

# TAKING CARE OF OURSELVES

## A PRESENTATION



3rd year of Secondary School  
Materials for an Integrated Approach to Languages  
Teacher's materials

## **PROJECT JUSTIFICATION**

### **EXPLICATIVE TEXTS**

If we had to choose one text typology for our students to master, we would probably agree in opting for the explicative text. As the explicative text is closely related to learning new contents and concepts, it is the most common type of text students will find in their school life.

Not only to learn and use the language but also to obtain and transmit the core of the text do students need to know how the text (oral or written) has been built. To do that, learners should see the text as the product of the act of communication dependant on the sender, the message, the audience and the context. When analysing these four elements for producing a text, students have to analyse linguistic features, and also sociolinguistic and discursive features in the text.

We think that a text-based approach (a discourse-based approach) to language teaching such as this project may enable competences acquisition, and therefore language acquisition. We cannot forget that communicative competence is considered as the interaction of various competences: linguistic competence, sociolinguistic competence, discourse competence and strategic competence, so to acquire a language students need to develop these competences.

This is a project for Secondary School in the Basque Country where three languages (Basque, Spanish and English) are taught at school. It is a project based on an integrated discourse-based approach that may help students to reach a good communicative competence in the three languages.

## PLURILINGUAL APPROACH TO LANGUAGES

### 3.DBH

### ENGLISH/BASQUE/SPANISH

#### DESCRIPTION OF THE COMMUNICATIVE ACT

The concept of health is not a narrow one, just the opposite; health means a lot more than physical fitness. Apart from good eating and drinking habits, health also includes concepts such as mental balance and self-esteem. The last is closely related to puberty, a time for many changes that often end up developing a lot of internal and external conflicts.

Together with the two units in Basque and Spanish we want to carry out a project that will show the importance of knowing the effects that different behaviours and beliefs have upon having good or bad health.

In this unit, students will talk about eating, exercising, smoking, alcohol and drugs, puberty and self-esteem. They are going to do a research on what they know about these topics related to the wide concept of health and compare them with what they should know. We think this might help them to get free from prejudice and wrong beliefs.

In the Basque unit, students will produce a monograph, where as in the Spanish unit, they will produce a glossary for the school library. For the English unit, the last production will be a presentation with Power Point support.

#### CORE OF THE COMMON PROJECT

**Text type:** Explicative text

**Field:** Academic language

**Topic:** Health

#### MAIN OBJECTIVES

- To know and to use the procedures to obtain and to process information.
- To recognize and to produce explicative texts.
- To learn how to use the right strategies to transmit written information in an easy and effective way depending on the sender's knowledge level, situation and the aim of communication,
- To value health, and to acquire healthy habits.

## ITINERARY

- Engagement and negotiation of the project. (Activity 0)
- Analysing the discursive, sociolinguistic, linguistic and strategic characteristics of the text type. (Sequences 1, 2 & 3)
- Producing the final text: contextualizing, planning, and revising. (Sequence 4)
- Public presentation of the project. (Sequence 4)

## H3: ENGLISH

### A PRESENTATION: Taking Care of Ourselves

The students will compare the results of a survey about one of the topics related to health (eating, exercising, smoking, alcohol, puberty and self-esteem) with what the experts say. The result of the research will be displayed in a Power Point presentation.

### SITUATION OF COMMUNICATION

Topic: **Taking Care of Ourselves**

Sender: **Class members**

Receiver: **The rest of the class**

Channel: **Oral**

Aim: **To inform classmates on the rightness and wrongness of what the class thinks about the topics related to health**

Place of production: **The classroom**

Field: **Academic**

Text typology: **Expositive text**

Text genre: **Presentation**

### REPERTORY OF TEXT GENRE

- Glossary
- Posters
- Dictionary
- Interviews
- Articles
- Text books (biology, chemistry)
- Conceptual map
- Tables and graphs
- Power Point presentation

## BACKBONE OF THE UNIT

**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.**

## **PROGRAM**

### **DIDACTIVE OBJECTIVES**

1. To recognize some characteristics of the explicative texts.
2. To distinguish written explicative and oral explicative speech acts as different genres.
3. To identify the characteristics a presentation has as a genre.
4. To increase students' access to information related to health.
5. To write suitable, coherent and correct academic definitions.
6. To use relative clauses in a correct way.
7. To be able to carry out some collective work successfully.
8. To give oral information in a clear way and in the right order.
9. To recognize and fight prejudice and false statements about health.
10. To understand simple graphs and use them to display information.
11. To use discourse organizers and organize text production.
12. To compare similarities and contrast differences using suitable connectors.
13. To plan a group work.
14. To be critic.
15. To respect what their peers do and say.
16. To be able to follow the outline.
17. To observe each participants' presentation and style in collective oral presentations.
18. To realize about the importance of different linguistic and non-linguistic devices when producing oral texts compared to written texts.
19. To deliver successful presentations.
20. To raise students' English and information literacy proficiency.

## CONTENTS

CONCEPTS	PROCEDURES	ATTITUDES
<p><b>The glossary &amp; the presentation:</b></p> <ul style="list-style-type: none"> <li>• Explicative texts: glossaries and posters.</li> <li>• Analysis of definitions.</li> <li>• Relative clauses.</li> <li>• Technical terminology.</li> </ul> <p><b>How to transmit information orally:</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences between written and oral explicative texts.</li> <li>• Oral presentation: intonation, articulation, rhythm, emphases...</li> <li>• Cohesion: Speech organizers</li> </ul> <p><b>Comparing and contrasting:</b></p> <ul style="list-style-type: none"> <li>• Comparative and contrasting patterns.</li> <li>• Structure of comparative explicative texts.</li> </ul> <p><b>Last production and evaluation:</b></p> <ul style="list-style-type: none"> <li>• Graphs and tables.</li> <li>• Connectors and linkers.</li> <li>• Structure of oral explicative comparative presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing glossaries.</li> <li>• Working on the syntactic and semantic structure of definitions.</li> <li>• Producing academic definitions using vocabulary related to the topic.</li> <li>• Analysing some orthography and phonetic rules of English words.</li> <li>• Organizing ideas to produce a coherent oral or/and written text.</li> <li>• Using speech organizers.</li> <li>• Reading aloud.</li> <li>• Evaluating peers' work and to be critic with their own.</li> <li>• Working on comparative and contrasting syntactic structures.</li> <li>• Producing and organizing a collective presentation in Power Point using helping devices: visuals...</li> <li>• Rehearsing the oral presentation and making corrections.</li> </ul>	<ul style="list-style-type: none"> <li>• To be aware about the importance of good healthy habits.</li> <li>• To see the need to use expert's source to contrast information.</li> <li>• To value the importance of defining and explaining for communication.</li> <li>• Open and respectful attitude to their classmates' ideas.</li> <li>• To accept others' critics.</li> <li>• Interest in developing a nice last production.</li> <li>• Respect to classmates.</li> <li>• To value and respect rules for communication.</li> </ul>

## **TAKING CARE OF OURSELVES**

How to evaluate the process of production of the oral presentation and the knowledge students acquired while working on the unit.

### **EVALUATION CRITERIA**

Students should be able to

1. Identify the characteristics of explicative texts.
2. Distinguish oral presentation from other genre.
3. Identify glossaries, posters and presentations as explicative texts belonging to different genres.
4. Be aware of the similarities in Basque, Spanish and English technical words.
5. Know how to display data in graphs and tables.
6. Be able to discuss group work with respect and accept others' ideas.
7. Be able to give clear and well-organized information orally, following the schema of explicative texts.
8. Be able to make right work planning.
9. Be able to select, resume and transform the information.
10. Use some strategies to facilitate communication, such as defining or explaining technical words.
11. Know how to use visuals... as to make the presentation more enjoyable.
12. Give explanations using comparative and contrasting structures.
13. Know how to employ connectors and speech organizers properly.
14. Understand the meaning and importance of connectors and speech organizers.
15. Use linguistic and non-linguistic strategies to keep audience attention: eye-contact...
16. Present the last production in a neat and tidy way.

### **How to evaluate previous didactic objectives.**

The three components of the evaluation of the objectives students reached after working on the unit are:

1. The oral presentation. This last production may be worth 60% of the total mark.
2. The exam. The exam will be worth 30% of the total mark.
3. Their class work. The class work will be worth 10% of the total mark.

WHAT EACH COMPONENT WILL EVALUATE	
Oral presentation	<p>2. To distinguish written explicative and oral explicative speech acts as different genres.</p> <p>3. To identify the characteristics a presentation has as a genre.</p> <p>4. To increase students' access to information related to health.</p> <p>7. To be able to carry out some collective work successfully.</p> <p>8. To give oral information in a clear way and in the right order.</p> <p>9. To recognize and fight prejudice and false statements about health.</p> <p>16. To be able to follow the outline.</p> <p>17. To observe each participants' presentation and style in collective oral presentations.</p> <p>18. To realize the importance of different linguistic and non-linguistic devices when producing oral texts compared to written texts.</p> <p>19. To deliver successful presentations.</p>
Exam	<p>1. To recognize some characteristics of the explicative texts.</p> <p>5. To write suitable, coherent and correct academic definitions.</p> <p>6. To use relative clauses in a correct way.</p> <p>10. To understand simple graphs and use them to display information.</p> <p>11. To use discourse organizers and organize text production.</p> <p>12. To compare similarities and contrast differences using suitable connectors.</p>
Class work	<p>9. To recognize and fight prejudice and false statements about health.</p> <p>13. To plan a group work.</p> <p>14. To be critic.</p> <p>15. To respect what their peers do and say.</p> <p>20. To raise students' English and information literacy proficiency.</p>

## EXAM PROPOSAL “TAKING CARE OF OURSELVES”

1. Give a proper definition for the following technical terms related to health:

(0.3 p)

Addict	
Puberty	
Fats	
Self-esteem	
Sweat	

2. Look at the following words.

(0.3 p)

Physical, survey, fighting, psychology, hypotenuse, researcher, therapy, thank, understand, photometer.

- a. Tell which ones come from Latin or Greek languages.

Latin or Greek origin words	Other words

- b. Do you remember any different features of those words comparing them to Basque or Spanish? Tell them.

3. Underline the words and phrases used to compare similarities and contrast differences in the following text. Classify them.

(0.3 p)

Vitamins A and D have many similarities and differences. In terms of natural body functions, Vitamins B and D are alike because both are essential for good health. They are both essential for bone formation. Nonetheless, vitamin A and D are dissimilar in many ways. Vitamin A is essential to the skin compared to vitamin D that is important for the immune system. They also differ from each other in the sources to obtain them. While vitamin A comes from milk and eggs, vitamin D is produced in the skin when some food elements react with ultraviolet light from the sun. On the other hand, if you maintain a balanced diet, you do not need to take extra amounts of either vitamin. Eating three healthy meals a day usually provides enough of both vitamins.

Comparing	Contrasting

4. Which statements will you choose when planning an oral explicative presentation? Explain why.

(0.3 p)

You want to convince the audience		You know more about the topic than your audience.	
You need to explain concepts and give examples.		OBJECTIVE	
You need to go fast if you have too many things to say.		The volume and the tone need to be the right for them to understand you.	

5. Here there is a text with six jumbled paragraphs.

(0.5 p)

a. Reorder the paragraphs.

	Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. To avoid it:
	Finally, if your symptoms persist, visit your GP or contact the British Snoring and Sleep Apnoea Association (01737 557 997) for advice. If you do not, your partner might.
	In addition to this, try to change your regular sleeping position. Raise the head of your bed it will help to alter the angle of your throat as you sleep, and may thus make breathing easier for you.
	I am going to talk about how to stop snoring.
	You should first try to loss weight to help to reduce the pressure on your neck, stop smoking and try not to drink alcohol, before adopting more drastic measures.
	If all this fails, then you may wish to look at the varied snoring aids that are on the market. They range from neck collars, through to mandibular-advancement devices You can also buy essential-oil products that are added to warm water and consumed before bedtime.

b. Imagine you have to read the text to your classmates. Write five key points to read or to speak in loud voice.

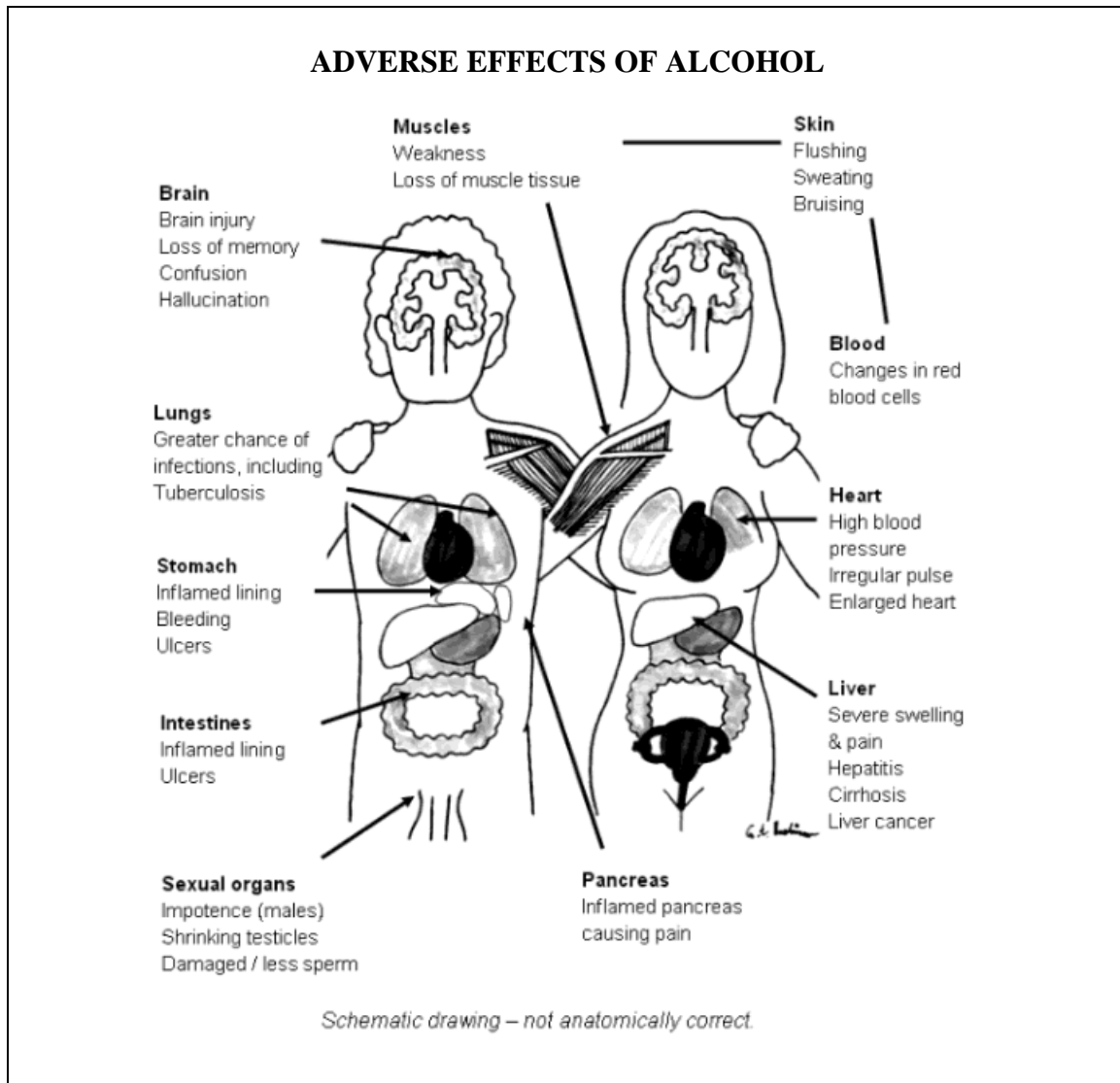

6. Are the following statements true or false? Correct the false ones. (0.3 p)

Statements	T	F
Bulimics don't eat anything.		
Housework is not exercising.		
Boys and girls height and weight increases during puberty.		
It's OK to call names to other people, it's just a joke.		
Smokers have less oxygen in the blood.		
All that about health risks is not true for joints and alcohol.		

7. Prepare a short explicative presentation about the following poster and write it down.

Choose only four organs and the effects of alcohol on those four to write your presentation. Don't forget to use the discourse organizers as you need to organize your talk.

(1 p)



## DESCRIPTION OF THE ACTIVITIES IN THE DIDACTIC UNIT

### Engagement

In the engagement tasks, the students need to see the importance of the project they are going to carry out in the unit. They are going to do a research on what the class thinks about some topics (eating, exercising, smoking, drugs, self-esteem and puberty) related to health, and compare the results with what the experts say about the topics. Each group is going to work on a different topic if possible. In the end, the group will present the results of the research to the rest of the class.

**Aim:** To engage students to the topics related to health and to see what they are going to do in the unit.

### **Procedure:**

- **Step 1:** Students will read the true statements in the boxes, and/or also extra information that the teacher may bring.
- **Step 2:** Are they true, false or half-true? Why? They will discuss the statements in pairs and give some reasons for their choice.
- **Step 3:** Share their ideas. Here, there are the true statements.

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 \$150 billion in 1999.

Everyone needs a certain amount of fat in their [diet](#) — up to 30% of total calories

[Alcohol](#) is a depressant at high concentrations.

[Acne](#) is very common in teens as many as eight 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.

- **Step 4:** Read page 3 and understand the process.

**How:** Finding out previous knowledge about the topics and checking if what they believe is true. First, they will work in pairs; and then, they will share what they think with the whole class.

**Materials:** Labels, online address.

<http://www.kidshealth.org/teen>

### Activity 0: Negotiation

In the negotiation task, the students will have to tick the boxes in the ‘ORAL PRESENTATION CHECKLIST’. They will have the chance to discuss in groups about the communication act they will perform to transmit the information of the research.

They will also have the chance to start thinking about the topic they would like to work on. But the teacher should keep in mind that it is better not to repeat any topic if possible. The teacher may start organizing the groups depending on the answers, therefore the groups will be ready to work together in Sequence 2.

**Aim:** To see the differences in different acts of communication.

**Procedure:** Students must choose the best answers, those **that** suit their last production.

**How:** First, in pairs or groups; and then, the whole class.

**Materials:** ‘ORAL PRESENTATION CHECKLIST’.

The idea here is that some students are going to do a research and the rest of the class will have to get informed about the results.
A presentation in Power Point needs a lot of extra work like summarizing, preparing visuals...and speaking in public is a bit easier when in a group. Our proposal is to get the students in trios to carry out the research and the last presentation. Check what students answer to distribute the topics afterwards.
The aim of an explicative text is to increase knowledge and comprehension, this point needs to be clear. When the speaker tries to convince the audience the text becomes argumentative.
In an explicative text, oral or written, the sender knows much more than the audience about the topic. So, the sender sometimes needs to explain concepts that are known for him/her but not for the audience. As an explicative text the structure of any presentation will be introduction, body and conclusion.
The importance of body language and visual aids when producing oral explicative texts. Teachers may be an example to explain this.
They have to practise delivering their presentations; focusing on voice, emphasis and timing.
The language is a bit more informal than in a written report, but not very informal as in a peers’ talk. It has to be full of technical language related to the topics because it is an explicative text.

## SEQUENCE 1 THE GLOSSARY AND THE POSTER

### Activity 1: Exploiting the glossary.

This activity has two parts: completing the glossary (session 1) and answering the survey using the glossary (session 2).

The teacher will keep the surveys until the last sequence when the students will need them to carry out the research and prepare the presentation. Before answering the survey, students need to complete the glossary.

**Aim:** To get to know and to use some technical vocabulary related to health. To do some listening and speaking. To answer the survey for the research.

**Procedure:** Divide the class in 4 groups of 2 or 3 pairs each. Proceed to assign letter A and B to each member of the pair. Give each group the corresponding set of information gap handout (in the following pages).

1		2		3		4	
A1	B1	A2	B2	A3	B3	A4	B4
A1	B1	A2	B2	A3	B3	A4	B4
A1	B1	A2	B2	...			

- **Step 1:** The students will work in pairs to complete the information gap handout.
- **Step 2:** In the same group, As and Bs meet to check their answers.
- **Step 3:** Students meet in fours, so the group is formed with A1, A2, A3 and A4 and some others with B1, B2, B3 and B4 and proceed to complete the whole glossary. If there is any incomplete group the teacher may supply the missing sets of words. Notice that those pairs with the same set number have the same information.
- **Step 4:** When the students have completed the glossary they will answer the survey that is after the information gap pages.

**How:** First, in pairs (A1&B1); then, As and Bs meet (A1&A1...); at last, in fours (1, 2, 3 & 4). Answering the survey is an individual task.

**Materials:** Information gap handouts, glossary and survey.

Information gap - Pair work  
SET 1 - STUDENT A

Balanced _____	A diet that contains all the foods we need for a healthy body in the right proportions.
Strength	The amount of force _____ can produce
_____	A measure of the energy in food. We need ___ ___ a certain amount of calories per day depending on our size and level of activity.
Carbohydrates	Substances found in foods such as bread and _____, which are the body's main source of energy
_____	Substances that supply the body with energy and help to keep it warm
Minerals	Over ___ substances, including iron and _____, needed in a person's diet to maintain good health

Information Gap - Pair work  
SET 1 - STUDENT B

Balanced diet	A diet that contains all the _____ we need for a healthy ___ in the right proportions.
Strength	The amount of force muscles can _____
Calorie	A measure of the energy in food. We need to eat a certain amount of calories ___ ___ depending on our size and level of activity.
Carbohydrates	Substances found in foods such as bread and pasta, which are the body's main source of _____
Fats	Substances that supply the body with _____ and help to keep it warm
_____	Over 20 substances, including iron and calcium, needed in a person's diet to maintain _____ health

Information gap - Pair work  
Set 2 - STUDENT A

_____	Substances used by the body for growth and repair and mainly found in _____
Vitamins	Over ___ substances, including vitamins B and C, needed in small amounts in a person's diet
Acne	Masses of __, inflamed spots on the _____. Often appears during puberty
Bacteria	_____ life forms. Some are harmful to us and some keep us healthy
Fertilisation	Fusion of _____ and female sex cells from different _____ of the same species to form a new being.
Abuse	Hurting _____ by words or actions which make them feel unhappy or distressed.

Information gap - Pair work  
Set 2 - STUDENT B

Proteins	_____ used by the _____ for growth and repair and mainly found in meat
_____	Over 13 substances, including vitamins ___ and __, needed in small amounts in a person's diet
Acne	Masses of red, inflamed spots on the skin. Often appears during _____
Bacteria	Microscopic life forms. _____ are harmful to us and some keep us healthy
Fertilisation	Fusion of male and _____ sex cells from different individuals of the same species to form a _____ being.
Abuse	Hurting someone by words or actions which make them feel _____ or distressed.

Information gap - Pair work  
Set 3 - STUDENT A

_____	Bullying is something that someone does on purpose to hurt you. Sometimes it's the same thing done over and over _____, but sometimes it's a lot of small things that build up so that it _____ the way you live your life.
Drug abuse	Using ____ drugs such as cannabis, heroin or cocaine for recreational purposes.
Peer _____	When friends the same age as us try to make us do _____ or behave in a certain way
Depression	A mental _____ when someone feels sad and uninterested in life
Overdose	When __ ____ of a drug, is taken, perhaps because is too pure. It can lead to death.
_____	The period of a _____ life when their body is sexually maturing

Information gap - Pair work  
Set 3 - STUDENT B

Bullying	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.
Drug _____	Using illegal drugs such as cannabis, heroin or cocaine for recreational purposes.
Peer pressure	When _____ the same age as us try to make us do something or behave in a certain _____
_____	A mental condition when someone feels sad and uninterested in life
Overdose	When too much of a drug, is taken, perhaps because is too _____. It can lead to death.
Puberty	The period of a person's life when their _____ is sexually maturing

Information gap - Pair work  
Set 4 - STUDENT A

Stamina	The ability to _____ a physical activity for a long period of time
Fibre	A substance found in _____ foods that helps the body's _____ and intestinal movements.
Period	Shedding of the lining of the uterus, roughly every __ days if fertilisation has not occurred. Also called menstruation
Sweat	Salty _____ emitted by the skin to help lower body temperature
Addict	Someone who feels a physical or _____ need to do something, such as taking drugs
_____-esteem	It is ____ we think and feel about ourselves. We are not born with self-esteem- it is something we develop as we grow older.

Information gap - Pair work  
Set 4 - STUDENT B

Stamina	The ability to perform a physical activity for a long period of _____
_____	A substance found in vegetable foods that helps the body's digestion and _____ movements.
_____	Shedding of the lining of the uterus, roughly every 28 days if fertilisation has not occurred. Also called _____
Sweat	Salty liquid emitted by the skin to help lower body _____
Addict	Someone who feels a physical or mental need to do something, such as _____ drugs
Self-esteem	It is how we think and feel about _____. We are not born with self-esteem- it is something we develop as we grow _____.

Material from BHINEBI. DBH2 Citizens of the world UNIT 2

## Eating

- 1.- Why do we need food?
  - a) Because it supplies our bodies with the energy we need for living.
  - b) Because it is an enjoyable activity.
  - c) We don't need so much food to be able to go on living.
- 2.- Which one is not a food group?
  - a) Fibre.
  - b) Carbon dioxide.
  - c) Carbohydrates.
- 3.- How long does it take for the process of digestion?
  - a) 2 hours.
  - b) 24-36 hours.
  - c) It depends on how much you eat.
- 4.- How much food do we need?
  - a) 3,000 calories per day.
  - b) b) It depends on sex and activity level, but an average of between 1,600 and 2, 800 calories per day.
  - c) There is not a minimum required per day.
- 5.- Compare these three menus and order them from healthier to more unhealthy:
  - a) Pasta with tomato and vegetables sauce and grated cheese on top/ roast chicken/ an orange and water to drink and a piece of bread.
  - b) Rice and tuna salad/pizza/yoghurt and orange juice to drink and a piece of bread.
  - c) Cheese Hamburger and fries/potato salad with mayonnaise/ice cream and a coke to drink.
- 6.- Which one is your favourite menu of the three above:
  - a)
  - b)
  - c)
- 7.- Do you worry about food?
  - a) A lot.
  - b) I don't think about eating at all.
  - c) Only when I eat too much.
- 8.-Bullimics...
  - a) don't eat anything.
  - b) eat but not much.
  - c) vomit the food they have eaten.



## Exercising



- 1.- Why do we need to exercise if we need it at all?
  - a) To improve the way our bodies work.
  - b) To look better.
  - c) I hate exercising.
- 2.- Youngsters between the ages of 5 and 18 should exercise at least:
  - a) An hour a week.
  - b) An hour a day.
  - c) There is no limit to exercising.
- 3.- Exercising involves the following abilities:
  - a) Strength, coordination, flexibility and stamina.
  - b) Competitiveness and leadership.
  - c) Intelligence and good eyesight.
- 4.- Are boys better in exercising than girls?
  - a) No, because their bodies are similar.
  - b) No, because girls are better in some sports and boys in others.
  - c) Yes, because boys are stronger than girls.
- 5.- Do you think that exercising improves our mood?
  - a) No, just the opposite because you get tired and when tired we feel crankier.
  - b) It does not affect our mood.
  - c) It releases chemicals that make us feel better.
- 6.- Which of these actions will help you to stay fit (more than one):
  - a) Walking or riding a bike to and fro school everyday.
  - b) Helping at home: gardening, vacuum cleaning the carpets or cleaning the windows.
  - c) Home is for resting: playing videogames and watching TV.
  - d) Playing active games in the playground and at lunch breaks.
- 7.- How much do you exercise a week and which kind of exercise?

Exercise type: \_\_\_\_\_

Amount of time: \_\_\_\_\_

## Puberty

- 1.- Puberty is:
  - a) The time when most of the physical changes in our body take place.
  - b) A vegetable.
  - c) Something that only happens to adolescent girls.
- 2.- Puberty happens:
  - a) When you are born
  - b) When you start High School
  - c) Any time between the ages of 8 to 17
- 3.- Hormones are:
  - a) Special chemicals that make things happen in our body and that are specially active during puberty
  - b) Something only women and girls have
  - c) An illness
- 4.- Tick the things that are happening to you. Girls box A and boys B

Box A	
Height and weight increases	<input type="checkbox"/>
Your breasts are developing	<input type="checkbox"/>
You are growing hair in strange places.	<input type="checkbox"/>
Your period has started.	<input type="checkbox"/>
Hair and skin becomes oilier.	<input type="checkbox"/>
Body sweats more.	<input type="checkbox"/>
Hips get wider and curvier.	<input type="checkbox"/>

Box B	
Height and weight increases	<input type="checkbox"/>
Facial and body hair grows	<input type="checkbox"/>
Voice "breaks" and becomes deeper.	<input type="checkbox"/>
You are growing hair in strange places.	<input type="checkbox"/>
Hair and skin becomes oilier.	<input type="checkbox"/>
Body sweats more.	<input type="checkbox"/>

5.- Tick the emotions you feel more often lately:

Worry	<input type="checkbox"/>	Irritability	<input type="checkbox"/>
Confusion	<input type="checkbox"/>	Depression	<input type="checkbox"/>
Anger	<input type="checkbox"/>	Loneliness	<input type="checkbox"/>
Tiredness	<input type="checkbox"/>	Stress	<input type="checkbox"/>
Frustration	<input type="checkbox"/>	Insecurity	<input type="checkbox"/>
Embarrassment	<input type="checkbox"/>	Joy	<input type="checkbox"/>

6.- How do you deal with these feelings?

1. My hormones are to blame, I can't do anything about it.
2. I talk to my family for help and support.
3. I don't talk to anybody.

7.- Choose the one that best describes your relationship with your parents:

1. I tell them everything and they give me advice.
2. They don't understand me any more, we don't talk.
3. Every time we talk we end up shouting and arguing.
4. I tell them some things and other ones I keep to myself, but they listen to me and give me advice.



Material from BHINEBI. DBH2 Citizens of the world UNIT 2

## Relationships & Self- Esteem



- 1.- In a scale from 1 to 10 grade these different relationships:
  - a) Parents.
  - b) Friends.
  - c) Teachers.
- 2.- Do you think rules are necessary in relationships?
  - a) Yes, of course.
  - b) Yes, but we should agree about them.
  - c) No, I hate rules.
- 3.- My parent's rules are:
  - a) Over protective and selfish
  - b) They are responsible for us so they have to look after us
  - c) They have to give us more freedom
- 4.- Do you compare yourself with others, in your class or with your friends?
  - a) Yes, all the time and I can see that they are better than me, more intelligent and better looking too.
  - b) Sometimes particularly when I do something better than the others.
  - c) Sometimes but I don't let it affect myself.
- 5.- Why do you think people often abuse or bully others
  - a) They have their own problems - they may feel unhappy or angry or feel that they don't fit in - perhaps they have problems at home?
  - b) Maybe they get bullied themselves, perhaps by someone in their own family or other adults?
  - c) They want to show off and seem tough and superior
- 6.- Have you taken part in some bullying of another person?
  - a) No, never
  - b) No, but I've seen it and I have not told anyone
  - c) Yes, but it's only a joke
- 7.- Select ten words that reflect your own qualities from the box

adventurous	cheerful	gentle	open-minded	strong
ambitious	clever	happy	patient	trusting
alert	determined	healthy	polite	helpful
confident	helpful	pleasant	witty	inventive
artistic	easy going	honest	practical	likeable
Brave	energetic	quiet	imaginative	
calm	dependable	kind	relaxed	
caring	funny	loving	reliable	
capable	generous	modest	responsible	

## Smoking

- 1.- Where does tobacco come from?
  - a) It is artificially made.
  - b) A plant.
  - c) It is made out of animals.
- 2.- Which of these are the components of cigarettes?
  - a) Tobacco, nicotine, preservatives, flavourings, ammonia, lead and 600 more additives.
  - b) Tobacco, nicotine and some flavourings.
  - c) Only tobacco.
- 3.- Is nicotine:
  - a) An addictive and poisonous drug?
  - b) A non dangerous component of tobacco?
  - c) Harmless? They exaggerate so much.
- 4.- When we smoke we poison:
  - a) Our lungs
  - b) Our nose and mouth
  - c) Our brain, lungs air passages, blood, & heart
- 5.- Why do teenagers start smoking?
  - a) Pressure from friends who already smoke
  - b) Because the adults around them smoke
  - c) Because it is glamorous and cool



6.- Do you smoke or not?

Box A Smokers

Do you smoke everyday?  
\_\_\_\_\_

How much do you smoke?  
\_\_\_\_\_

Where do you smoke?  
\_\_\_\_\_

Does anyone in your family smoke?  
\_\_\_\_\_

Where do you get the money to buy cigarettes from?  
\_\_\_\_\_

Do you cough?  
\_\_\_\_\_

Is your sports' performance the same?  
\_\_\_\_\_

Are you aware that your clothes, hair and mouth smell badly?  
\_\_\_\_\_

Does your breath smell badly?  
\_\_\_\_\_

Box B Non- smokers

Have you ever tried smoking?  
\_\_\_\_\_

When have you?  
\_\_\_\_\_

Where?  
\_\_\_\_\_

Why?  
\_\_\_\_\_

Why don't you smoke regularly?  
\_\_\_\_\_

What do you think of people who smoke?  
\_\_\_\_\_  
\_\_\_\_\_

Does your family smoke?  
\_\_\_\_\_

7.- Do you think that smoking is a drug addiction?

- a) Yes, indeed
- b) No, no way
- c) Yes, but not as bad as other drugs

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



## Alcohol & Drugs



1.- What is a drug?

- a) Something you take and feel better.
- b) A natural or artificial chemical substance that changes the way your body and mind work.
- c) Something that can help you at times.

2.- There are several types of drugs:

- a) Medicines are also drugs but under medical control
- b) Alcohol is also a drug but a legal one
- c) The real dangerous drugs are the illegal ones because there is no control on them.

3.- Can you name three illegal drugs?

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4.- Have you ever taken drugs?

- a) No, I have not
- b) Yes, only once to try
- c) Yes, I do it sometimes. All my friends take them.

5.- Why do people take drugs?

- a) Because they are bored
- b) To escape the problems in their lives
- c) Because friends, brothers or sisters do it

6.- Which kind of effects have drug use on our bodies?

- a) Depression, anxiety and permanent brain damage and in some occasions death
- b) Sharing needles can cause HIV, or hepatitis
- c) It's not so dangerous as people think, I take them and nothing is happening to me.

7.- Do you think illegal drugs need to become legal and why?

Box A YES

Because it would put a stop to international drug traffic and drug related crime

But only for addicts and under strict medical control.

It would reduce HIV infection and other diseases such as hepatitis and deaths caused by overdose.

Box B NO

No, because more people would start taking drugs.

No, it would not finish with drug related crime because the mafias will continue existing.

It would be very expensive for governments and health authorities.

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

## Activity 2: How to define.

When presenting their research at the end of the unit, in order to succeed in transmitting information they need to know how to define terms unknown for the audience.

**Aim:** To learn how to define using relative pronouns as a way to explain concepts unknown for the audience when producing explicative texts.

### Procedure:

- **Step 1:** Underline the relative pronouns and complete the 'BASIC RELATIVE PRONOUNS' table.
- **Step 2:** Check the glossary for the basic relative pronouns in the table and analyse them.
- **Step 3:** See the importance of relatives to make language and communication more fluent.

Here there are some possible answers to 2.2., but there are many other possibilities. The idea is to make them familiar with relative pronouns and how to use them to explain concepts.

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

- **Step 4:** Give new definitions for the glossary.

**How:** They may work on their own to do exercise 2.1, 2.2 and 2.3; and then, work in pairs to give the new definitions in exercise 2.4.

**Materials:** Definitions table, glossary, sentences in exercise 2.3, substitution table and their Science book.

**Evaluation:** The teacher can evaluate the 'NEW TERMS FOR THE GLOSSARY' table.

### Activity 3: The poster.

Students need to know how to structure their presentation. As it is an explicative text, they just have to remember what they have already learnt about them in other units. They also need to get aware of the differences between written and oral texts.

**Aim:** To remember the main structure of an expository text and to observe some basic differences between oral language and written language.

#### Procedure:

- **Step 1:** Half of the class read the Text 1, and the other half Text 2. Try to guess the meaning of the new words.
- **Step 2:** Get the structure of the text. In the poster, the conclusions are not explicit, but they are still there. They may write a sentence as a conclusion (all the sentences may be displayed in two charts, one for each poster, and hung on the walls).
- **Step 3:** Match the labels and analyse the importance of each part of the structure. Relate the structure of the posters and the structure the last production (the presentation) need to have.

**How:** Working in pairs. Half of the class will work on one poster (Text 1) and the other half on the other (Text 2).

**Materials:** Posters related to smoking tobacco effects on health (Text 1) and alcohol effects on health (Text 2).

There are more posters available in the following online address:

[http://www.nt.gov.au/health/healthdev/health\\_promotion/bushbook/volume2/cha\\_p1/](http://www.nt.gov.au/health/healthdev/health_promotion/bushbook/volume2/cha_p1/)

The teacher may give the students the following chart about expository texts and go through it as it can be helpful for the unit.

## EXPOSITIVE TEXTS

Aim: To inform and increase audience's knowledge and comprehension.

Sender: Knows more than the audience about the topic, so he/she needs to adapt the text to the audience's knowledge.

Structure: A sandwich model

- The introduction: Explain the approach you will be taking.
- The body: Develop your major points.
- The conclusion: Capture the essence of what you're saying 'in a nutshell'

### Oral presentation

- Tell your audience what you intend to cover and what the main points are. (Introduction)
- Go through each of the points in turns, making sure you give the audience cues as to when you are moving from one to the other, and how they fit together. (Body)
- Summarise what you have just said and draw your conclusions. (Conclusion)

Some linguistic devices for expositive texts

- Declarative sentences.
- Present tense verbs: indicative, third person.
- Clear, accurate, formal and technical vocabulary or lexis.

How is information organized

- In well-built (one point one paragraph) and well-connected paragraphs.
- Using connectors.
- Using title, subtitle, index, numbers, visuals, graphs... that help the delivering of information.

**Activity 4: From the poster to the oral presentation.**

The students that have been working on the alcohol poster (Text 2) will give a short talk to a peer that has been working on the smoking poster (Text 1). They have to watch out for 3<sup>rd</sup> person singular endings (e.g. ‘it causes’)

It is important for the listeners not to read the five health effects their peers are going to explain to them. It is going to be an oral act of communication so the speakers have to try to make the audience understand what they say.

The students need to look up unknown words in the dictionary, in order to write down a short definition for their peers to understand their talk.

**Aim:** To realize how important is to make yourself understood when communicating orally. To realize that the audience has less information than the sender. To get used to 3<sup>rd</sup> person singular endings.

**Procedure:** Write the full sentence for the examples. Read the ‘PROCEDURE’ chart and follow it.

**How:** Pair work.

**Materials:** Posters, ‘PROCEDURE’ chart, dictionary.

Here there is extra material to work on 3<sup>rd</sup> person endings, so that; students can get the rules for pronunciation and spelling.

/s/	/z/	/iz/
asks	sees	watches
likes	becomes	pushes
eats	goes	faxes
helps	buys	races
baths	knows	carries
laughs	loves	passes
pays	tries	

Put each of these verbs into the correct column.

lives	<b>has</b>
makes	stops
works	<b>catches</b>
wishes	says
stays	invites
does	enjoys
washes	<b>marries</b>

/s/	/z/	/iz/

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

Students will consider the similarities in discourse structure in the three languages and the similarities among technical terms in those languages. Many of these technical terms, such as *balanced, diet, strength, mineral...*, are words that students will encounter not only as specialized terms in many academic disciplines but also as common words.

They will analyse some phonetic and orthographic patterns in English in order to develop future strategies to recognize words and guess their meaning.

**Aim:** To be aware of the similarities in technical vocabulary in the three languages and to discover some patterns in English spelling and phonetics.

#### Procedure:

- **Step 1:** List ten technical terms related to health. Give the equivalents in their other languages.
- **Step 2:** Guess English equivalents of some Spanish and Basque technical terms. Correct them and check the spelling and phonetics (some suggestions in the following page).
- **Step 3:** Make a list of ten names in Basque and/or Spanish which contain any of the affixes in the *Scientific Prefixes & Suffixes* table. Find the equivalent in English. In order to obtain a wider variety of words, the 52 affixes in the table might be divided among different groups.
- **Step 4:** (Optional). Compare the English list with the Spanish list at the end of Actividad 11 in the unit 'Glosario, salud para todos'. Compare meaning, spelling and pronunciation.

**How:** Individual work or pair work.

**Materials:** Glossary, posters, 'SCIENTIFIC PREFIXES & SUFFIXES' list, online material.

Rules of spelling and pronunciation in the charts:

<http://www.ompersonal.com.ar/omgrammar/reglasdepronunciacion.htm>

SPANISH	BASQUE	ENGLISH
Hiperactivo	Hiperaktibo	Hyperactive
Hipocondríaco	Hipokondriako	Hypochondriac
Psicosomático	Psikosomatiko	Psychosomatic
Fisioterapia	Fisioterapia	Physiotherapy
Fisionomía	Fisionomia	Physiognomy
Hipótesis	Hipotesi	Hypothesis

Term	Spelling	Phonetics
Hyper-, Hypo-, Psycho	y	/ai/
Physio-	phi	/fi/
-chondriac, Psycho-	cho	/k/
-therapy, -thesis (notice the different <i>e</i> and <i>i</i> sounds of the <i>e</i> letter after <i>th</i> )	th	/θ/

Basque/ Spanish endings	English endings
-aco, -ako -ico, -iko	-ic
-pia -mia	-py my

## SEQUENCE 2

### HOW TO TRANSMIT INFORMATION ORALLY

In this sequence, students will start getting information from the experts about the topic, so it will be better to have them working in the same group as they will be working for the last presentation.

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

Students are going to start obtaining some information for their research so the teacher needs to organise the groups for the last production (oral presentation). Each group will listen to its topic audio text only, because in Activity 10 they will explain the information obtained to other students who didn't listen to the expert.

**Aim:** To get information from the experts. To do some listening.

**Procedure:** Students will be given one copy of the recording and a list of statements to correct.

Read the 'PROCEDURE' chart and follow it. Listen to the expert, correct the sentences and write the list of true statements in the unit.

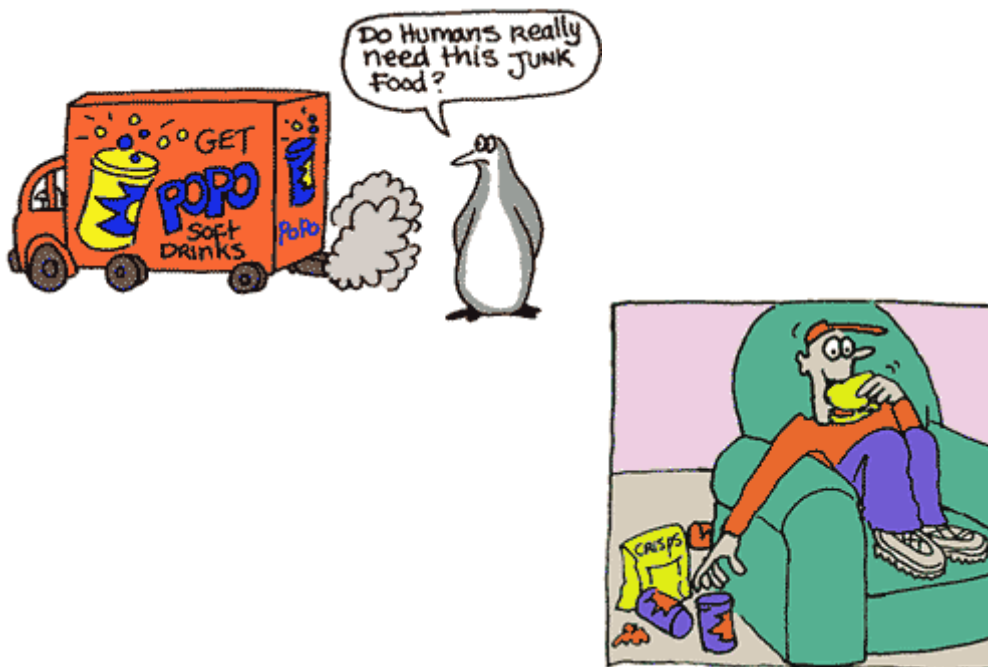
At the end, the teacher will give the students the transcription of their audio text.

**How:** In the same groups, as they will be working in the last production.

**Materials:** 'PROCEDURE' chart, audio texts, statements to correct and transcriptions.

## Eating properly

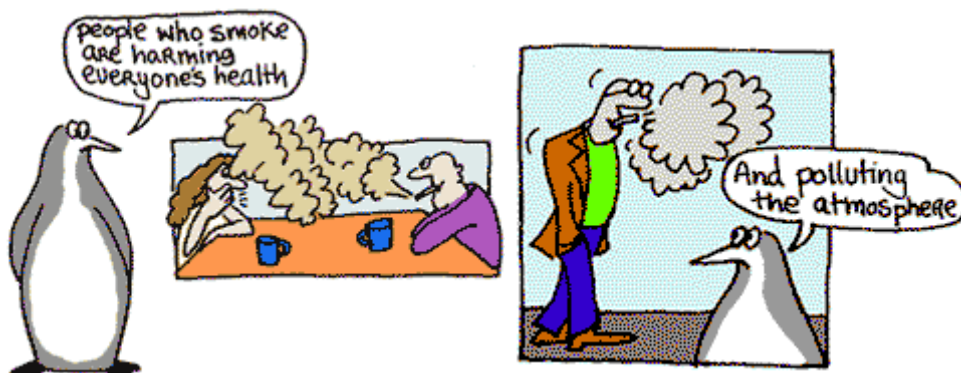
- 1.- We don't need food to carry on living
- 2.- Food helps us to stay healthy
- 3.- Food groups are: carbohydrates, proteins, vitamins and minerals.
- 4.- Everybody needs the same amount of food.
- 5.- A healthy balanced diet should include only certain food types
- 6.- Having too much fats, sugar and salt is a problem
- 7.- Anorexia is an obsession with losing weight
- 8.- Bulimics don't eat anything
- 9.- We have to choose between choosing healthy foods and the ones we like



Material from BHINEBI. DBH2 Citizens of the world UNIT 2

## Smoking

1. - The most dangerous part of cigarettes are additives, tar and flavoring.
2. - Smokers' lungs get stronger and fight disease better
3. - The chemicals in tobacco reach all the body through the blood.
4. - Smokers have less oxygen in their blood.
5. - Teenagers smoke because they don't have information about the dangers of tobacco.
6. - Smoking is glamorous
7. - The younger you start smoking the better
8. - Smoking in teenagers can cause permanent genetic changes.



Material from BHINEBI. DBH2 Citizens of the world UNIT 2



## Exercising

- 1.- Exercising is about physical improvement
- 2.- If we have a balanced diet we don't need to exercise
- 3.- When we exercise we feel better
- 4.- We don't need to exercise everyday, particularly children and teenagers
- 5.- Walking and cycling are good exercise
- 6.- Housework is not exercising
- 7.- Exercising is only for sports people



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

## Puberty

- 1.- Our bodies are changing all through our lives, not only during puberty.
- 2.- There is not two bodies alike.
- 3.- Hormones are to blame for everything that happens to us.
- 4.- I have to worry if body has not started to change yet.
- 5.- Boys and girls height and weight increases during puberty,
- 6.- We need to talk to parents and other adults about the are happening to us.
- 7.- Adults can't help us, they don't know anything about the way we feel.



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

## Relationships & self-esteem

- 1.- Parents and teachers, the adults around us will listen to our problems and try to help.
- 2.- Self-esteem not very important for our health
- 3.- It's OK to call names to other people, it's just a joke
- 4.- Bullied people feel bad and depressed
- 5.- Bullies have no problems
- 6.- The best thing to do if you are being bullied is to talk about it
- 7.- Don't look for help



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

## Alcohol & drugs

- 1.- All that about health risks is not true for joints and alcohol
- 2.- Family help and control is very important.
- 3.- You start with "soft" drugs and there is a risk to go on for "harder" and more dangerous drugs.
- 4.- Alcohol is also a very dangerous drug
- 5.- Drugs can take you to delinquency quite easily
- 6.- Giving up in drugs and alcohol is difficult but possible
- 7.- Alcohol and drugs help you to be happier.



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

## Script

### 1.-Radio show: Eating properly

**Presenter:** Today we have with us Dr.Eatingwell, an expert on Nutrition from the University of Los Pinchitos.

Why do we eat Professor? Is there really a need for it?

**Dr: Eatingwell:** All animals have to eat to survive, and humans of course are no different. Food is essential because it supplies our bodies with the energy we use for living and being active. Eating the right food keeps us healthy and helps to protect our bodies from disease. But eating should be so much more than this-an enjoyable experience, a celebration or a way of relaxing with family and friends.

**Presenter:** Is all food the same Professor and how much food do we need daily?

**Dr: Eatingwell:** Food can be divided in different groups such as: carbohydrates, proteins, vitamins and minerals, and fibres.

When we eat, our bodies break down the food and absorb its nutrients: This process is called digestion and takes about 24 to 36 hours depending on how much we eat.

How much food a person needs depends on many things and varies from individual to individual. We could say that the average daily requirements could vary from 1,600 to 2,800 calories.

**Presenter:** We hear the expression " healthy balanced diet" a lot, but do we really know its meaning?

**Dr: Eatingwell :**A healthy balanced diet should include a variety of different foods from each of the groups. Eating only certain food types or not eating particular nutrients can be very bad for us. Teenagers particularly need to pay attention to the amount of calcium they have as they are building an adult skeleton, which has to last the rest of their lives. However too much of some foods and soft drinks can be a problem. Fatty foods such as chips, cakes, chocolate and fried foods and also salty foods can be very dangerous provoking heart disease and obesity.

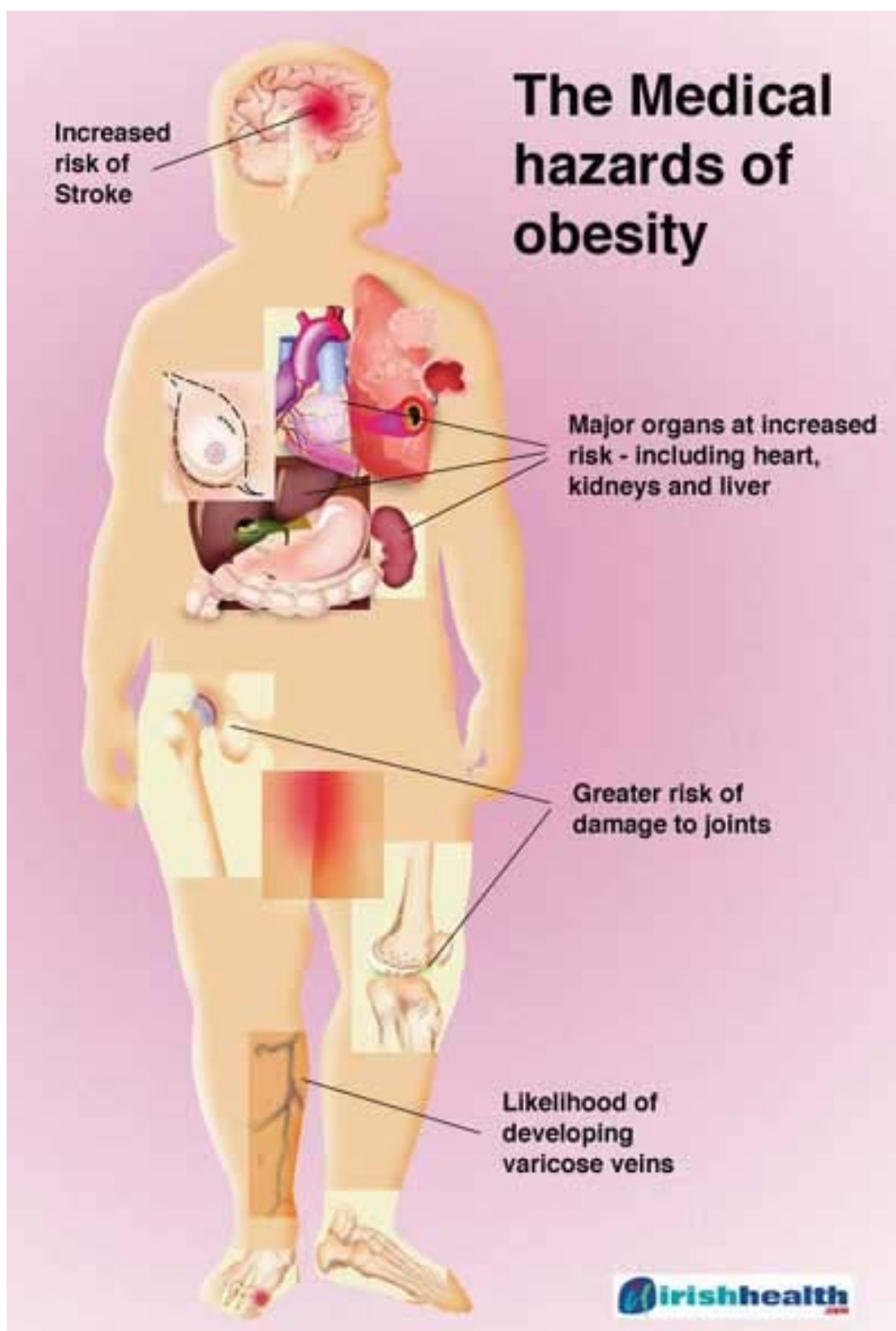
**Presenter:** For some people eating becomes a problem, can we talk about it?

**Dr. Eatingwell:** I would like to underline that eating should be something pleasant and enjoyable and when the whole eating experience becomes an obsession we have problems. Problems like anorexia nervosa, an obsession with losing weight that has terrible consequences for their health, like bulimia nervosa whose sufferers eat huge amounts of food and then vomit.

To finish I want to stress that it's not a matter of choosing between eating the foods that we enjoy and the ones that are good for us, the two are totally compatible. All fresh and nicely cooked food is nice and enjoyable.



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



## Script

### 2.- News: Smoking

#### News Presenter:

Despite the fact that tobacco is in principle a natural product made from the dried leaves of a plant and it is a member of the same family, a cousin, of potatoes and tomatoes, cigarettes are full of artificial and dangerous products such as additives, tar and flavourings.

The latest studies show that when we smoke, tar condensates in our lungs interfering with the lungs abilities to fight disease.

But not only affects the lungs, as we already knew. Once the chemicals in tobacco reach the blood they are transported around the body reducing the oxygen levels making our heart work harder and damaging it.

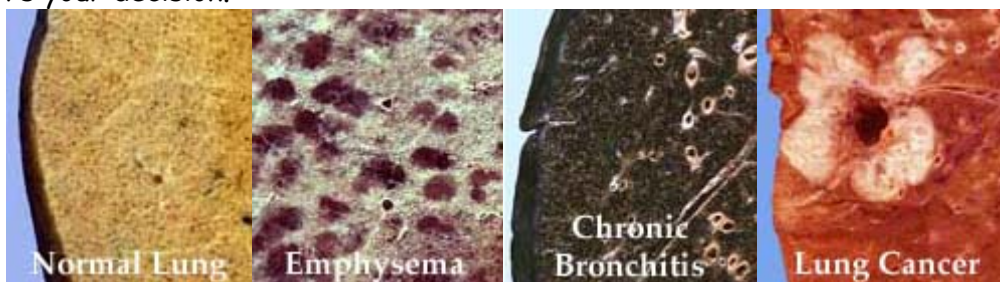
One study on why do teenagers start smoking has sated that 80% of adult smokers began doing so in their teens.

There are many reasons why teenagers start smoking: curiosity, pressure from friends, seeing smokers in their families, and an extended belief among young people and fuelled by the advertising campaigns that smoking is glamorous, exciting and cool.

We could say just the opposite smoking causes bad breath, bad skin and a lingering smell in your hair and clothes that is anything but glamorous. Finally the link between smoking and fatal diseases such as various types of cancer, heart disease and strokes can't be denied.

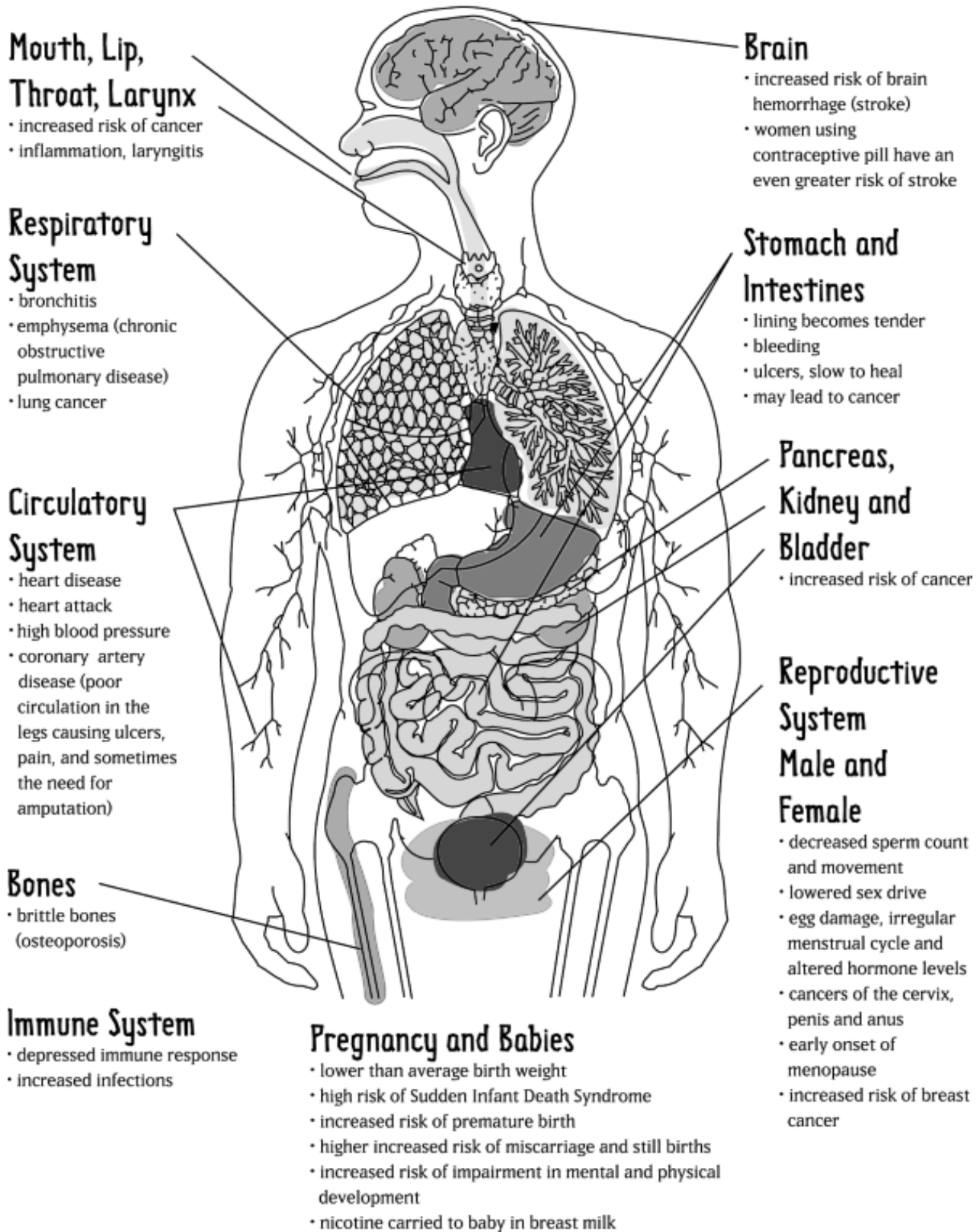
Young people should know that the younger you start smoking, the more dangerous it is. Someone who starts smoking aged 15 is three times more likely to die of cancer than someone who starts at 25. Recent studies have indicated that smoking in our teens can cause permanent genetic changes in the lungs, which forever increase the risk of lung cancer.

So, it's your decision.



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

# The Long Term Health Effects Of Smoking Tobacco



## Script

### 3.-An interview done by students to their PE teacher for the school magazine.

**S1:** Teacher, sir, could you define exercise for us?

**Teacher:** There are many different meanings for the word "exercise", but they all involve making an effort for the sake of training or physical improvement.

**S2:** Why should we exercise?

**Teacher:** Together with a balanced diet, regular exercise increases physical fitness, improves health, and even lifts the spirits. Children between the age of 5 and 18 should take part at least in one hour of moderate physical activity each day. For example, walking, dancing, swimming and many more.

**S1:** In which ways does exercising improve our physical condition?

**Teacher:** It increases our stamina or endurance, helping our heart to become stronger and breathe better.

It also gives us flexibility allowing us to move easily, improving our coordination and preventing bone and muscle injuries and last but not least exercising improves our mood and spirits, releasing special chemicals in our brain that make us feel better.

**S2:** How should we exercise, I mean is there a way to exercising?

**Teacher:** One important thing is to remember that to stay fit we should combine one hour of exercise with a healthy balance diet.

Always warm up before exercising, this is very important and should consists of jogging for our heart and lungs to get ready and stretching our muscles.

Finally when we have finished an exercise session, we must cool down by jogging, stretching and bending again. Then putting on some warm clothes so that the body cools down slowly.

**S1:** To finish the interview, teacher could you give us some fitness tips or advice?

**Teacher:** yes of course. My advice is:

Walk and/or cycle from and to school everyday if possible.

Try to be active in the playground.

Help at home, housework is exercising.

Eat healthy



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

## Script

### 4.- A lecture for students in High School

**Student Presenter:** Today our guest is Dr. Ann. She's left her surgery and Peter Payne's problems to answer your questions on puberty, growing up and stuff like that.

**Dr. Ann:** Good morning boys and girls.

Growing up is exciting, but it can be scary, too. You want and you get more freedom to make your own decisions about your life. But new freedoms bring new responsibilities and new problems.

**Student 1(girl):** When do our bodies start to change and why?

**Dr Ann:** There are two major things to know about bodies. One is that they are always changing and the other is that nobody's body is quite the same as anyone else's. So although the same things happen to everybody, they happen in slightly different ways and different times. So our bodies enter puberty between the ages of 8 to 17.

Puberty happens because of special chemicals called hormones. Hormones are different in boys and girls that's why boys and girls' bodies change in different ways.

**Student 2 (boy):** Dr Ann, could you explain for us why we feel so confused and strange at times?

**Dr Ann:** Puberty and hormones have an effect on your emotions as well. One minute you are happy and the next you are angry or feel like crying. To some extent all these emotions are due to the wave of hormones in your body but you can't blame your hormones for everything, though.

My advice is that whenever you feel that things are getting on top of you, try giving yourself some time out, take a deep breath and think about what's happening. Keeping a diary or writing things down is another way of sorting out your feelings but the best thing you can do is talk to someone, your parents, teachers, and a good friend about it.

**Student 1(girl):** Why do my parents and I have such a rough time lately?

**Dr Ann:** Puberty is a difficult time to everyone in the family, not only for yourselves.

Your parents need to feel that they can trust you to act responsibly. You probably feel that your parents should automatically trust you so the key is communication.

No matter what happens, try to keep talking with them, if your parents won't listen try to talk to another adult (teacher or family member).

And remember your parents went through puberty too. Ask them how it was for them. You might be surprised!

**Student Presenter:** Thanks Dr. Ann and see you another time

**Dr. Ann:** Don't forget to visit my virtual surgery in my web page if you want to ask more questions. Bye.

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

## Script

### 5.- Conversation between the school psychologist and a student.

**Student:** I'm desperate. Some of my classmates are giving me hard time.

**Psychologist:** Do you mean they bully you?. Bullying can mean many different things. Can you describe their behaviour?

**Student:** First they started to ignore me in the playground and I was left out their games, then they started calling me names and pushing me in the corridors and now they are saying that I am the one who is stealing things in the school.

I'm scared and that's why I have been playing truant lately and skipping classes.

**Psychologist:** Have you talked to your parents about this?

**Student:** Yes, I have and they are going to come to school to talk with you. They are listening to all my problems and helping me a lot. But I need advice from you:

How do I stop this bullying?

**Psychologist:** Fine, you've done well in telling your parents.

First, tell one of your friends in school, is harder for a bully to stand up to two people. Try to ignore the comments, if you don't give the bully a reaction it will probably stop.

Try to think up clever answers in advance and keep a record of everything that happens to show to the adults.

And remember that you are an unique and special person that deserves respect

**Student:** Why are they doing this?

**Psychologist:** Bullies may appear confident and strong but is not always the case. They often are bullied themselves by someone else and it's their way of feeling better.

**Student:** Thanks, I feel much better now.

**Psychologist:** Self-esteem is how we think and feel about ourselves. It is an important part of our health and well being. If we feel good about ourselves we will have the confidence to make the right decisions.

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

## Script

### 6.- Interview to an ex alcoholic and drug addict

**Student 1:** Why and when did you start taking drugs?

**Dave:** I used to hang out with my older brother Jack and his friends when in High School. I must have been 13 or so. They all took drugs and drank as well, I just wanted to be one of the crowd, "cool" like them and saying "no" proved difficult.

**Student 2:** Did you have problems then?

**Dave:** Do you mean if I used drugs as an escape or something?. Well, we all had problems, I was not a good student and there were problems at home as well, my parents drank quite heavily and quarrelled all the time and basically had no time for us, so we grew up very much alone and uncontrolled.

**Student 1:** When did your health problems start?

**Dave:** At the beginning I thought that all that stuff about health risks was an exaggeration, I felt great everytime I smoked a joint, but after it was another story. Soon I started injecting myself with heroin and first my veins collapsed and later sharing needles brought the HIV virus and also a couple of hepatitis. Now I have the HIV virus but I am pretty much under control but I have to take a lot of pills and I am always in fear of even catching a cold, because my body has no defences left.

**Student 2:** What has been your relationship with alcohol?

**Dave:** As I told you both my parents drank a lot. I saw drinking alcohol as something you did, not as something dangerous or as a drug. So I used to drink at home when my parents were out at the pub, later as a substitute for drugs when I had not enough money for them, alcohol is cheaper you know and easier to buy.

**Student 1:** What about the fact that heroin and most of the drugs are illegal, did that bring you problems?

**Dave:** Soon enough I found out that in order to have the necessary money for drugs I had to break the law, either selling drugs myself or stealing to get money and I did both until I was arrested and sentenced to prison for 5 years. Oddly enough that was my salvation, in jail I joined a rehabilitation group to give up on drugs and though I was very hard I succeeded in it.

Now, I'm clean. I don't take drugs, I don't drink alcohol and I'm leaving jail in 3 months. I have learned electronics while in jail and I hope to find a job.

**Student 2:** Can you give us some advice?

**Dave:** The only thing I can tell you is that drugs and alcohol abuse is bad news, it's not cool and it's really dangerous. You are bound to ruin your life and that of your family and friends.

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

# 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.

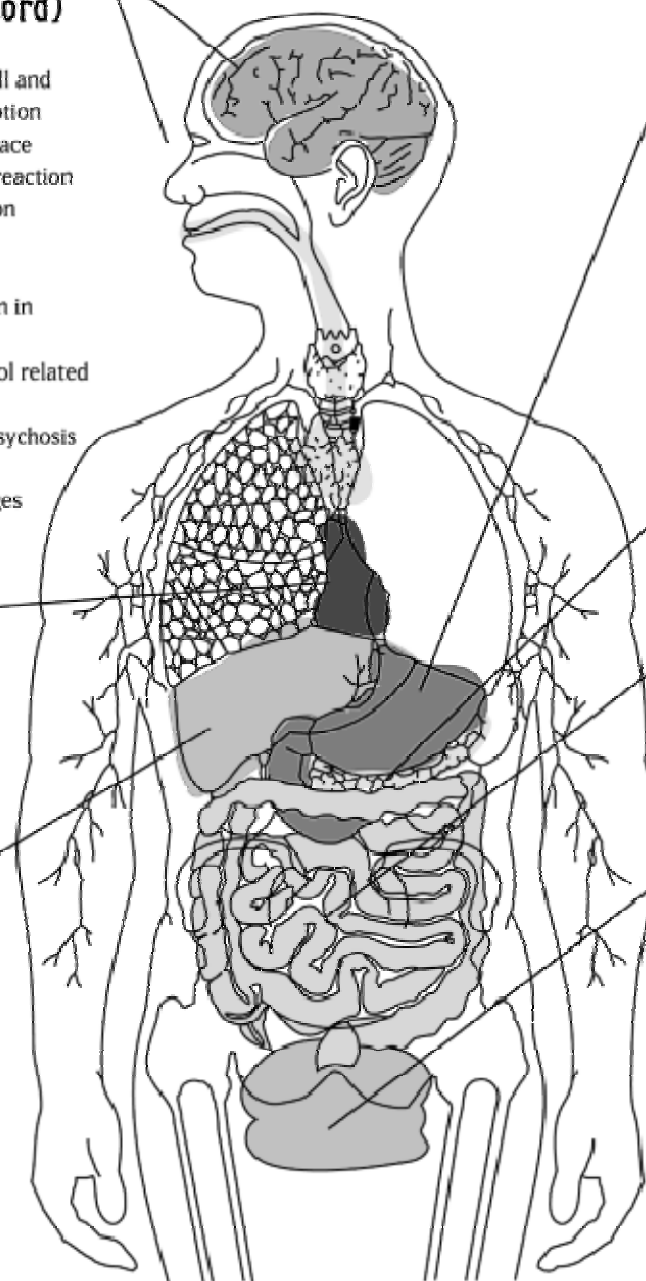
## Intestines

- 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 7: Oral explicative text.

In order to start preparing the last production students need to get familiar with how to produce an oral explicative text. In Activity 4 students have seen the importance of explaining unknown terms when giving an oral explanation. In this activity, they have to analyse oral explicative communication acts.

**Aim:** To think about characteristics oral explicative texts need to have. To learn to accept others opinions and ideas.

**Procedure:**

- **Step 1:** Read the statements. Tick the ones they think fit the little lecture they are about to give to their peers.
- **Step 2:** Think about reasons for their choice.
- **Step 3:** Compare the ones they choose with the ones their group has chosen and try to reach an agreement.

**How:** First, individual work; then, group work.

**Materials:** ‘ORAL EXPLICATIVE TEXTS’ table in the unit (page 22), Activity 4.

### Activity 8: Preparing the short talk.

**Aim:** To prepare the little lecture, in order to transmit the information given by the expert to a peer that hasn’t listened to the audio text.

**Procedure:** Read the ‘PROCEDURE’ chart and follow it.

**How:** Work in pairs or groups (the same as for the last presentation). Each student needs to do his/her own outline.

**Materials:** ‘PROCEDURE’ chart, outline in Activity 3, ‘DISCOURSE ORGANIZERS’ tables, true statements from Activity 6, and ‘ORAL EXPLICATIVE TEXTS’ table in Activity 7.

**Evaluation:** The teacher can check the individual work and use it to evaluate students.

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

**Aim:** To get used to some of the phonological features of English language and to learn to use non-linguistic devices with discursive intentions. Both will be helpful for the oral presentation.

**Procedure:**

- **Step 1:** Read the text (3 or 4) as many times as needed until they understand the meaning. Check up words in the dictionary and ask about pronunciation if needed.
- **Step 2:** Read the checklist and listen to the teacher reading a text (in the following page, there is a text for the teacher to read). Check if the teacher has followed the key points in the list.
- **Step 3:** Read it again but trying to follow the key points in the checklist. When they feel ready read it again to their peer.
- **Step 4:** Evaluate their peers' performance.

**How:** Individual work.

**Materials:** Texts, 'TO READ IN LOUD VOICE CHECKLIST' chart and 'EVALUATION CHART'.

### Activity 10: Speaking in public.

**Aim:** To be able to present orally some statements unknown for the audience.

**Procedure:**

- **Step 1:** Students check their written outlines from Activity 8.
- **Step 2:** Read the evaluation chart.
- **Step 3:** Practise their talk in their group.
- **Step 4:** Explain what the expert tells about the topics to three people that haven't listened to the audio text.

**How:** First, in the same group as for the last production; then, in groups of four people that have listened to different audio texts.

**Materials:** Written outline they prepared in Activity 8, and 'EVALUATION CHART'.

## TEXT TO READ IN LOUD VOICE

<http://www.saidwhat.co.uk/newtmht/read2.php?ref=382>

### How To Speak In Public Without Nerves

*Written by: Bev Woolfson on Wed, Jun 12th 2002*

There are several ways to ease feelings of fear when speaking in public, but here are the ones which have been most successful for me.

Firstly, if you are allowed notes, make sure they ARE only notes - do not attempt to condense your entire speech onto one piece of paper or card. Have key headings only, this enables you to glance down briefly every so often and see immediately what point comes next.

Eye contact is very important and is another reason why only notes should be taken in with you. It should be established immediately. As you speak, focus on each part of the audience and thus every corner of the room. If people are talking as you speak, it often helps to focus on them briefly - generally they will realise that you have noticed their rudeness and will stop talking.

If this does not work and they persist, do not show that you are rattled by such ignorance. Continue speaking and if it becomes a problem, stop and politely ask them if there is a problem or if they have any questions. This also tends to embarrass people into quietening down.

The tone and speed of your voice is also crucial. It is tempting to speak quickly as a means of getting things over with, but this is not good as the impact of what you are saying will be lost. Make an effort to pause for slightly longer than usual between key points; this way you hold your audience's attention and also hopefully give them the chance to absorb the information.

Similarly try not to speak too quietly - projection is the key word. Always remember that you want your voice to carry right to the back of the room, therefore it is essential that you speak clearly and concisely. Many people find that they start off well but their voice tone peters out towards the end.

## SEQUENCE 3 COMPARING AND CONTRASTING

### Activity 11: Comparing similarities.

Students need to handle comparative and contrasting structures as the last production will be an oral explicative text with a comparative structure.

**Aim:** To recognize and to use comparing linkers and expressions.

**Procedure:**

- **Step 1:** Underline words and phrases used to compare similarities in sentences in Text 5 and Text 6. Write them in the table.
- **Step 2:** Use the words and phrases to compare similarities.
- **Step 3:** Write a text comparing similarities.

**How:** Individual work; and then, pair work.

**Evaluation:** The teacher may check the production in the writing exercise.

**Materials:** Text 5, Text 6, Text 7, 'WORDS FOR COMPARING' table.

### Activity 12: Contrasting differences.

**Aim:** To recognize and use contrasting linkers and expressions.

**Procedure:**

- **Step 1:** Recognize words and phrases used to contrast in Text 8 and Text 9. Write them in the table.
- **Step 2:** Use the words and phrases to contrast.

**How:** Individual work, and then, pair work.

**Materials:** Text 8, Text 9, 'WORDS FOR CONTRASTING' table.

In page 34, students have the pictures of a normal lung and three lungs with pulmonary diseases. An extra activity, to practise contrasting linkers and expressions, may be describing differences among the lungs.

### Activity 13: Comparing and contrasting.

**Aim:** To differentiate comparing and contrasting linkers and expressions and to learn how to organize a comparative text. To do some speaking.

**Procedure:**

- **Step 1:** Read Text 10 and recognize its comparative structure.
- **Step 2:** Write a paragraph comparing different groups of people depending on their attitude about the topic.
- **Step 3:** Play an oral game: describe two things telling similarities and differences between them, the rest of the group has to guess.

**How:** Group work.

**Materials:** Text 10, conceptual map, ‘WORDS FOR CONTRASTING’ table, ‘WORDS FOR COMPARING’ table, dictionary.

These are some comparative texts the teacher may use to do some extra work (check the structure of the explicative text, the comparing expressions and the contrasting ones).

In the 19th century, two widely differing schools of socialist thought emerged, the Utopian Socialists and the Marxians. The first group believed that public ownership of the means of production was a necessary goal for human happiness. However, they wanted to reach it gradually and peacefully, using democratic methods to make changes through the government. They believed in ballots, rather than bullets. They also felt that owners who had mines, factories or land taken away by the government should be paid for their property. People who have these beliefs today are called Socialists. The second group, led by Marx, also wanted the government to take over all private property used to produce goods. However, their methods were to be very different. They thought that violence or revolution would be necessary because the owners of property would fight to hold on to it. No payment should be made to these owners who lost their property. Today, those who believe in these methods are called Communists. The Russian Communists are the heirs of Marx.

Edward Kolevzon, *The Afro-Asian world*. Allyn & Bacon, 1971.

Tribes differed in their basic ways of providing for themselves. Indians of the Southwest lived in villages and planted their corn and squash in orderly rows. Around the Great Lakes forest Indians hunted deer and small furbearing animals. On the Great Plains braves tracked the buffalo. In the Pacific Northwest plentiful supplies of salmon and other fish tempted Indians into their canoes and kept hunger away.

Bernard Weisberger, *The impact of our past*. McGraw Hill, 1972.

The Western style of education has been gaining popularity over the last decade. Many foreign students come to countries like Australia and the USA to study at university and improve their employment prospects. In this essay I will briefly compare and contrast these two countries.

There are many similarities between the two countries. Firstly they both have a very multicultural population so it is possible to find food from many different countries. Also, as they are both large countries it is possible to find a climate that suits you. Another similarity is that they both have large quality universities.

On the other hand there are some appreciable differences. The main one is that education in the USA is much more expensive than in Australia. However, many students think that is worth paying extra money as the American universities have a better reputation. Furthermore, as the USA has a much larger population there are a wider range of institutions to choose from.

To sum up, America offers more choice and a better reputation, but a higher cost. Australia offers the same quality but is cheaper if you can find the course you want.

## SEQUENCE 4 LAST PRODUCTION, A PRESENTATION

Students will work in groups all through the sequence.

### Activity 14: Planning the presentation.

Although they have already prepared a short talk in Activity 8, they have to plan the last production carefully because this is going to be a more complete performance than the previous one. The procedure in Activity 8 will help them, but many new steps need to be added, don't forget that it is going to be a group work and students are going to use Power Point or visual support.

The teacher will give each group the surveys about their topic.

**Aim:** To get a complete and integrated idea of every aspect students need to keep in mind for the last production, and to be aware of the proper sequence to develop them.

**Procedure:** Fill the 'PLANNING STEPS' chart. For that, recall the charts seen so far. Discuss the different steps to follow. Show the chart to the teacher.

**How:** Group work.

**Materials:** PLANNING STEPS' chart, 'NEGOTIATION' chart, exposition texts structure from Activity 3, 'ORAL EXPLICATIVE TEXTS' chart from Activity 7, 'PROCEDURE' from Activity 8, the 'Monografia' unit (Basque)...

### Activity 15: Analysing data.

Some groups may need to get some extra information to carry out the research on their topic.

**Aim:** To realize how important and helpful graphs and tables might be to display information easier and in an attractive way. To get used to the vocabulary related to graphs and tables.

To analyse and compare the data (survey and what experts say).

**Procedure:** The teacher will give each group their topic surveys. Analyse the possible ways to display information and follow the 'PROCEDURE' chart.

**How:** Group work.

**Materials:** 'PROCEDURE' chart, surveys, table and graphs charts, information charts in page 41, 'WORDS FOR COMPARING' and 'WORDS FOR CONTRASTING' tables.

#### LIST OF MATERIALS FOR EXTRA INFORMATION ABOUT THE TOPICS

##### **It's Your Health series**

Alcohol	ISBN 0 7496 5570 4
Drugs	ISBN 0 7496 5666 6
Eating Properly	ISBN 0 7496 5571 2
Exercise	ISBN 0 74965573 9
Puberty	ISBN 0 7496 5572 0
Self-esteem	ISBN 0 7496 5569 0
Sex and relationships	ISBN 0 7496 5568 2
Smoking	ISBN 0 7496 5567 4

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

##### **Online addresses about the topic:**

<http://www.kidshealth.org/teen/>

<http://library.thinkquest.org/C0124861/index2.html>

<http://www.cdc.gov/node.do/id/0900f3ec801e457a>

<http://www.teengrowth.com/index.cfm?action=info&category=danger>

##### **To create graphs on the web:**

<http://nces.ed.gov/nceskids/createagraph/>

### **Activity 16: Making the draft.**

Students need to see that an oral presentation cannot be led to improvisation. The teacher can ask some students to improvise an explanation about the data to their peers; they won't be able to do it.

**Aim:** To structure and develop the presentation in a logical way. To accept critics and accept others' ideas to reach an agreement and develop a collective work.

**Procedure:** Read the 'WHEN PRODUCING AN EXPLICATIVE TEXT' chart and the 'PROCEDURE' chart, follow the steps and write the draft of the presentation.

**How:** Group work.

**Material:** Exposition text outline, information about the topic (given by survey and experts), 'WHEN PRODUCING AN EXPLICATIVE TEXT' and 'PROCEDURE' charts.

The teacher will check students' draft.

### **Activity 17: A presentation using Power Point.**

Now, students know what they are going to say in the presentation. But they need some extra scaffolding devices. A presentation must be interesting and attention-grabbing; to get that it can be accompanied by visual aids, such as flipcharts, overhead transparencies and slides.

This lesson must be held in the computer room, so that students can produce their Power Point slides. In the following page there is a 'HOW TO MAKE A POWER POINT PRESENTATION' chart that might be useful for the students to make the slides.

If there is no multimedia support available students may produce transparencies to accompany their presentations.

**Aim:** To see how useful multimedia support (visual support) is for a presentation, to learn how to produce it

**Procedure:** Check the Power Point presentation (Text 11) they have in the unit. Discuss in each group the presentation's features. Get interesting points for their own presentation. Then, discuss the 'EFFECTIVE SLIDES CHECKLIST'. Start making the slides.

Structure of the presentation:

- Introduction: title (slide 1)
- Body: slides 2-5
- Conclusion: slide 6

Interesting ideas:

- 1 idea per slide
- Introduction: needs to be attractive, check the information it gives
- Pictures and visual metaphors
- Rehearse and repeat: Practise!!!
- Understand the conclusion

**How:** Group work.

**Material:** Power Point presentation (Text 11), 'EFFECTIVE SLIDES CHECKLIST', 'HOW TO MAKE A POWER POINT PRESENTATION' chart and other on-line resources.

Here you are given the instructions to publish your Power Point presentation in the Web.

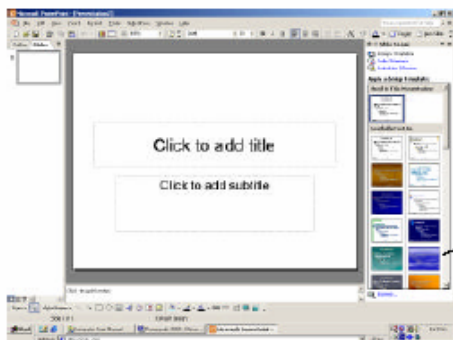
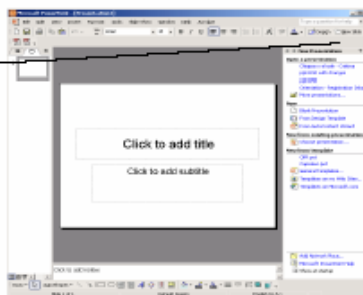
<http://www.cew.wisc.edu/accessibility/tutorials/pptscratch.htm>

And here, some presentations made by secondary school students (the PPT files are Power Point presentations).

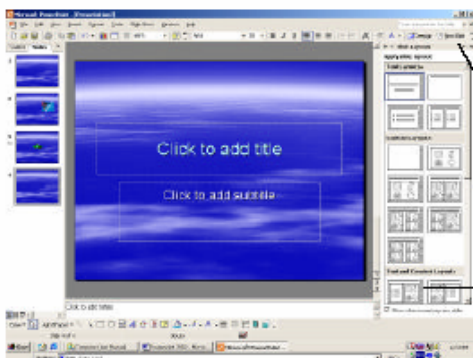
[http://www.pspb.org/e21/resources\\_all.php?topic=2](http://www.pspb.org/e21/resources_all.php?topic=2)

### How To Make a PowerPoint Presentation

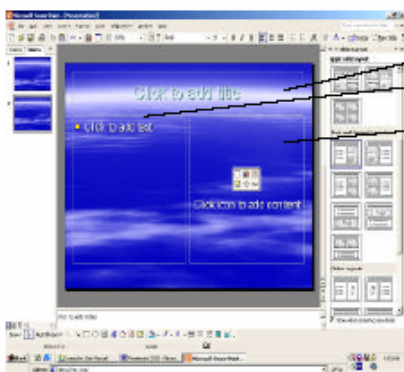
- 1) Open Microsoft PowerPoint (Start→Programs→Microsoft Office→Microsoft PowerPoint)
- 2) You will see a screen like this.
  - a) Under New, Click "From Design Template."



- 3) Next, you will see a screen like this.
  - a) Click on the various patterns to choose which design you want.
  - b) The new slide on your screen will take on the design you click on instantly.



- 4) This is your "New Slide" screen and you will see it every time you add a new slide.
- 5) The next slide.
  - a) Click where it says and write your title.
  - b) Click where it says "Click to add subtitle" and type "By {your names}."
  - c) Click on New Slide



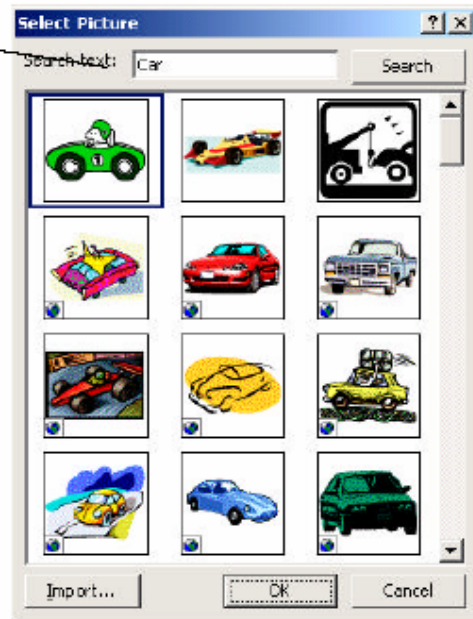
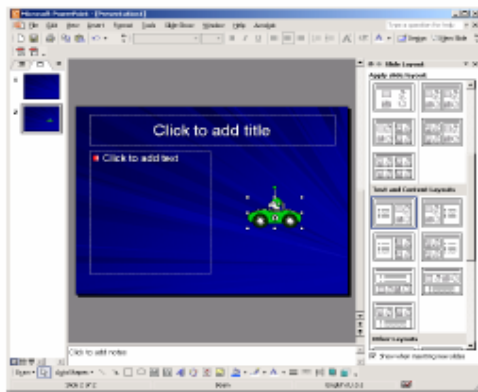
- 6) You will see the New Slide screen again.
  - a) To easily put pictures in your slide, you should choose (click on) one of the many choices on the bottom of the panel on the right (it'll have a picture of a man on it).
- 7) Your screen will look like this.
  - a) Click at the top to give the keyword or title for this slide.
  - b) Where it says "Click to add text," you can write bulleted phrases to help your listener follow your ideas.
  - c) Where you see the picture click the top right icon for clip art. (OR Go to Insert→Picture→From File)
    - i) Let's click

LLC

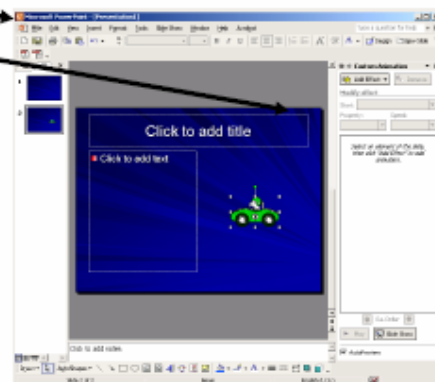
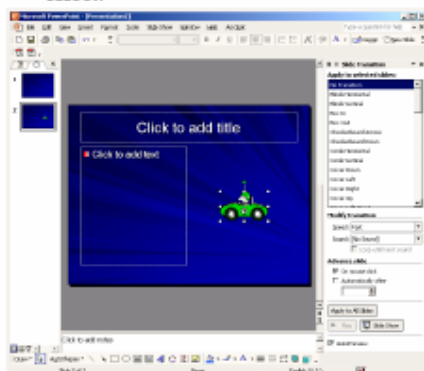
How to Make a Power Point Presentation

Fall 2003

- 8) Click on the picture you want or type a subject
  - a) Double click on the picture you want
  - b) Your picture will probably look like this.
  - c) Put your cursor on the picture.
  - d) Hold the left mouse button down.
  - e) Move your picture to the position you'd like.
  - f) The computer will automatically adjust it.



- 9) Add Animation
  - a) Go to "Slide Show" → "Custom Animation"
  - b) Click the button "Add Effect."
  - c) Click "Entrance."
  - d) Click on "Effects."
  - e) Click "Fly In."
  - f) Click under where it says "Direction:" to choose the direction the picture will enter from.
  - g) Click "Play" to see what you have done
  - h) To add more effects you can click on "Slide Show" → "Slide transitions" and add another effect
  - i) Also under modify transition you can add a sound effect.



W:\\_shared file\demis & instructions\Power Point\Powerpoint Fall 2003.doc

Page 2 of 2

### Activity 18: How to perform your talk.

Students have the presentation ready, but to prepare their performance, they have to agree about how to organize the last production. Tasks need to be equally divided to benefit group work. Each member needs to prepare a little draft on his/her part.

**Aim:** To carry out a responsible and competent individual work as an important part of the collective work.

**Procedure:** Read the ‘TEAM PRESENTATION PROJECT RUBRIC’ and reach an agreement about each member’s tasks. Each member needs to text each part of the presentation.

**How:** Group work, and then, individual work.

**Material:** ‘TEAM PRESENTATION PROJECT RUBRIC’, ‘DISCOURSE ORGANIZERS’ from Activity 8 and Activity 18, draft from Activity 16 and slides from Activity 17.

The teacher can check their individual drafts and their collective presentation before the rehearsing. The checklists students have in their materials and the following chart will help to evaluate individual work.

Vocabulary and Structures	Organisation and Linking	Presentation and Register	Coverage of Points
Wide range of structure and vocabulary demonstrating control of language.	Clear organisation with a variety of linkers and discourse organizers.	Presentation and register wholly appropriate to purpose and audience.	Full coverage of points required.

But it may also be interesting to have a collective presentation evaluation chart. The ‘GROUP PRESENTATION EVALUATION’ table in Activity 20 will help the teacher to evaluate the collective work and it may also help him/her to correct the draft.

### Activity 19: Rehearsing.

Every text needs revising to check for errors that avoid communication; revising is even more important when the type of act of communication doesn't allow for posterior corrections and clarifications. Adequate rehearsal is essential for a good presentation.

Students will need room for the rehearsal, a place like the library of the school will make if possible. Each member should master his/her part; otherwise, he/she will set the group work back.

**Aim:** To get used to speaking about the topic in public. To learn how to check and improve own performance and mates' performance.

**Procedure:** Read Activity 19 and the 'DOES ABOUT HOW TO REHEARSE' chart. Discuss the points in their groups and organize the presentation, and when everything is clear, then, start rehearsing. (They may read the 'ORAL PRESENTATION CHEKLIST's in Activity 20 to help them rehearsing).

**How:** Group work.

**Material:** DOES ABOUT HOW TO REHEARSE', and also the 'ORAL PRESENTATION CHEKLIST's.

### Activity 20: Last production and evaluation.

It is better to decide who will deliver their presentation first, who second... because at the last moment students often get nervous and they would like to be the last group to perform.

**Aim:** To see how students have learnt the basis of oral explicative acts of communication: first, when making their own presentation, and second, when judging others' work.

**Procedure:** Read the 'ORAL PRESENTATION CHEKLIST's' and perform their presentations. Listen to their peers' presentation.

**How:** Group work, individual work.

**Material:** 'ORAL PRESENTATION CHEKLIST's, group presentations, Power Point support (computer, board...)

Students will evaluate their peers' work with the checklist.

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: Language appropriate to task. Errors minimal in number of gravity...		

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: Language appropriate to task. Errors minimal in number of gravity...		

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: Language appropriate to task. Errors minimal in number of gravity...		

GROUP PRESENTATION EVALUATION					
Group Performance	Topic	Content	Length	Accuracy	Creativity
<b>8-10</b>	<b>8-10</b>	<b>8-10</b>	<b>8-10</b>	<b>8-10</b>	<b>8-10</b>
Participation of all the members of the group. Tasks are divided equally. Well prepared. Everyone knows their part.	Group members show expertise on the subject and can answer questions on it.	Content is informative and interesting. The topic question is stated and conclusions are given. Well organized: intro, body & conclusion.	10 minutes	Each member of the group speaks fluently and makes very few mistakes in grammar. Uses difficult words correctly.	Use of visuals, or other aids. Presentation is creative, original and appealing.
<b>5-7</b>	<b>5-7</b>	<b>5-7</b>	<b>5-7</b>	<b>5-7</b>	<b>5-7</b>
Tasks are not divided equally. Not well prepared. Not everyone knows their part.	Group members show some expertise.	Content is quite informative and interesting. The topic question is stated but no conclusion is given. Somewhat organized.	6-8 minutes	Some of the speakers make many mistakes but speak fluently.	Some use of aids. Presentation is appealing and original but not creative.
<b>2-4</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>	<b>2-4</b>
No cooperation. Only 1 or 2 members participate. Members don't know their parts.	Group members cannot answer all of the questions on the subject.	Content is not informative and topic question is not stated. No conclusion is given. Not organized.	Less than 5 minutes	Many grammar mistakes and lack of fluency by some of the members of the group.	No aids used. Presentation is just appealing, but not original or creative.

## EVALUATING THE DIDACTIC UNIT

The students have a questionnaire about the unit. Completing the questionnaire is an individual work that will help the teacher check the students' preferences and dislikes about the activities.

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:					

## MULTIMEDIA DEVICES

### ORAL PRESENTATION

<http://www.cew.wisc.edu/accessibility/tutorials/pptscratch.htm>

[http://www.pspb.org/e21/resources\\_all.php?topic=2](http://www.pspb.org/e21/resources_all.php?topic=2)

<http://www.education.kerala.gov.in/englishmedium/iteng/chapter4.PDF>

### HEALTH

<http://library.thinkquest.org/C0124861/index2.html>

<http://www.kidshealth.org/teen>

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

<http://www.cdc.gov/node.do/id/0900f3ec801e457a>

<http://www.teengrowth.com/index.cfm?action=info&category=danger>

<http://www.faqs.org/health/>

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

### PRONUNCIATION RULES

<http://www.ompersonal.com.ar/omgrammar/reglasdepronunciacion.htm>

## TAKING CARE OF OURSELVES

How to evaluate the process of production of the oral presentation and the knowledge students acquired while working on the unit.

### EVALUATION CRITERIA

Students should be able to

17. Identify the characteristics of explicative texts.
18. Distinguish oral presentation from other genre.
19. Identify glossaries, posters and presentations as explicative texts belonging to different genres.
20. Be aware of the similarities in Basque, Spanish and English technical words.
21. Know how to display data in graphs and tables.
22. Be able to discuss group work with respect and accept others' ideas.
23. Be able to give clear and well-organized information orally, following the schema of explicative texts.
24. Be able to make right work planning.
25. Be able to select, resume and transform the information.
26. Use some strategies to facilitate communication, such as defining or explaining technical words.
27. Know how to use visuals... as to make the presentation more enjoyable.
28. Give explanations using comparative and contrasting structures.
29. Know how to employ connectors and speech organizers properly.
30. Understand the meaning and importance of connectors and speech organizers.
31. Use linguistic and non-linguistic strategies to keep audience attention: eye-contact...
32. Present the last production in a neat and tidy way.

### How to evaluate previous didactic objectives.

The three components of the evaluation of the objectives students reached after working on the unit are:

4. The oral presentation. This last production may be worth 60% of the total mark.
5. The exam. The exam will be worth 30% of the total mark.
6. Their class work. The class work will be worth 10% of the total mark.

WHAT EACH COMPONENT WILL EVALUATE
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<p>Oral presentation</p>	<p>2. To distinguish written explicative and oral explicative speech acts as different genres.          3. To identify the characteristics a presentation has as a genre.          4. To increase students' access to information related to health.          7. To be able to carry out some collective work successfully.          8. To give oral information in a clear way and in the right order.          9. To recognize and fight prejudice and false statements about health.          16. To be able to follow the outline.          17. To observe each participants' presentation and style in collective oral presentations.          18. To realize the importance of different linguistic and non-linguistic devices when producing oral texts compared to written texts.          19. To deliver successful presentations.</p>
<p>Exam</p>	<p>1. To recognize some characteristics of the explicative texts.          5. To write suitable, coherent and correct academic definitions.          6. To use relative clauses in a correct way.          10. To understand simple graphs and use them to display information.          11. To use discourse organizers and organize text production.          12. To compare similarities and contrast differences using suitable connectors.</p>
<p>Class work</p>	<p>9. To recognize and fight prejudice and false statements about health.          13. To plan a group work.          14. To be critic.          15. To respect what their peers do and say.          20. To raise students' English and information literacy proficiency.</p>

## EXAM PROPOSAL “TAKING CARE OF OURSELVES”

8. Give a proper definition for the following technical terms related to health:

(0.3 p)

Addict	
Puberty	
Fats	
Self-esteem	
Sweat	

9. Look at the following words.

(0.3 p)

Physical, survey, fighting, psychology, hypotenuse, researcher, therapy, thank, understand, photometer.

a. Tell which ones come from Latin or Greek languages.

Latin or Greek origin words	Other words

b. Do you remember any different features of those words comparing them to Basque or Spanish? Tell them.

10. Underline the words and phrases used to compare similarities and contrast differences in the following text. Classify them.

(0.3 p)

Vitamins A and D have many similarities and differences. In terms of natural body functions, Vitamins B and D are alike because both are essential for good health. They are both essential for bone formation. Nonetheless, vitamin A and D are dissimilar in many ways. Vitamin A is essential to the skin compared to vitamin D that is important for the immune system. They also differ from each other in the sources to obtain them. While vitamin A comes from milk and eggs, vitamin D is produced in the skin when some food elements react with ultraviolet light from the sun. On the other hand, if you maintain a balanced diet, you do not need to take extra amounts of either vitamin. Eating three healthy meals a day usually provides enough of both vitamins.

Comparing	Contrasting

11. Which statements will you choose when planning an oral explicative presentation? Explain why.

(0.3 p)

You want to convince the audience		You know more about the topic than your audience.	
You need to explain concepts and give examples.		OBJECTIVE	
You need to go fast if you have too many things to say.		The volume and the tone need to be the right for them to understand you.	

12. Here there is a text with six jumbled paragraphs.

(0.5 p)

a. Reorder the paragraphs.

	Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. To avoid it:
	Finally, if your symptoms persist, visit your GP or contact the British Snoring and Sleep Apnoea Association (01737 557 997) for advice. If you do not, your partner might.
	In addition to this, try to change your regular sleeping position. Raise the head of your bed it will help to alter the angle of your throat as you sleep, and may thus make breathing easier for you.
	I am going to talk about how to stop snoring.
	You should first try to loss weight to help to reduce the pressure on your neck, stop smoking and try not to drink alcohol, before adopting more drastic measures.
	If all this fails, then you may wish to look at the varied snoring aids that are on the market. They range from neck collars, through to mandibular-advancement devices You can also buy essential-oil products that are added to warm water and consumed before bedtime.

b. Imagine you have to read the text to your classmates. Write five key points to read or to speak in loud voice.


13. Are the following statements true or false? Correct the false ones. (0.3 p)

Statements	T	F
Bulimics don't eat anything.		
Housework is not exercising.		
Boys and girls height and weight increases during puberty.		
It's OK to call names to other people, it's just a joke.		
Smokers have less oxygen in the blood.		
All that about health risks is not true for joints and alcohol.		

14. Prepare a short explicative presentation about the following poster and write it down.

Choose only four organs and the effects of alcohol on those four to write your presentation. Don't forget to use the discourse organizers as you need to organize your talk.

(1 p)

