

### 1. Introduction to the course: Aims, Contents and Objectives

- Health Is Wealth: Discussion (Why do you think they say so?);
- Scan-reading to gap-fill phrases missing, new vocabulary (Materials used: All The World's A Puzzle 11)

(Sts highlight the words they don't know; setting goals: What I have to learn in the datum course)

### 2. Why Your Healthy Diet Isn't: New Vocabulary; Reading Skills (skim- and scan-reading)

- Tasks: Laser Student's Book FCE: Unit 10: pp.128-129: Skim-reading (general idea); Projector (WB: Unit 10, Tasks A,B on reading 1: gap-fill with the word bank).
- Link: Watching and discussing the following videos:
  - The Healthiest Diet In The World Isn't Just About Food  
[Vaata videod](#)
  - Poop Can Teach You A Lot, But You Have To Look At It  
[Vaata videod](#)

Outcome: Diet is everything combined: eating, lifestyle, mood, company, environment, etc.

**Extra:** Traveller Student's Book B2: Task 2-3, pp.148-149: Skim-read the texts and match them with the headings given and scan-read the text again to answer the questions; do the tasks on a separate sheet of paper.

### 3. Strange but True Facts about Our Body (45 minutes): CLL method in class

- Building a Whole-class Mind-map.
- Look up a video/text/article, etc. about a strange but true fact about anything; be ready to talk to your classmate(s) about your finding(s).

### 4. Human Body/Anatomy (2 lessons, 90 minutes)

- „The Human Body Systems“ in Theory

Warm-up: [The DNA Song](#) or [Organ Systems Song](#)

- Watching (listening, reading, note-taking):

[The Human Body Systems](#) (9 min.) or

[The Human Body Systems and Functions](#) (18 min.)

Discussion: it is all the students are to know/have learnt in Biology in gymnasium....

The Human Body Systems and Organs in Real Life

Group-work: The one group makes a human with all the organs people have and the other group makes the interior systems; Outcome: Handmade human being...

or

Pair-work: each pair choose a system and describe the main organs/particles, talk about its functions and importance.

## 5. Healing Herbs

- Students get a WS with 20 pictures of healing herbs found in Estonia.
- In small groups, the students find English equivalents to the Estonian names and are ready to say a few words about the herbs (Eg. where/in which part of Estonia/world these can be found, what can be treated, how these are used, what parts can be used (root, stem, etc.) and whether they themselves or anybody in their family uses the herbs.

Outcomes: Voc-ry 'Healing Herbs', parts of a plant.

## 6. Study TISSUES and INTERIOR SYSTEMS

revision in mother tongue in Biology Lesson

## 7. Recycling Viruses vs Bacteria (3x45 min)

- Watch the following videos and be ready to use the knowledge in the next lessons/classes:

[Viral Infection vs Bacterial Infection](#) (ca 4 min)

how to cure viruses vs bacteria symptoms (ca 3 min)

- Viruses and Bacteria in Our Lives

HW check in groups: students are given particular topics from their videos to make a summary of and to tell the class.

### Group-work:

Introduction: The present knowledge is vital in the students' life, especially when they become parents.

- Real-Life Situations: Viruses and Bacteria in Our Family
  - Getting the family budget we made a few months ago.
  - Students are divided into groups of 4: each group get a task to do (Family situation, stages to do, a list of key points/words to make up the whole family case) for 25 minutes.
  - some students from each group either retell or act out their stories (recognising the issue, calling 112 or GP, going to pharmacies, etc.).
  - Two Sts make up a pharmacy (Packages of medicines collected by me through years (mother of 2 children), 2 Sts are 112 and GP (script to be made from memory/experience if there is any)).

## **8. Basic Illnesses and their Symptoms and Remedies:**

- Read/vocabulary, work with the text from With Flying Colours 11
- Listening/gap-fill 'At The Doctor's' (taking on a nurse's role)
- Mondayitis. All The 'Smart' Words and Names in Medicine Come from Latin'
  - Pair-work brain-attack: WS'BBC...!' (4 multiple choice tasks).
  - Listening: WFC 11: 'Keeping Fit',pp.39-41': Ex.A.,pp.40-41 (discussion, filling in the form, matching words with definitions).
  - Outcome: Latin origin of 'smart' words in English: -itis/-ites ( Sing./Pl., standing for 'inflammation), Laryngitis - a viral infection (sore throat, painful to swallow) and Pharyngitis - a bacterium (when you usually lose your voice).

HW: WFC11: 'Keeping Fit': 1. Find Latin equivalents to the list of Common problems/illnesses on p.39 in the table; 2. B,p.41 (match the words with their definitions).

## 9. 'Latin is Everywhere. Healing Herbs'

Watching a video ['10 Herbs That Heal'](#):

- Listening and Note-Taking: students take notes in TOPICS: Name of the herb, functions, when used;
- Discussion.

Another Video ['Top 15 Most Powerful Medical Plants'](#):

- Reading and Note-Taking;
- Discussion.

## 10. 'Word-Test on Health'

General VOC-RY from Reading and Exercises; Ailments/Symptoms/Treatment.

WS'Approaches to Medicine': Side 1: Reading (gap-fill with parts of sentences) and translating new words into Estonian.

## 11. Minor and Major Injuries

A guest from Ambulance (if possible, speaking English): from a plaster band to CPR and CRP.

## 12. Taking medicine and its effects

with Biology teacher

## 13. Stress:

- 'Stress. How To Cope with/Manage It'
- [Introductory video](#)
- Students make up a mind-map on what they saw to TOPICS. Stress: psychological and physical, short- and long-term; Systems suffering; ways of managing stress.
- Group-work on 'The 4 basic ways to manage stress';
- Discussion;
- [Conclusion video](#)
- Students write down the tips to manage stress.

Outcomes: students know and are able to talk about the types of stress, what it does to our body, and how to manage it.

HW: WS'Therapies...': complete (you will have to read 3 short texts about physical fitness and migraines and do the tasks there: gap-fill, multiple choice and gap-fill derivation/word-formation). Make sure you know all the words we have been dealing with so far. Revise the Body Systems.

#### **14. Addictions (3-4x45 min.)**

- PPT presentations on neural diseases and addictions (Preparation and Presentations)

#### **15. Healthy Lifestyles:**

- Nutrients, sugars – with Biology teacher

#### **16. Healthy Living:**

- **'Revision: Approaches to Medicine and Idioms'**
- Warm-up: listen to native speakers talking in the street (hard to understand: trying to find out key points/idea/words/phrases);
- Discussion: Approaches to Medicine: Is it normal to follow only one way of treatment?...;
- WS'Healthy Lifestyle:pp.42-45': Side 1: Idioms: students read the definitions to the idioms and fill in the gaps in the text with appropriate idiomatic expressions;
- Reading/Language Structures (word formation/affixation): What Happens in Our Body When We Are Stressed... .

HW: WS'Healthy... pp.42-45': For your own self-confidence, do the last task on grammar structures (we'll spend the first 5 minutes of the lesson on it...).

#### **17. Final Testing (Formative)**

- Test on Health with Valentina (Chocolate addiction: gap-fill in reading; Healing Herbs in Estonia; DNA and RNA: matching and reading comprehension follow-up questions to check and assess by Biology teacher too).
- Test on Biologia.