

# TAKING CARE OF OURSELVES A PRESENTATION



3rd year of Secondary School  
Materials for an Integrated Approach to Languages

**HIZKUNTZEN TRATAERA BATERATUEN PROGRAMA  
PROGRAMA DE TRATAMIENTO INTEGRADO DE LAS LENGUAS**

**DBHko 3.mailarako materialak / Materiales para 3º de E.S.O.**

PROIEKTUA / PROYECTO:  
PROIEKTUA / PROYECTO: Osasuna denontzat

UNITATEAK: Osasuna herrialde garatuetan eta ez garatuetan. Monografia.  
UNIDADES: Salud para todos. Glosario.  
**Taking care of ourselves. A presentation.**

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**MATERIAL HONEN JABETZA EUSKO JAURLARITZARENA DA  
MATERIAL PROPIEDAD DEL GOBIERNO VASCO**

2008ko urria  
Octubre de 2008

## ENGAGEMENT



Growing up is not just a physical process. Your body changes in different ways depending on if you are a girl or a boy, but you also start to become more independent from your parents and other adults and more able to make decisions for yourself. This is a very important part of changing from a child to an adult. Hopefully, some of these decisions will be about keeping your body healthy. But, do you already have the right information to make the right decisions?

Read the labels and discuss them in pairs. Are they true, false or half true?

We all experience problems with self-esteem at certain times in our lives.

Nicotine is as addictive as heroin or cocaine. U.S. medical costs for smoking-related illnesses totaled \$15 billion in 1999.

Everyone needs a certain amount of fat in their diet — up to 20% of total calories

Alcohol is an excitant at high concentrations.

Acne is very common in teens as many as five in ten teens have it, along with many adults.

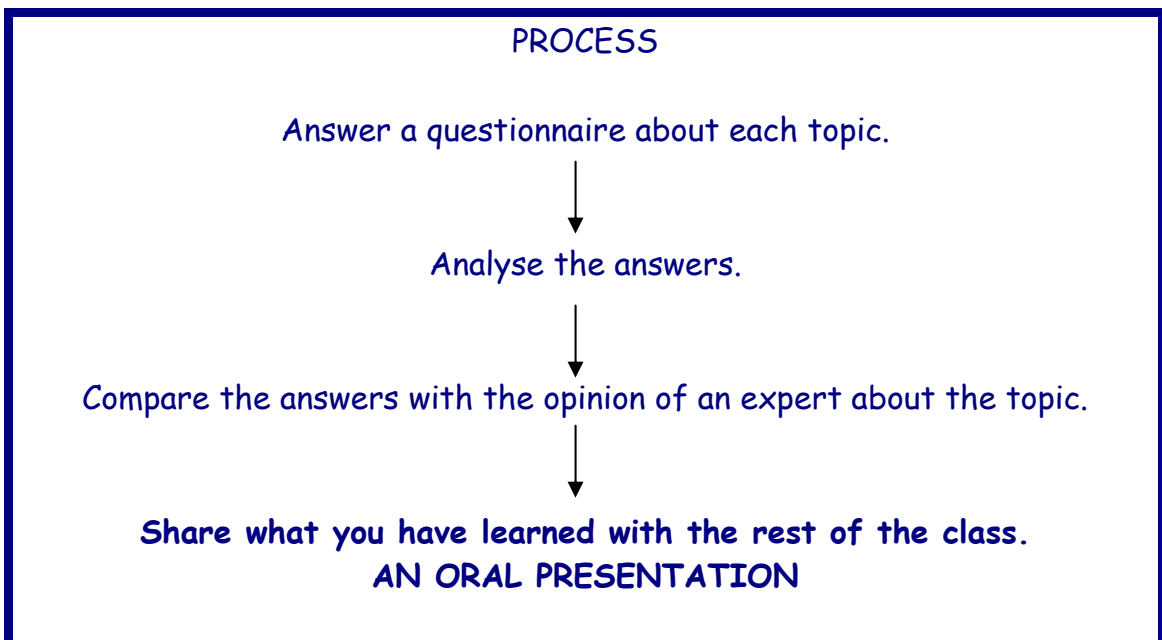
Exercise is best done in moderation. When there is over-exertion, this can sometimes result in sudden asthma attacks or even strokes.

## Did you know about these facts?

Maybe, you knew some of them, but you might have not known all of them. So, what do you know about Eating Properly, Exercising, Puberty, Smoking, Alcohol & Drugs and/or Self-Steem?

In this unit, you are going to carry out some research on one of these topics. In the research, you will compare what you know about the topic with what the expert says.

**A RESEARCH ON WHAT YOU AND YOUR CLASSMATES BELIEVE.**



## Activity 0. Negotiation.

*'Doing a lot of thinking at the beginning wil save you a lot of time in the long run'*

Working in groups:

- First, choose one topic to work on for the oral presentation:

SMOKING, EXERCISING, SELF-ESTEEM, DRUGS, PUBERTY, EATING

- Then, tick the boxes in the oral presentation checklist. Try to correct the ones you don't agree with. Add more keypoints for the oral presentation.

ORAL PRESENTATION CHECKLIST		
CREATING OUR PRESENTATION	Yes	No
We will determine our topic; recieve approval of the teacher if necessary.		
The last product of the unit will be an individual presentation on one of the topics related to health.		
We develop a timeline to allow for research, composition and creation of the presentation.		
We don't need to develop a written content outline as it is an oral presentation.		
We organize ideas in a meaningful way: introduction, body and conclusion.		
We present information that the audience doesn't know. We are well informed on our topic.		
We want to convince our audience to have healthy habits.		

To review the content for its grammar, spelling, appropriate language and punctuation is not needed in oral presentations.		
We use vocabulary that the audience could understand, or we define unfamiliar terms.		
We use helpful transitions between main points (e.g.: "First of all ..." or "Similarly ..." etc) and logical connectors (e.g.: "On the other hand ..." or "Therefore ..." etc)		
We construct the presentation using text, images and/or other media, in order to engage the audience.		
A clear introduction is not needed. The title gives the audience all the information needed.		
<b>DELIVERING OUR PRESENTATION</b>	<b>Yes</b>	<b>No</b>
We read our presentation draft in front of the audience.		
We spoke to the entire audience, not just one or two people.		
Our rate of speech is too fast.		
We use meaningful gestures.		
Visual aids are not easily viewed or read by the entire audience.		
Our volume is not too loud or too soft.		
...		

Activity 0. Negotiation.

**SEQUENCE 1. THE GLOSSARY AND THE POSTER**

- Activity 1. Exploiting the glossary.
- Activity 2. How to define.
- Activity 3. The poster.
- Activity 4. From the poster to the oral presentation.
- Activity 5. Comparing English, Basque and Spanish technical terms.

**SEQUENCE 2. HOW TO TRANSMIT INFORMATION ORALLY**

- Activity 6. Listening to the experts.
- Activity 7. Oral explicative texts.
- Activity 8. Preparing the short talk.
- Activity 9. How to read in loud voice.
- Activity 10. Speaking in public.

**SEQUENCE 3. COMPARING AND CONTRASTING**

- Activity 11. Comparing similarities.
- Activity 12. Contrasting differences.
- Activity 13. Comparing and contrasting.

**SEQUENCE 4. LAST PRODUCTION, A PRESENTATION**

- Activity 14. Planning the presentation.
- Activity 15. Analysing data.
- Activity 16. Making the draft.
- Activity 17. A presentation using Power Point.
- Activity 18. How to perform your talk.
- Activity 19. Rehearsing.
- Activity 20. Last production and evaluation.

## SEQUENCE 1 THE GLOSSARY AND THE POSTER

*As you have already learned in Lengua Española, a glossary is an alphabetized collection of specialized terms with their meanings.*

### **Activity 1. Exploiting the glossary.**

In your book, there is a "Taking care of ourselves" glossary for you to understand new or uncommon vocabulary and specialized terms. The glossary may be very helpful when answering the survey.

But the glossary has many words missing, it is incomplete. In order to get the words in the gaps, do the following activities. For that, you will need some handouts that are not in the book, the teacher will give them to you.

#### **1.1. Information gap activity: Pair work.**

Complete the handouts without showing the boxes to your mate. Watch out your pronunciation.






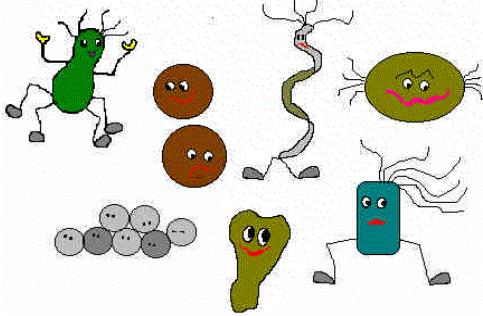


Great! You have already filled the gaps. Now, check your answers with the As in your group. And then...

#### **1.2. Try to order the glossary in four. Each student will have one different set of words.**





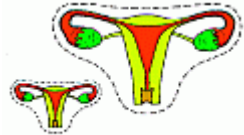


You are already there!






#### **1.3. Now, fill the glossary in your booklet.**



<p><b>Abuse</b></p> <p>Hurting someone by words or actions which make them feel _____ or distressed.</p>	
<p><b>Acne</b></p> <p>Masses of red, inflamed spots on the skin. Often appears during _____</p>	 <p>DOCTORSECRETS.COM</p>
<p><b>Addict</b></p> <p>Someone who feels a physical or mental need to do something, such as _____ drugs</p>	
<p><b>Bacteria</b></p> <p>Microscopic life forms. _____ are harmful to us and some keep us healthy</p>	
<p><b>Balanced diet</b></p> <p>A diet that contains all the _____ we need for a healthy _____ in the right proportions.</p>	
<p><b>Bullying</b></p> <p>Bullying is _____ that someone does on purpose to hurt _____.- Sometimes it's the same thing done over and over again, but sometimes it's a lot of _____ things that build up so that it affects the way you live your life.</p>	

<p><b>Calorie</b></p> <p>A measure of the energy in food. We need to eat a certain amount of calories _____ depending on our size and level of activity.</p>	
<p><b>Carbohydrates</b></p> <p>Substances found in foods such as bread and pasta, which are the body's main source of _____.</p>	
<p>_____</p> <p>A mental condition when someone feels sad and uninterested in life</p>	
<p><b>Drug _____</b></p> <p>Using illegal drugs such as cannabis, heroin, and cocaine for recreational purposes.</p>	
<p><b>Fats</b></p> <p>Substances that supply the body with _____ and help to keep it warm</p>	<p><b>Foods high in fat</b></p> 
<p><b>Fertilisation</b></p> <p>Fusion of male and _____ sex cells from different individuals of the same species to form a _____ being.</p>	

<p>_____</p> <p>A substance found in vegetable foods that helps the body's digestion and _____ movements.</p>	
<p>_____</p> <p>Over 20 substances, including iron and calcium, needed in a person's diet to maintain _____ health.</p>	
<p>Overdose</p> <p>When too much of a drug is taken, perhaps because is too _____. It can lead to death.</p>	
<p>Peer pressure</p> <p>When _____ the same age as us try to make us do something or behave in a certain _____.</p>	
<p>_____</p> <p>Shedding of the lining of the uterus, roughly every 28 days if fertilisation has not occurred. Also called _____</p>	 <div data-bbox="1145 1249 1337 1335" style="border: 1px solid black; padding: 5px; display: inline-block;">uterus</div> <p><small>The uterus and ovaries. Appointments are made by the uterus. The uterus and ovaries are in the pelvic region of the female body.</small></p>
<p>Proteins</p> <p>_____ used by the _____ for growth and repair and mainly found in meat</p>	
<p>Puberty</p> <p>The period of a person's life when their _____ is sexually maturing</p>	

<p><b>Self-esteem</b></p> <p>It is how we think and feel about _____. We are not born with self-esteem- it is something we develop as we grow _____.</p>	
<p><b>Stamina</b></p> <p>The ability to perform a physical activity for a long period of _____.</p>	
<p><b>Strength</b></p> <p>The amount of force muscles can _____.</p>	
<p><b>Sweat</b></p> <p>Salty liquid emitted by the skin to help lower body _____.</p>	
<p>_____</p> <p>Over 13 substances, including vitamins ___ and _____, needed in small amounts in a person's diet.</p>	

*Material from BHINEBI. DBH2 Citizens of the world UNIT 2*

1.4. Now that the glossary is ready, use it to answer [the survey](#) your teacher will give you.

## Activity 2. How to define.

After answering the survey, we are going to have a look at the glossary. A glossary is a list of **definitions** of technical terms belonging to a specific field.

Many of them are relative clauses. A **relative clause** is a part of a sentence beginning with a **relative pronoun**.

2.1. Have a look at the following definitions and underline the relative pronouns. Then, complete the table with them.

**Addiction (say: uh-dik-shun)** = This is a condition where you become dependent on, or can't do without, physical substances or an activity to the point that stopping it is very hard and causes severe physical and mental reactions.

**Plasma (say: plaz-muh)** = The liquid part of blood, which contains nutrients, proteins, minerals and dissolved waste products.

**Adolescent (say: add-ul-ess-ent)** = A person that is in the period of life from puberty to adulthood.

**Occupational Therapist (say: ock-yew-paysh-uh-nul ther-uh-pist)** = A specialist who works on special activities with patients as part of the treatment of their illness, injury, or other health issue.

**Heart disease (say: hart diz-eez)** = Coronary artery disease, the most common type of heart disease, happens when the heart doesn't get enough blood.

<http://www.girlshealth.gov/glossary.htm>



BASIC RELATIVE PRONOUNS	
for people	
for things	
for places	
for times	

2.2. Look for relative pronouns in the glossary and underline them.

How many did you find?

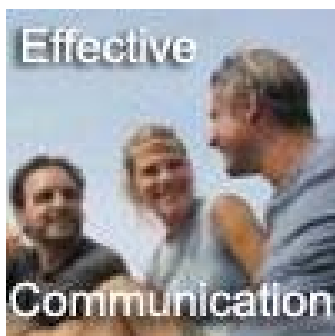
Who/that	
Which/that	
...	

Check your table with your peers.

2.3. Compare the following ways to give some information.

- The human skeleton consists of 206 bones. The human skeleton supports your body. The human skeleton allows you to move.
- The human skeleton consists of 206 bones **that/which** supports your body **and** allows you to move.

Do you think that people speak like in a)?



Try to transmit the following information in a fluent way using a relative pronoun **where** necessary. There might be more than one correct answer.

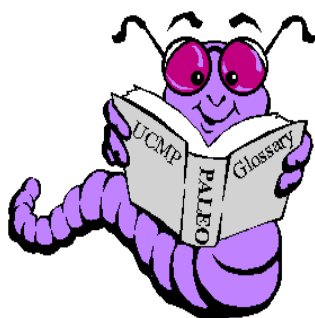
- a) Depression is an illness. It affects the way a person eats and sleeps.
- b) Liver is an organ. Liver aids in digestion. Liver removes waste products from the blood.
- c) A virus is a micro organism smaller than a bacterium. A virus cannot grow. A virus cannot reproduce apart from a living cell.
- d) A bully is a person. A bully intimidates another verbally. A bully intimidates another physically.
- e) A *detox* is a place. A person can go to detoxify their body of drugs or alcohol there.
- f) A French kiss is open mouth kiss. Tongues touch in a French kiss.
- g) The female reproductive organ is called uterus. A uterus is pear-shaped and hollow. The egg and sperm meet in the uterus.



2.3. Work in pairs and check in your Science book for terms related to health. Try to define five new terms you would add to the "Taking Care of Ourselves" glossary.

The following substitution table will help you to make the definitions.

(A)	.....	is a	(generic term) place person thing concept entity device instrument tool etc	when where who which that	.....
-----	-------	------	--------------------------------------------------------------------------------------------------------	---------------------------------------	-------



NEW TERMS FOR THE GLOSSARY


Then, share the new terms with the class. Make sure your classmates understand the definition.

### Activity 3. The poster.

Do it in pairs. Half of the class will work on one poster (Text 1) and the other half on the other (Text 2).

Go through the text. Try to guess the meaning of the new words.

What is the introduction of the text? And the body? And the conclusion?

Can you make an outline of the text?

Introduction \_\_\_\_\_  
\_\_\_\_\_

Body

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
...

Conclusion \_\_\_\_\_  
\_\_\_\_\_

Think about your presentation. What structure should it have?

Match the following labels.

Explain what you are going to read/hear about.

INTRODUCTION

Capture the essence of what you're saying or reading 'in a nutshell'

BODY

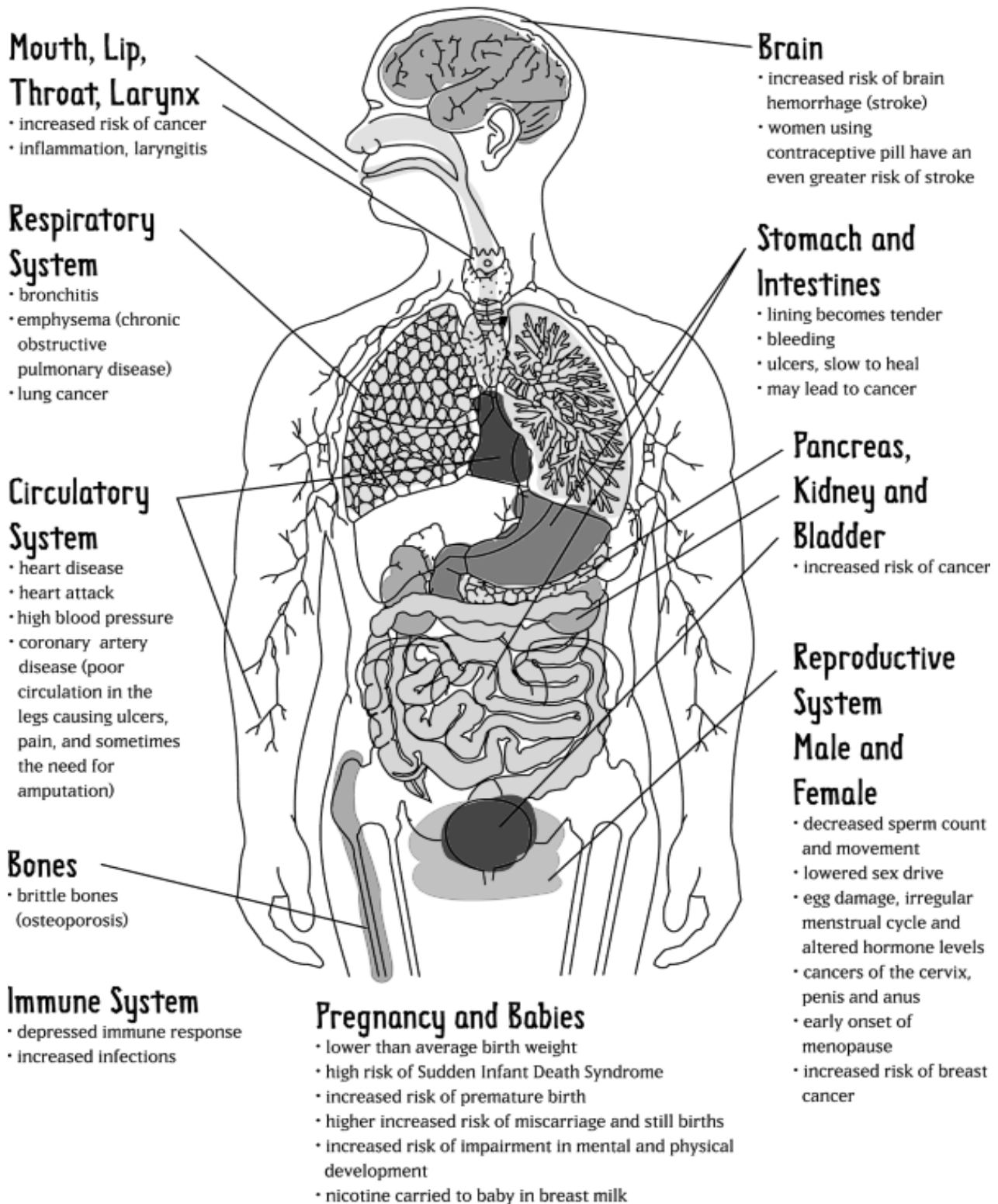
Main points

CONCLUSION

Text 1

[http://www.nt.gov.au/health/healthdev/health\\_promotion/bushbook/volume2/chap1/tobacco.htm](http://www.nt.gov.au/health/healthdev/health_promotion/bushbook/volume2/chap1/tobacco.htm)

## The Long Term Health Effects Of Smoking Tobacco



## Text 2

[http://www.nt.gov.au/health/healthdev/health\\_promotion/bushbook/volume2/chap1/major.htm#Alcohol](http://www.nt.gov.au/health/healthdev/health_promotion/bushbook/volume2/chap1/major.htm#Alcohol)

# The Long Term Health Effects Of Alcohol

## Central Nervous System (brain and spinal cord)

- impaired senses  
—vision, hearing, dulled smell and taste, decreased pain perception
- altered sense of time and space
- impaired motor skills, slow reaction
- impaired judgment, confusion
- hallucinations
- fits, blackouts
- tingling and loss of sensation in hands and feet
- early onset dementia (alcohol related brain damage)
- Wernicke's Syndrome and psychosis (delirium)
- mood and personality changes
- feeling anxious or worried

## Circulatory System

- high blood pressure
- irregular heart beat
- damage to the heart muscle
- increased risk of heart attack and stroke

## Liver

- swollen, painful inflamed
- cirrhosis
- cancer
- fluid build up (oedema)
- increased risk of haemorrhage
- liver failure, coma and death

## Pregnancy and Babies

- fetal alcohol syndrome/fetal alcohol effects  
—small head, possible brain damage, retarded growth and development

## General Body

- weight gain
- headaches
- muscle weakness

## Gastrointestinal System

- stomach lining inflamed and irritated
- ulcers of the stomach or duodenum
- inflammation or varicose veins of the oesophagus
- loss of appetite, nausea, diarrhoea and vomiting
- cancer

## Pancreas

- painful, inflamed, bleeding.

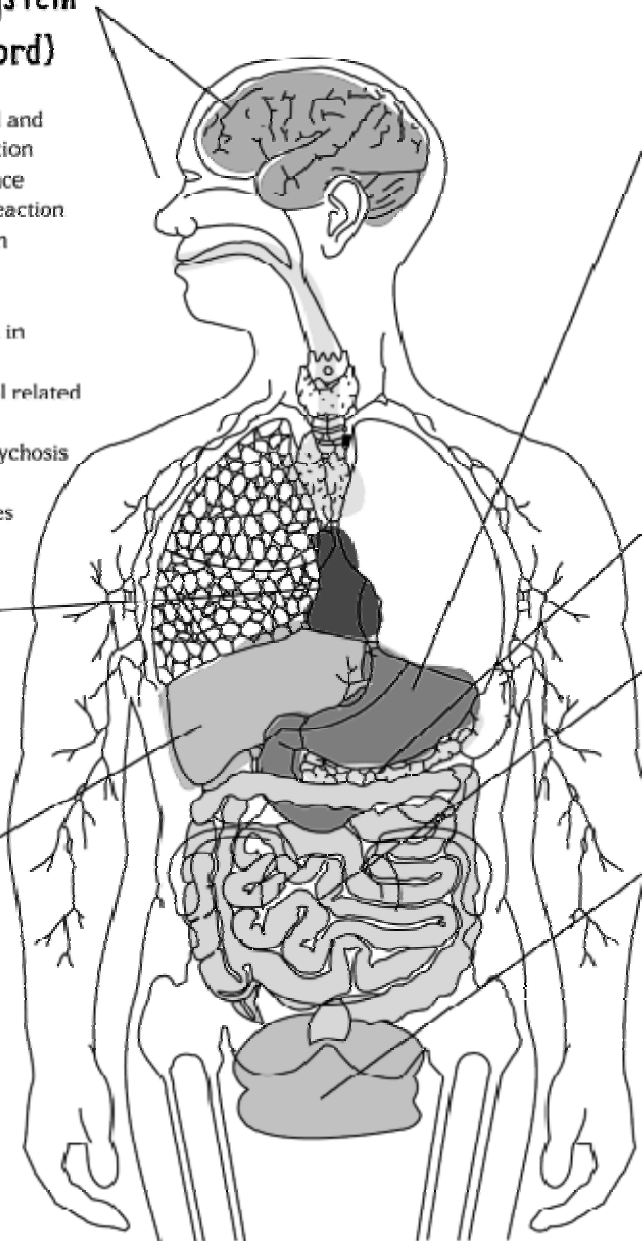
## Intestines

- irritation of the lining
- inflammation and ulcers
- cancer of intestines and colon

## Reproductive System

### Male and Female

- reduced fertility
- impaired sexual performance
- impotence
- decreased sperm count and movement
- increased risk of breast cancer in females
- early onset of menopause
- irregular menstrual cycle



## Activity 4. From the poster to the oral presentation.

Check the poster, where it is written...

*Mouth, Lip, Throat, Larynx*

- *increased risk of cancer*
- *inflammation, laryngitis*

How would you explain those effects?


You are going to explain some effects of smoking or drinking alcohol to a classmate that doesn't know about them.

### PROCEDURE

#### Explaining some information from the poster

- Choose five health effects.
- Write the complete sentences.
- Compare the health effects you have chosen with your partner.
- Explain him/her the reasons for you choice.
- Explain the health effects you have chosen to a classmate that hasn't been working with your poster. Make sure he/she understands all the information you are giving.
- Listen to your classmate explanation, and ask him if you don't understand.



## Activity 5. Comparing English, Basque and Spanish technical terms.

**Technical terminology** is the specialized vocabulary of a field. These terms have specific definitions within the field, which are not necessarily the same as their meaning in common use.

5.1. List ten technical terms from the glossary or from the posters and translate them to the languages you know.

English	Basque	Spanish	...

5.2. Could you guess the English equivalent to the following technical words?

SPANISH	BASQUE	ENGLISH
Hiperactivo	Hiperaktibo	
Hipocondríaco	Hipokondriako	
Psicosomático	Psikosomatiko	
Fisioterapia	Fisioterapia	
Fisionomía	Fisionomia	
Hipótesis	Hipotesi	

Many English formal terms (not only technical ones) come from Latin and Greek words, the same as in Spanish and Basque.

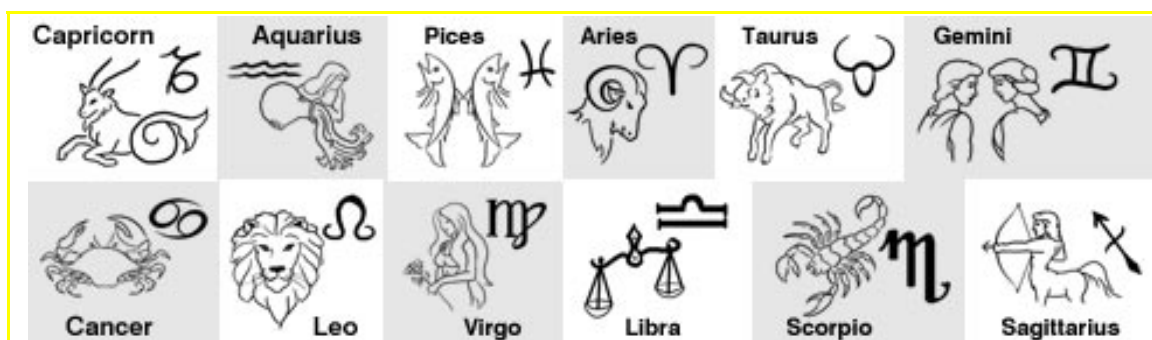
The **spelling** changes a bit in English and also the **pronunciation**. Can you see any pattern in the words above?

5.3. In the next page, you have some scientific **prefixes** and **suffixes** in English.

Make a list of ten words in your own languages that have any of those prefixes and suffixes. Find the equivalent words in English. You will get a wider variety of words if each group chooses different prefixes.

Basque/Spanish	English

You can compare the English list with the 'Prefijos y lexemas' list at the end of 'Actividad 11' in the unit 'Glosario, salud para todos'.



<http://www.quia.com/jg/321376.html>

## Scientific Prefixes & Suffixes

Element	Definition	Element	Definition
<i>a-</i>	<i>without</i>	<i>homo-</i>	same, like
<i>ab-</i>	<i>away from</i>	<i>hydro-</i>	water
<i>ad-</i>	<i>near</i>	<i>hyper-</i>	over
<i>aero-</i>	<i>air</i>	<i>hypo-</i>	under
<i>auto-</i>	<i>self</i>	<i>inter-</i>	between
<i>bacterio-</i>	<i>bacteria</i>	<i>intra-</i>	within
<i>bi- di-</i>	<i>two</i>	<i>iso-</i>	equal
<i>bio-</i>	<i>life</i>	<i>-itis</i>	infection
<i>carnis-, carn-</i>	<i>meat</i>	<i>leuco-</i>	white
<i>chloro-</i>	<i>green</i>	<i>-logy</i>	study of
<i>chroma-</i>	<i>color</i>	<i>macro-</i>	large
<i>-cide</i>	<i>killer of</i>	<i>micro-</i>	small
<i>con-</i>	<i>with</i>	<i>mono-</i>	one
<i>dermis-, derm-</i>	<i>skin</i>	<i>morph</i>	form
<i>ecto-</i>	<i>on the outside</i>	<i>multi- poly-</i>	many
<i>endo-</i>	<i>inner, inside</i>	<i>omni-</i>	all
<i>epi-</i>	<i>upon</i>	<i>paleo-</i>	old
<i>exo-</i>	<i>outside of</i>	<i>photo-</i>	light
<i>gastro-</i>	<i>stomach</i>	<i>pseudo-</i>	false
<i>-gen</i>	<i>producing</i>	<i>pro-</i>	first
<i>geo-</i>	<i>earth</i>	<i>therm-</i>	heat
<i>halo-</i>	<i>salt</i>	<i>thrombos</i>	clot (half-solid mass)
<i>hemato-</i>	<i>blood</i>	<i>trans-</i>	across
<i>hemi-</i>	<i>half</i>	<i>tri-</i>	three
<i>herb-</i>	<i>plant</i>	<i>uni-</i>	one
<i>hetero-</i>	<i>other</i>	<i>zoo-, zoa-</i>	animal

## SEQUENCE 2

### HOW TO TRANSMIT INFORMATION ORALLY

*Different groups of students are going to become 'experts' in a topic and they will share their knowledge with the rest of the class. First, students are going to obtain the information. And then, they are going to prepare a little lecture for their peers.*

#### Activity 6. Listening to the experts.

##### PROCEDURE

- Get into groups.
- Each group will listen to a text.
- While listening each one of you have to correct the sentences according to the information in the audio text.
- Check your answers with the ones the rest of the group has.
- Read the transcription of the audio text and check the answers.
- Prepare a list of true statements that you will present to your peers in another group.



##### True statements

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## Activity 7. Oral explicative texts.

Now that you have the information to be transmitted, remember Activity 4 and choose the statements that you think fit the **communicative act** you are about to perform.

ORAL EXPLICATIVE TEXTS			
Your audience knows what topic are you going to talk about.		Your audience doesn't know what topic each classmate is working on.	
The audience has already listened to the audio text.		You know more about the topic than your audience.	
You want your audience to understand what do you think about the topic.		You want your audience to understand the information about the topic.	
You need to explain concepts and give examples.		The audience can look up new terms in the dictionary afterwards.	
You want to convince your audience		You want to transmit information to your audience to know more about the topic.	
SUBJECTIVE		OBJECTIVE	
The volume and the tone of your voice are not so important.		The volume and the tone need to be the right for them to understand you.	
You need to go fast if you have too many things to say.		They will understand you easier if you take your time.	

Discuss the ones you choose with your group. Give reasons for your choice and try to reach an agreement with your peers.

## Activity 8. Preparing the short talk.

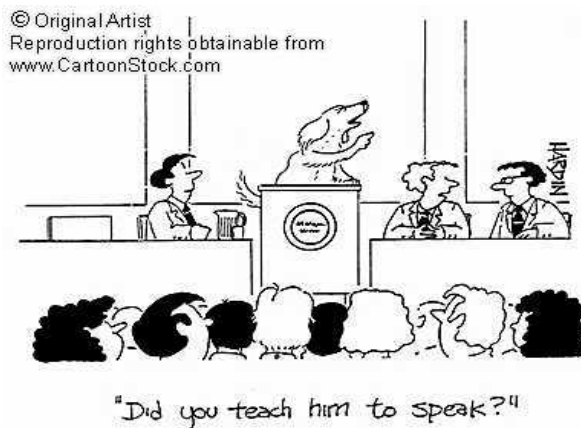
Now, you are going to transmit the information given by the expert to your peers.

### PROCEDURE

#### How to prepare the talk

- Work in pairs.
- Make a structure and content outline like in Activity 3.
- Develop the ideas in the outline.
- Check you know the meaning of all the words.
- Prepare a definition, as you have already done in Activity 2, for each term your audience might not understand.
- Think about more than one way of explaining things, in case your audience doesn't understand.
  - Giving examples: for example, for instance...
  - Repeating: Let's put that another way, what I mean is...

Keep in mind the answers in the table in Activity 7. Then, organize your short talk. Use the **discourse organizers** in the following tables as a help to build your discourse.



#### IMPORTANT!!!

- Speak slowly, you will sound confident and it helps to control your breathing.
- Speak up.

## SOME DISCOURSE ORGANIZERS

### Saying what the lecture will be about.

What I'm going to explain to you (today) is (Today) I'm going to talk	about .....
Well, I want to	explain talk
	to you

First	question statement	Moreover Furthermore In addition And another thing
Second	main point	
Next		
After that		
Finally		
The first/next point is		

### Signalling the end of one phase and moving on to the next phase.

	let's shall we	move on (to the next point)	
Right	let me		
OK	can	go on	
Now	we...(?) can I ...(?)	continue move on... etc	(with) (to)
	The next point/question is...		

### Emphasising.

This is an important word/concept
Do you know that...
Let me say that again because it's important

### Checking Understanding.

OK?
Is that clear?
Everybody clear?
Do you understand?
Does everybody understand?
Do you follow?

## Activity 9. How to read in loud voice.

Work in pairs. Each one of you has to choose one text ( Text 3 or Text 4) and read it.

### Text 3

#### Contraception fails UK youth

Campaigners are calling for better contraceptive advice for teenagers.

The UK has one of the highest rates for teenage pregnancies, despite having the second highest use of contraception.

A study comparing women's health services in different countries found 80% of women used contraception, second only to Italy.

But the UK has the 11th lowest risk rating in a table of countries launched by reproductive health agencies Population Concern and International Planned Parenthood (IPPF).

Now UK campaigners are calling for better reproductive health information, especially for teenagers.

A World of Difference: Sexual Health and Risks, launched on Thursday to coincide with International Women's Day, examines conditions for women across the world.

According to the report, the risk of dying in childbirth is 33 times higher in developing countries than in industrialised countries.

Ethiopian women have the highest reproductive risk of the 133 countries studied.

The UK figures in the report, compiled by US-based Population Action International showed 2.9 per 100 women aged between 15 and 19 gave birth, compared to 0.9 in France, 0.4 in Japan.

Eastern Europe and the US were worse, with America having 5.1 births per 100 teenagers.

Adapted from <http://news.bbc.co.uk/1/hi/health/1207904.stm>



## Text 4

### British children among Europe's most deprived

CHILDREN in Britain are among the worst off in Europe, with many living in dysfunctional families that refuse to eat together or talk to each other, researchers have found.

A report comparing data on children and teenagers across the 25 European Union countries ranks Britain as 21st on an index of "child wellbeing". Children fare worse only in Latvia, Estonia, Lithuania and Slovakia.

The data, which will form the basis of a Unicef report, reveals that in many families in Britain children and parents are barely on speaking terms. Just 60.49% spoke to their parents several times a week. An OECD survey of nearly 10,000 15-year-old British children found that only 66.74% sat at the table to eat with their parents, the lowest proportion in Europe.

A separate survey discussed in the report found that fewer than half of 4,000 children aged 11, 13 and 15 regarded their friends as "kind and helpful".

Nutritionists are also concerned about the quality of children's diets. The report states that according to a survey by the World Health Organisation (WHO), only 26.7% of British children aged 11, 13 and 15 eat fruit on a daily basis. Just over half eat breakfast before school.

According to further WHO data, Britain's 14 and 15-year-olds are the fourth fattest in Europe, with 15.8% classified as overweight measured by their body mass index.

One of the report's most shocking findings is the level of drug and alcohol abuse among British teenagers. A survey of 4,000 15-year-old schoolchildren, by a European school survey project on alcohol and other drugs, found that more than a quarter had been drunk 20 times or more, the second highest level in Europe. A total of 38% had used cannabis.

British teenagers were also more promiscuous than their European peers. More than a third of children claimed to have had sex by the age of 15, the highest level in Europe. In Spain the proportion was 16%.

Professor Al Aynsley-Green, the children's commissioner, described the report as shocking. "This should blow out of the water any complacency that people have over the standing of young people in our society. We have not been valuing them as they deserve," he said

Adapted from <http://www.timesonline.co.uk/article/0,,8122-2300687,00.html>



You are going to read the article in loud voice to your peer. To do that, read the following key points in the 'TO READ IN LOUD VOICE CHECKLIST'.

Then, your teacher is going to do some reading for you. Check if he/she follows the key points.

Before reading it in loud voice to your peer, practise for a while. When you both are ready, go on. Check if your partner follows the key points.

TO READ IN LOUD VOICE CHECKLIST	T	P
<ul style="list-style-type: none"><li>▪ Articulate clearly.</li><li>▪ Pronounce in a right way.</li><li>▪ Look after your intonation.</li><li>▪ Emphasize the stops.</li><li>▪ Watch out punctuation, rhythm...</li><li>▪ Emphasize the important words and ideas.</li><li>▪ Look at your interlocutor to keep his/her attention.</li><li>▪ If needed introduce short explicative pieces.</li><li>▪ Use body language (gestures, moves...) to make your reading active, but do not exaggerate.</li></ul>		



Tell your partner about his/her performance. What do you think he/she should improve?

### Activity 10. Speaking in public.

You have already prepared the talk to inform your classmates about the main points the expert talks about in the audio text.

Now, you are going to work in groups of four people. Each student will have a talk prepared about a different topic (Activity 8). While one student is talking, the other three will complete the following chart.

First, go through the chart. If you don't understand ask your teacher.

Evaluation chart	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>	
	Yes	No	Yes	No	Yes	No
Talks to the interlocutor and presents the theme.						
Speaks slowly.						
Speaks clearly, at the right volume.						
Right intonation, it changes when needed.						
Emphasizes the key words.						
Keeps eye contact to engage the audience.						
Uses body language to help.						
Presents information in a simple and logical structure						
Uses the conclusion to summarize.						

Check what your peers have answered in the chart. Don't worry if you didn't get too many positive answers, you are still learning. Ask your peers what do they think you should improve.



## SEQUENCE 3

### COMPARING AND CONTRASTING

*As you know, in this unit, you are going to carry out some research on one of the topics related to health. You have already answered the survey. You also know what some experts tell about the topics. And now, you are going to learn to compare similarities and contrast differences, don't forget that your group will have to compare what the class has answered about the topic with what the experts say.*

#### **Activity 11. Comparing similarities.**

11.1. Read the following texts (Text 5 and Text 6) and underline words and phrases used to compare similarities.

#### **Text 5**

Even though we might not think of fish and humans as parallel, in some ways they are the same. For a biologist the fugu or Japanese puffer-fish resembles a human being in terms of genetic structure. Each has a backbone, brain and liver. They also have an immune system in common. In terms of genes, fugu and organs and humans have comparable characteristics.

#### **Text 6**

Vitamins B and D are alike in a number of characteristics. Both come from the same food sources, milk and eggs. In terms of natural body functions, Vitamins B and D are alike because both are essential for good health. On the other hand, if you maintain a balanced diet, you do not need to take extra amounts of either vitamin. Eating three good meals a day usually healthy amount of good food provides enough of both vitamins.

Write the **comparing expressions** in the following table.

Text 5	Text 6

11.2. Read the following and fill the blanks with a word or phrase that specifies comparing similarities.



(1) \_\_\_\_\_ daikon and asparagus have \_\_\_\_\_ growth rates.

(2) A computer \_\_\_\_\_ a calculator since \_\_\_\_\_ has been designed to manipulate numbers.

(3) Aluminum is \_\_\_\_\_ iron in that it is a soft metal.

(4) The health value of Vitamin D \_\_\_\_\_ that of Vitamin B.

(5) Light passenger aircraft and helicopters \_\_\_\_\_ in terms of the number of passengers they carry at one time

Similar due to inheritance

Similar due to... uh... other factors

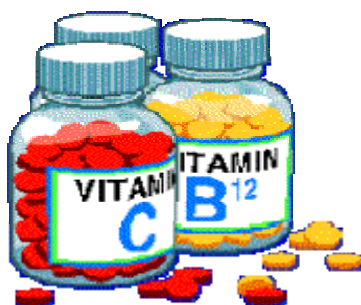


11.3. Writing exercise.

Referring to the information below (Text 7), write a paragraph that compares some of the similarities among Vitamins A, B2 and B6. Consider how these vitamins are parallel in terms of food sources and health functions. Be sure to use words and phrases for comparing similarities.

Text 7

VITAMIN	A	B2	B6
SOURCES	vegetables, eggs, milk, fish, liver oil	vegetables, eggs, milk, liver	whole grains, eggs, milk, meat, liver
HEALTH FUNCTIONS	essential for bone formation; essential for skin tissue	essential for internal functions (synthesizes enzymes)	essential for internal functions (synthesizes enzymes)



SOME WORDS USED FOR COMPARING SIMILARITIES

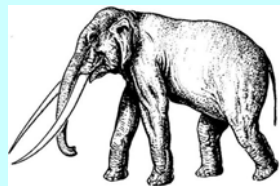
the same (as) / similar (to) / comparable (to) / like		
resembles / parallels		
also	as well	both
either	neither	each
alike	in common	common

## Activity 12. Contrasting differences.

12.1. Read Text 8 and Text 9 and underline words and phrases used to contrast differences.

### Text 8

The weight of the brain in proportion to the weight of the 1/50th body differs among animal species. While the weight of an elephant's brain is heavier than the brain of an adult human, yet the elephant's brain is only 1/1000th of its body weight. In contrast, the human brain is 1/50th of an adult's body weight. In proportion to body weight, the elephant's brain is lighter than the human brain.



### Text 9




Light passenger aircraft and jetliners are quite dissimilar. Although light passenger airplanes carry passengers, they carry fewer passengers than jetliners. As the name suggests, the light passenger airplane is not as heavy as the jetliner. This means that the lighter aircraft is simpler to build and easier to operate than the jetliner. Whereas the jetliners designed to fly long distances, the light passenger aircraft flies shorter distances and not as many hours as the jetliner.

Write the **contrasting expressions** in the following table.


Text 8	Text 9

12.2. Read the following and write in words and phrases to contrast differences.

1) Cats and dogs are \_\_\_\_\_ species.



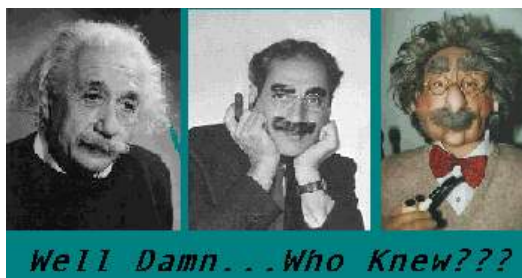

2) In most computers ROM (Read Only Memory) \_\_\_\_\_ RAM (Random Access Memory) in the way it handles memory.



3) \_\_\_\_\_ other vitamins, Vitamin D is manufactured by the body after exposure to sunlight.

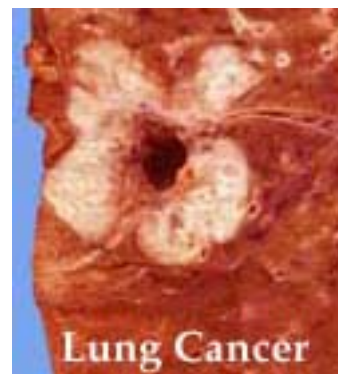
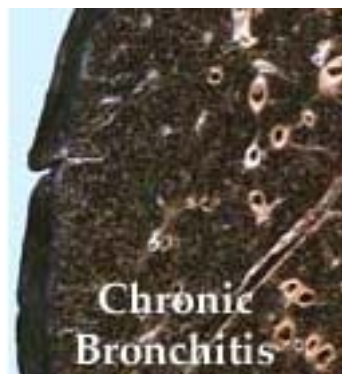
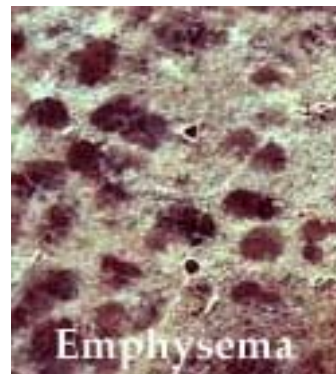
4) Humans are \_\_\_\_\_ elephants.

5) \_\_\_\_\_ Venus and Earth have b atmospheres, there is no life on Venus.



## SOME WORDS AND PHRASES USED FOR CONTRASTING DIFFERENCES

differs from / is different from / is not the same as / is in contrast with		
unlike / in contrast with / in comparison with / compared to		
while...,	yet/but	difference
whereas...,	however	dissimilar
although/though...,	nonetheless	on the other hand
even though...	nevertheless	in contrast



<http://pathhsw5m54.ucsf.edu/tobacco/index1.html>

## Activity 13. Comparing and contrasting.

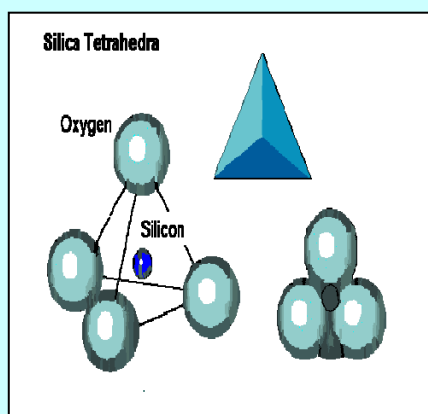
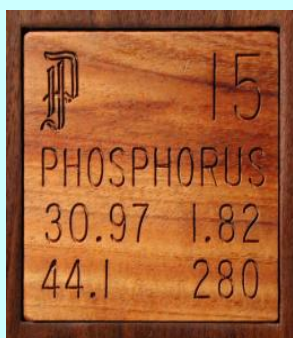
*When we compare two or more concepts, manufactured products or natural phenomena, we most often look for similarities and differences. When we write about these concepts, products and phenomena, we often compare and contrast them at the same time.*

Work in the same groups as in the last production.

### 13.1. Read Text 10.

#### Text 10

The elements phosphorous (P) and silicon (Si) have numerous similarities and differences. They are both nonmetallic elements with comparable atomic numbers. Neither number is high: silicon's atomic number is 14 and phosphorus's number is 15. Their melting points are also parallel: the melting point of silicon is 1410°C and that of phosphorous is 1554°C. Nonetheless, phosphorous and silicon are dissimilar in many ways. Phosphorous is a yellow, waxy solid, whereas silicon often appears in a brown crystalline form. Phosphorous is used in fertilizers and detergents, but silicon, in contrast, is used in semi-conductor devices.



<http://www.fauxpress.com/kimball/w/logo.htm>

Match the following and give proofs from the text for your decision.

Sentence 1

compare similarities

Sentences 2-4

contrast differences

Sentences 5-7

serves as the topic sentence

13.2. Write a text that compares and contrasts some information related to your topic.

SUGGESTIONS	
Smoking	smokers/nonsmokers
Exercising	sportspeople/sedentary people
Self-esteem	self-confident person/low-esteem person
Puberty	child/teenager
Alcohol and Drugs	alcoholic/teetotaler
Eating	person with a balanced diet/an only fastfood eater

Each group will complete the following chart with some characteristics of one block (e.g. smokers) in one column, and some characteristics of the other (e.g. non-smokers) in the other column. Try to write also similarities, not only differences.

1 <sup>st</sup> block:	2 <sup>nd</sup> block:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
...	...

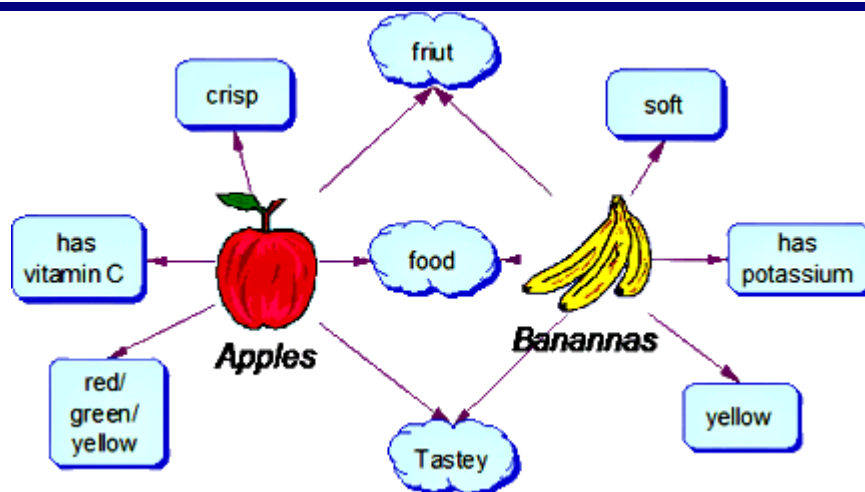
Then, write a little text where you compare similarities and contrast differences between the two blocks. When you finish, the teacher will check it.

### 13.2. Guessing game

Prepare some clues based on the similarities and differences of two things and let see who is able to guess them.

#### PROCEDURE

- Think about two objects, places, persons, instruments...
- Write down an outline with some similarities and some differences they have.
- Review the words and phrases for comparing similarities and contrasting differences.
- Write sentences that connect the ideas using the words that compare and contrast.
- Tell your clues to the group.



#### CLUES

- Both are food.
- Each of them is a fruit.
- X is very tasty and Y is also very tasty.
- While X is crisp Y is soft.
- X has vitamin C. In contrast, Y has potassium.
- Even though X can be yellow like Y some of them may be green or red.

## SEQUENCE 4 LAST PRODUCTION, A PRESENTATION

*Now it is time for you to start producing a presentation comparing what the class thinks about one of the topics of the survey in the unit and what the experts say. The teacher will give each group the surveys about the topic.*

Group work.

### **Activity 14. Planning the presentation.**

Each group will produce a presentation on a different topic. You have already prepared a short talk in Activity 8, but a presentation is a more complete performance than a short explicative talk.

So you need to do the proper planning. Talk to your group mates and decide the steps you have to follow. Make a list and try to order the steps. You have already done this in the 'Monografia' unit, but here things will change a bit don't forget that this will be an **oral presentation**.

#### PLANNING STEPS

1. \_\_\_\_\_
2. \_\_\_\_\_
- ...

## Activity 15. Analysing data.

In the 'Monografia' unit, you have already been working with tables, graphs and charts. Using any of them can make data containing a large amount of numerical information easier to understand and gives more impact to your text.

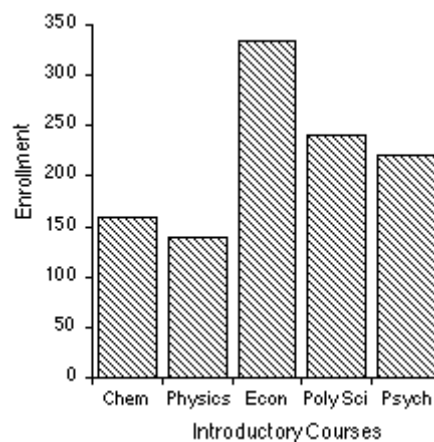
TABLES are used to arrange information clearly, in columns and rows. Tables should be given a clear and suitable **title** and **columns** should have appropriate **headings** so that the reader can make sense of the information.

Table showing bicycle rental hire charges at 'Wordy Wise Bikes.

Number of Days Hire	Total cost (£ per person)
1	£5.00
2	£9.00
3	£12.00
4	£13.50
Over 4 days	Ask the manager for a quote

BAR GRAPHS can be used to show data The different parts of a bar graph are: the **graph title**, two **axes**, including axes' **labels** and **scale**, and the bars.

Enrolment in Introductory Courses at Union University



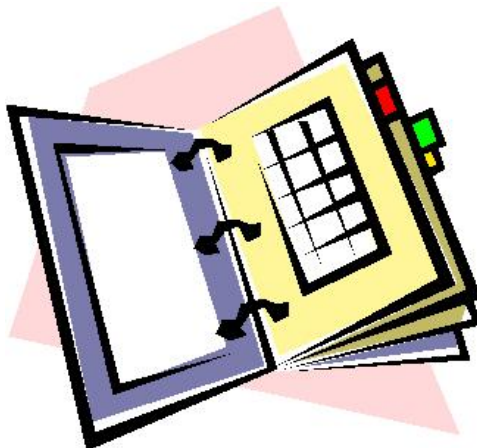
## PROCEDURE

### How to analyse data

- Check the surveys.
- Organize the results.
- Choose one way to display the data from your research.
- Display the results.
- Write down the explanation of the graph for your presentation.
- Compare and contrast what people in the class answer and what the expert says.
  - Make a list of what the expert says and what the classmates say.
  - Connect the ideas using the words that compare similarities and contrast.



The teacher will check the table or the graph you use to display the data of the survey. Don't forget the parts of the graph or the table and a short explanation.



Now, draw a comparison between the data of the survey and what the expert say. You might use the following chart in order to organize the information you have.

What the expert says	What people answer

Check the tables for comparing similarities and contrasting in Sequence 3 and connect the ideas.

Similarities:
Differences:

## Activity 16. Making the draft.

A presentation is an oral act, but as an explicative text in an academic context it cannot be led to improvisation. You need to choose the words carefully, so you need to prepare a draft that will be helpful to you, but be careful because you cannot read it.

### WHEN PRODUCING AN EXPLICATIVE TEXT

- Be objective - do not give your own opinions.
- Be logical - use headings and keep to a sensible order.
- Be concise - avoid long explanations and keep to the point.
- Be accurate - check that all information is accurate.
- Be clear - use simple, easy to understand styles, and explain terms your audience might not understand.

Now, let's make the draft for your presentation. Check Activity 3 and the Negotiation Activity to remember the structure and some other features an explicative text needs to have.

When you finish your draft, your teacher will check it.

### PROCEDURE

#### How to make a draft

- A speech consists of three parts: an introduction, a body, and a conclusion. Plan what you are going to cover in each section of your presentation.
- Keep in mind that it is going to be a comparative speech.
- List the things you are going to cover in each section.

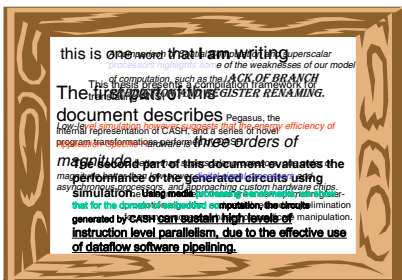





## Activity 17. A presentation using Power Point (or a poster).

After having made the draft, you can start making the **slides** for your presentation.

Here there is an example of a **Power Point** presentation about how to make a Power Point presentation. Read the slides (Text 11) and decide with your peers about what interesting information is in them.

### Text 11

<p style="text-align: center;">On How to Talk</p> <p style="text-align: center;">Mihai Budiu mihai@cs.cmu.edu</p> <p style="text-align: center;">Monday seminar, Apr 12, 2004</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">idea per slide</p>
<p style="text-align: center;">Use Pictures as Visual Metaphors</p>  <p style="text-align: center;">A picture is worth 1000 words</p>	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> <li>• Is <b>strategic</b> and not technical</li> </ul>  <ul style="list-style-type: none"> <li>• Explain why the problem is important</li> </ul>
<p style="text-align: center;">Rehearse and Repeat</p>  <p style="text-align: center;">The talk will only get better</p>	<p style="text-align: center;">Conclusions</p> <ul style="list-style-type: none"> <li>• Are not the same as a summary</li> <li>• What one should remember</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Optimize your talk for the audience</li> <li>• You can always improve a talk</li> <li>• Someday your career may hinge on a talk</li> </ul> 

Adapted from: [www.cs.cmu.edu/~mihai/talk-talk.ppt](http://www.cs.cmu.edu/~mihai/talk-talk.ppt)

Now, make your slides!

### EFFECTIVE SLIDES CHECKLIST

- Create a design for the slides.
- Aim for simplicity.
- Make text visible.
- Make slides legible.
- Create informative headings and footers.
- Use pictures and visuals.
- Help your audience understand the organization of your presentation.
- Be sure your slides are clear.
- Edit your slides for correctness.

Adapted from: [http://bcs.bedfordstmartins.com/techcomm/content/cat\\_030/preparingpresentationslides/index.html](http://bcs.bedfordstmartins.com/techcomm/content/cat_030/preparingpresentationslides/index.html)



### USEFUL ON-LINE RESOURCES TO MAKE SLIDES

<http://www.cew.wisc.edu/accessibility/tutorials/pptscratch.htm>  
[llc.mtsac.edu](http://c.mtsac.edu)  
<http://www.bcschools.net/staff/PowerPointHelp.htm>

## Activity 18. How to perform your talk.

First, organize your presentation. Tasks need to be equally divided. The following chart will help you organize it. Feel free to change whatever you think necessary for your own project work.

TEAM PRESENTATION PROJECT RUBRIC	
<i>1<sup>st</sup> speaker</i>	
<u>Common work</u>	<ul style="list-style-type: none"><li>▪ Introduces the team.</li><li>▪ Presents the topic.</li><li>▪ Describes the agenda.</li></ul>
<u>Individual work</u>	<ul style="list-style-type: none"><li>▪ Says what she/he is going to talk about.</li><li>▪ Develops the first part using visuals and other resources.</li><li>▪ Introduces the next speaker.</li></ul>
<i>2<sup>nd</sup> speaker</i>	
	<ul style="list-style-type: none"><li>▪ Says what she/he is going to talk about.</li><li>▪ Develops the second part using visuals and other resources.</li><li>▪ Introduces the next speaker.</li></ul>
<i>3<sup>d</sup> speaker</i>	
<u>Individual work</u>	<ul style="list-style-type: none"><li>▪ Says what she/he is going to talk about.</li><li>▪ Develops the third part using visuals and other resources.</li></ul>
<u>Common work</u>	<ul style="list-style-type: none"><li>▪ Do the closing</li></ul>

Now that everybody knows what to do, each member of the team needs to text each part of the presentation. Although your slides are going to help you to perform your speech, you need to go from the slides to the oral presentation as in Activity 4. You need to develop your ideas in the slides in order to make people understand you.

You have already seen many **discourse organizers** in Activity 8. In the next page, you have some new ones related to how to explain tables and graphs and how to conclude.

When all of you have your texts ready, show them to the teacher.

## SOME DISCOURSE ORGANIZERS

88

PRIMARY SCIENCE AND LITERACY LINKS

LINK

Topic 7: Using openers and connectives

### Beginning

Our question asks us....  
We started with...  
Our problem is...  
To answer the question we need...  
To begin with we will...  
I am going to explain how...  
We will investigate...

### What we already know

We already know that...  
Before we began we did some research...  
We think ... because...  
We know that ... because...  
When we have tried this before....

### Tables and graphs

The pattern suggests...  
The result for .... was unexpected. It could be because...  
Another reason for the results could be...  
We were surprised...  
We think that the graph shows that....  
The graphs looks like this because...  
There is a link between...

### Conclusions

This proves...  
This explains why...  
Our results are different to what we thought would happen because...  
The results show that....  
Looking at the results it seems likely that...  
Our evidence suggests that...  
We concluded that....  
We think that...  
Using our results we can say that...

From: Feasey, R. 1999. Primary science and literacy links. Hatfield: Association for Science Education

## Activity 19. Rehearsing.

The final step in preparation, but often omitted in verbal presentation, is rehearsal. Adequate rehearsal is essential for a good presentation.

When making a speech, using the notes or slides, the speaker may experience areas of deficiencies where he or she feels uncomfortable, and where some changes are needed.



Practising the presentation and using the actual slides will help to consolidate the speaker's confidence in the presentation materials, and in the overall ideas that are being presented. To do that, follow the steps in the 'DOES ABOUT HOW TO REHEARSE' chart. Check also the 'ORAL PRESENTATION CHECKLIST' in the Negotiation Activity.

In the chart, tick the key points you follow when rehearsing. Discuss with your group about the key points you don't.

### DOES ABOUT HOW TO REHEARSE

	Yes	No
▪ Rehearse as a team with a Timer.		
▪ Plan the structure of the presentation.		
▪ Place the visuals (slides) in the correct order.		
▪ Look at your audience and maintain eye contact		
▪ Stand in a way that you don't block the way of the screen.		
▪ Introduce yourself and have your opener ready.		
▪ Speak clearly, project your voice.		
▪ Remember to conclude and thank the audience.		
▪ Ask comments from colleagues invited to your rehearsal.		
▪ Identify the areas of the presentation that were weak.		

## Activity 20. Last production and evaluation.

We are almost there! The only thing missing is making the presentation. The following charts will help you to evaluate your classmates' presentations and to know how they are going to evaluate you. Read them.

ORAL PRESENTATION CHECKLIST 1st speaker			
In the introduction	Introduces the team and the topic. Presents the agenda.	YES	NO
In the body	The information is well-developed and easy to follow.		
In the last part	Summarizes what has been said. Gives turn to the next peer.		
Strategies	Defines unfamiliar terms and gives examples.		
	Uses logical connectors and openers between points (e.g. "On the other hand...").		
	Pronunciation is clear and easy to understand.		
	Uses meaningful gestures and body language.		
	Uses notes sparingly; he/she doesn't read from them.		
	Uses visuals and extra material in the right way.		
	Controls volume and rate of speech.		
	Emphasizes the main points and words.		
	Maintains eye-contact most of the time.		
	Others:		

ORAL PRESENTATION CHECKLIST 2nd speaker			
In the introduction	Introduces himself/herself. Presents his/her part (e.g. with an outline...)	YES	NO
In the body	The information is well-developed and easy to follow.		
In the last part	Summarizes what has been said. Gives turn to the next peer.		
Strategies	Defines unfamiliar terms and gives examples.		
	Uses logical connectors and openers between points (e.g. "On the other hand...").		
	Pronunciation is clear and easy to understand.		
	Uses meaningful gestures and body language.		
	Uses notes sparingly; he/she doesn't read from them.		
	Uses visuals and extra material in the right way.		
	Controls volume and rate of speech.		
	Emphasizes the main points and words.		
	Maintains eye-contact most of the time.		
	Others:		

ORAL PRESENTATION CHECKLIST 3rd speaker			
In the introduction	Introduces himself/herself. Presents his/her part (e.g. with an outline...)	YES	NO
In the body	The information is well-developed and easy to follow.		
In the last part	Summarizes what has been said. Do the closing of the presentation.		
Strategies	Defines unfamiliar terms and gives examples.		
	Uses logical connectors and openers between points (e.g. "On the other hand...").		
	Pronunciation is clear and easy to understand.		
	Uses meaningful gestures and body language.		
	Uses notes sparingly; he/she doesn't read from them.		
	Uses visuals and extra material in the right way.		
	Controls volume and rate of speech.		
	Emphasizes the main points and words.		
	Maintains eye-contact most of the time.		
	Others:		



## EVALUATING THE UNIT

After finishing the sequences, you are going to evaluate the didactic unit. In order to do that, complete the following chart. This is an individual work.

1. Which activity or activities did you like most? Why?					
2. Which activity or activities do you reckon as most difficult? Why?					
3. Which activity or activities do you reckon as most useful to learn the contents related to the unit? Why?					
4. The texts used in the activities are:					
Very complicated	Complicated	Normal	Easy		
5. You think the work has been done:					
Very slowly	Too fast	At the right speed			
6. Did working in groups help you to learn? Why?					
1. Did you feel OK working in your group? Why?					
8. This didactic unit has contributed to your knowledge on:					
Content:	A lot	Quite	Enough	Little	Nothing
Working techniques:	A lot	Quite	Enough	Little	Nothing
Interest & motivation:	A lot	Quite	Enough	Little	Nothing
9. Did the teacher provide you with enough information, materials and help to carry out the project?					
10. Any additional comments or suggestions:					