.4 For junk food, 2.4 Against junk food

Before the lesson: Make copies and cut up the worksheets, make sure the CD player plays the song.

- Classroom arrangement: Ls will work in groups of 3-4, so it is advisable to arrange the room accordingly.

STAGE 1	Calorie counter
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering questions
ORGANISATION	Whole class
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Tell Ls to line up according to the results of their weight loss/gain homework. Ask some Ls randomly about their results (especially the ones with the lowest and the highest results).

At the end of the activity, form groups of 3-4 similarly to the first lesson.

LEARNERS' ACTIVITIES

1. Ls line up according their results, asking and giving answers to each other. They might want to tell the class about their findings.

STAGE 2	Facts quiz
TIME	10 mins

**SKILLS AND
COMPETENCIES IN FOCUS**Reading
Making guesses
Discussion**ORGANISATION**

Individual

AIDS AND MATERIALS

2.2 Facts Quiz, OHP

TEACHER'S ACTIVITIES

Put 2.2 Facts Quiz on the OHP. Check if Ls understand all the words and expressions. Read out each question and give them time to decide if the statements are true or false.

While discussing the answers, it might be useful/interesting to give some facts about the topics in question (e.g. diabetes damages the eyes, Ronald McDonald is the clown used in McDonald's marketing, etc.).

Solution:

	Real answer (the correct facts are highlighted in bold)	
1	Each day, 1 in 4 Americans visits a fast food restaurant	F
2	In 1972, people in the US spent 3 billion a year on fast food - today they spend more than 110 billion	T
3	McDonald's feeds more than 46 million people a day - more than the entire population of Spain	T
4	French fries are the most eaten vegetable in America	F
5	You would have to walk for seven hours straight to burn off a Super Sized Coke, fry and Big Mac	F
6	In the U.S., they eat more than 1,000,000 animals an hour	T
7	60 % of all Americans are either overweight or obese	F
8	One in every three children born in the year 2000 will develop diabetes in their lifetime	T
9	The average child sees 10,000 TV advertisements per year in the US	F
10	Only seven items on McDonald's entire menu contain no sugar	T
11	Willard Scott was the first Ronald McDonald - he was fired for being too fat	F
12	Diabetes will cut 17-27 years off your life	F
13	The World Health Organization has declared obesity a global epidemic	T
14	McDonald's operates more than 30,000 restaurants in more than 100 countries on 6 continents	T
15	40% of American meals are eaten outside the home	T

Source: <http://www.supersizeme.com/>

LEARNERS' ACTIVITIES

Ls write their answers in their notebooks and check the answers with the whole class. They might want to discuss some of the questions.

STAGE 3	Super size me
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening
ORGANISATION	Individual
AIDS AND MATERIALS	2.3 Super size me lyrics, 2.3 Super_size_me.wma, CD player

TEACHER'S ACTIVITIES

1. Tell Ls that the quiz was taken from a documentary film *Super size me*. (The name comes from McDonald's largest menu, which is called „Super size“.) This film was made by Morgan Spurlock, a healthy American film maker, who wanted to find out the effects of eating only fast food for a month. The results were shocking. The film also explores the horror of school lunch programs, declining health and physical education classes, food addictions and the extreme measures people take to lose weight and regain their health. (For more about the film go to <http://www.supersizeme.com>).

2. Give out 2.3 Super size me lyrics to Ls and give them a few minutes to go through the lyrics. Then tell them there are 13 mistakes in the text of the lyrics which they have to correct. Play the song

2.3 Super_size_me.wma and ask Ls which words they underlined. Make sure for the second listening everyone has all the 13 words underlined. Play the song again (and again if necessary). (The song takes 4 minutes.)

Check the answers.

Solution (the changed words are highlighted):

Toothpick - Super Size Me	
[Right now you have the urge to eat something. When it's through if you still want to eat, then you're probably really hungry. Think about what I'm saying]	(Chorus) [If I can keep up this progress, I'll have 25 pounds. 25 pounds! That's a lot of weight.]

LEARNERS' ACTIVITIES

2. Ls read the lyrics and listen to the song. For the first listening they just spot the mistakes in the text by underlining them and for the second listening they write in the correct answers.

<p>F.A.T. That is me But I didn't used to be I was hot. I was hungry I was loose. I was free Then I waited in the line For some burgers and some fries Super size, that'd be nice Take a bite and close your eyes</p> <p>Round 2, what do I do I can barely walk around Jenny Craig, Richard Simmons But I still lug the pounds Hamburgers, Coca-cola Getting gas from too much soda Double double, chunky chunky Hope this meal is never over The world is round, and so am I Big boys, big girls with real big thighs</p> <p>(Chorus) Super size, super size The American way Going down, throwing down All day, every day Super size, super size The American way Getting fat, getting broke Either way you're gonna pay Super size me Super size me Super size me Super size me</p> <p>Now I can't get out of bed So I have to order in I'm a triple fat fatty And I have a triple chin Who's the blame Call the lawyer Try to settle outta court Get some cash Spend it fast Cos I'm staring at my fork</p>	<p>Kentucky fried, just fried Chicken nuggets, dip it twice Freaky fries and gelato Philly cheese, drive-through diet Pack more weight Cardiac, heart attack Back on track Grow so fat, slim, fast, slim, slow Touch your toes</p> <p>Finger lickin' Hit the border Pull right up And place your order Yes sir, r'way Right away You deserve a break today!</p> <p>Super size, super size The American way Going down, throwing down All day, every day Super size, super size The American way Getting fat, getting broke Either way you're gonna pay Super size me Super size me [Put something in your mouth] Super size me (Can I get extra cheese with that?) Super size me (Whatdaya mean 50 cents for extra cheese?) Super size me (I come here all the time!) (Hook your brother up!) Super size me (Ooh I'm a fan) Super size me (All you can eat all day) Super size me (Is that the biggest size you've got?) Super size me (I said I want it super-sized) Super size me (Can I get like, a bucket with a handle?)</p>
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Cos it's sad and it's lonely Ham and cheese with baloney Large pies, stuff-crusteds Doggy bagels for a phony I have lost the motivation To inhibit the sensation But I loathe the frustration Birthday cake, I take my face in Turkey club with double bacon's got healthy connotations Fast food has over-taken And has super sized the nation	Super size me (2 for a dollar? I'll take it!) Super size me (All I need is 3 more forks) Super size me (And another seta hands) [That's a pretty good idea] (Wait, the sign... the sign said free refills)
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STAGE 3	What does it mean?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussion Writing
ORGANISATION	Group work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

Ask Ls to discuss in groups what they think the song means and write a paragraph in the group about the meaning. The changed words are to help them write this composition. Collect their work and correct them for the next lesson.

LEARNERS' ACTIVITIES

In groups, Ls, using the highlighted words in the song lyrics as signposts, write a paragraph about what they think the song means.

STAGE 4	Evaluation, Homework
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluation
ORGANISATION	–
AIDS AND MATERIALS	1.4 Evaluation sheet, 2.4 For junk food, 2.4 Against junk food

TEACHER'S ACTIVITIES

1. Tell Ls to take out their 1.4 Evaluation sheet and write 2 sentences about what they liked/disliked in this lesson.
2. Homework: Give out 2.4 For junk food to half of the class, 2.4 Against junk food to the other half of the class. Tell them to read the articles for general meaning by the next lesson because you are going to use them.

LEARNERS' ACTIVITIES

1. Ls write their evaluation.

LESSON 3: THE DEBATE

Aims of the lesson:

- to improve Ls' speaking skills
- to provide experience of debating
- to activate vocabulary acquired in the previous lessons
- to create a debate on the issue of junk food and healthy food
- to raise awareness of the possibilities of choosing in their own schools

Materials and resources:

- Board, 2.4 For junk food, 2.4 Against junk food, OHP, 3.3 Junk food law, 1.4 Evaluation sheet

Before the lesson: Make sure everyone has read the articles. You may want to prepare some questions, helping the “conductors” task.

- Classroom arrangement: A horseshoe shape with two chairs in between is probably the best arrangement for this lesson.

STAGE 1	Quick quiz
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing Ranking
ORGANISATION	Whole class
AIDS AND MATERIALS	Board

TEACHER'S ACTIVITIES

Write the following sentence on the board:

People who snack between meals at least once a day.

Ask Ls to guess in which countries are there the highest number of these people. Write the suggested countries on the board, but stop at about 10 countries.

Leave the following countries on the board, or add them if necessary:

USA, Germany, UK, Brazil, Italy, Spain, Japan, France

Tell Ls to guess what percentage of the people in these countries snack between meals at least once a day. Let them make guesses and write correct answers on the board, next to the countries. Finally, make a ranking list order and emphasize how high these percentages are.

LEARNERS' ACTIVITIES

Ls make guesses, list some countries and try to find out the percentages.

Solution:

United States.....80%

Germany.....74%

United Kingdom.....69%

Brazil.....64%

Italy.....62%

Spain.....57%

Japan.....66%

France.....53%

Source: 3/3/97 Food Institute Report <http://www.facilitygroup.com>

STAGE 2	Debate
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Negotiation Arguing Cooperation
ORGANISATION	Group work
AIDS AND MATERIALS	2.4 For junk food, 2.4 Against junk food

TEACHER'S ACTIVITIES

1. Tell Ls to get into 4 groups: 2 groups who are for junk food, and 2 who are against junk food. Their task is to discuss what their arguments can be for/against junk food in the discussion, based on what they have read in the articles. Give them about 2-3 minutes for this discussion.

After they have come up with a few points, tell them to form 2 big groups now, one discussing the arguments for, one against junk food. Give another 5 minutes for this.

At the same time, appoint (or ask for volunteers) two “conductors”, who will lead the debate. Tell them to prepare questions that can move the debate forward if the groups run out of ideas.

LEARNERS' ACTIVITIES

1. Ls prepare for the debate in groups, make a list of their points in discussion. In the meantime, two “conductors” prepare questions for the debate.

2. Tell Ls to sit in two groups, facing each other, the two “conductors” in between. They should open the debate and conduct it as well, that is if one side talks too much, they should try to give equal chances to the other side.
2. Ls tell their points of argument to the other group, one by one. They should give responses to each other, which is conducted by the “conductors”. At the end, they should summarize the whole debate in a few sentences.

VARIATION

AIDS AND MATERIALS	2.4 For junk food, 2.4 Against junk food
DESCRIPTION	<p>If Ls are shy to talk in public, or the groups are too big, you might want to give out the readings to individuals (cutting the readings in half and giving one “for junk food” reading to quarter of the class, the other one to the another quarter, and the same with “against junk food” readings).</p> <p>At the debate activity Ls start to work in pairs – 2 Ls who have read different parts of the “For junk food” sheet and 2 who have read different parts of the “Against junk food” article. They tell each other what they have read and make a list of arguing points. Then two pairs sit together (one pair who are “for junk food”, one pair who are “against junk food”) and try to convince each other. At the end of the activity they report back to the whole class and give their main reasons and points of argument.</p>

STAGE 3	Junk food in the school
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Discussion Arguing
ORGANISATION	Whole class
AIDS AND MATERIALS	OHP, 3.3 Junk food law

TEACHER’S ACTIVITIES

1. Put the 3.3 Junk food law on the OHP and read it out loud, then tell Ls to spend one minute reading the text again silently to themselves to understand it better. Allow some time for questions about vocabulary.
2. Ask Ls what they would think if this law was passed in Hungary so that the buffet or canteen in the school (if there is one) would not be allowed to sell sweets or crisps anymore. If there is no buffet or canteen in the school, ask for a general opinion.

LEARNERS’ ACTIVITIES

1. Ls listen, then read the text and if necessary, ask questions about it.
2. Ls tell their opinion about the law and the possible effect of it on their lives.

STAGE 4	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluation
ORGANISATION	Individual
AIDS AND MATERIALS	1.4 Evaluation sheet

TEACHER'S ACTIVITIES

Tell Ls to fill in the last part of the evaluation sheet and hand it in to you. During the next lesson you might want to reflect on their own evaluations and give this sheet back to them, to put them into their language learning portfolio.

LEARNERS' ACTIVITIES

Ls fill in the third part of the evaluation sheet.