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# AN APPLE A DAY

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## ALTERNATIVE HEALING

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Type of module	Project work
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Target group	14–17-year-old learners
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Level	B1
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	In this module Ls learn about the history of medicine and various alternative treatments. They do some research about four such treatments and then discuss what solution they could give to a number of symptoms.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To enhance group dynamics through co-operation, e.g. solving each other's problem</li> <li>■ To learn about Ls' physical conditions (possible illness or problem)</li> <li>■ To teach Ls to be part of a group they didn't choose</li> <li>■ To practice describing symptoms</li> <li>■ To practice giving reasons</li> <li>■ To practice giving advice</li> <li>■ To raise Ls' awareness about existing alternatives</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	14–17-year-old learners
<b>LANGUAGE LEVEL</b>	B1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ understand short written texts</li> <li>■ understand long text in a listening comprehension</li> <li>■ talk about personal issues</li> <li>■ work in pairs and in groups</li> <li>■ do some research (in Hungarian)</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Health – alternative therapies, Biology – the human body

## FOCI OF SKILLS- DEVELOPMENT

### Communicative language skills

- Making, accepting and rejecting suggestions connected to health problems
- Interaction with others and speaking continuously
- Working with short texts describing the history of medicine and alternative treatments
- Listening to long texts in informal English and completing notes accordingly
- Writing a letter introducing a new institution to the residents of an area
- Reading a text about health with gaps and filling the gaps

### General, educational skills

- Doing research in magazines and on the Internet
- Formulating an opinion and presenting it
- Giving advice
- Evaluating self and peer performance
- Planning and managing of a group task

### EVALUATION

In this module, Ls do almost the same thing in several forms – describing symptoms and giving advice about health. In each activity as indicated in the lesson plans, you should give them valuable feedback about what they are doing right and where there is room for improvement. The concept of learning by doing is prevalent here: for instance first there is a task where you have to give advice and it is only after this that you put together a list of expressions that can be used to give advice. In this sense, this checklist is a way of evaluation that comes in the middle of the process so there's time to make any necessary corrections. Ls might not even be aware that evaluation is taking place, but that will only make them less tense and increase their performance.

### BACK UP SYSTEMS

[www.alternative-therapies.com](http://www.alternative-therapies.com)  
[www.internethealthlibrary.com](http://www.internethealthlibrary.com)

Tepperwein, Kurt: *Mit áru el a betegséged?* Budapest: Budapest Print, 2001.

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Speaking about how you're feeling Giving your opinion about different approaches to the same thing (healing)	Ls collect common symptoms Ls read a short history of medicine	Symptoms The history of medicine Past tenses	1.3 Handout – History 1 (or 1.3 Handout – History 2)
2	Giving advice about health Setting criteria for future work Summarizing orally a short text you've read	Ls role play “at the doctor’s” Ls read and tell each other about alternative treatments	“At the doctor’s”, Giving advice, Alternative treatments	2.1 Period and keywords slips 2.2 Role cards 1 (or 2.2 Role cards 2) an A1 sheet for the 2.3 Advice poster Blu-Tack 2.4 History of Medicine slips 2.4 Handout - Alternatives 1-4
3	Talking about problems Listening to informal English Formulating main principles	Ls listen to an alternative approach to health and illnesses Ls formulate their own approach's main principles and strengths	Mental and physical well-being Principles in a therapy Talking about the strengths of an approach	L's homework, 2.3 Advice poster. 3.3. Recording 3.3. Handout
4	Identifying the presence of principles in actual suggestions Coming up with suggestions in line with your principles Writing a letter advertising a new service	Ls match different solutions to a problem with different treatments Ls write a letter advertising their main principles and their strengths	Describing symptoms Giving advice Campaigning for something	4.2 Handout 20 blank slips of paper for the symptom cards – same size as the cards in 5.2, 2.3 Advice poster 4.4 Template

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Reacting to symptoms with suggestions in line with your principles Speaking continuously using notes, Assessing each other and the project	Ls suggest a solution in line with a certain approach to some symptoms. Ls evaluate each other and the project.	Presenting your suggestions Language of assessment	Ls' corrected letters from the end of last class, 5.1 Group name slips 5.2 Symptom cards (four times five) 5.2 Student evaluation sheet 5.2 Teacher evaluation sheet 2.3 Advice poster 5.3 Mood cards (16 copies) Blu-tack

# PROCEDURE

## LESSON 1: THE HISTORY OF MEDICINE

### AIMS OF THE LESSON

- Describing how you are feeling
- Talking about symptoms
- Reading about the history of medicine
- Learning about alternative healing

### MATERIALS AND RESOURCES

1.3 Handout – History 1 (or 1.3 Handout – History 2)

### STAGE 1

**How are you? – Warmer**

### TIME

6 mins

### SKILLS AND COMPETENCIES IN FOCUS

Exchanging personal information: How are you feeling?  
Requesting information from others

### ORGANISATION

Whole class mingle

### TEACHER'S ACTIVITIES

1. Start the lesson by saying “*It’s good to see you again*” and ask some of your Ls the question “*How are you?*” and write their answers on the blackboard.
2. Tell them that’s exactly how you reply to the question in English (as it is more like a greeting than a real question) but tell them you’re interested in more than that. Ask them to walk around the classroom asking others “*How are you?*” and trying to get insightful answers. As an example, tell them that you’re feeling a little bit tired because you were up until late last night correcting tests or something similar.

### LEARNERS' ACTIVITIES

1. You can expect sentences like “*I’m fine, thank you*”, “*I’m all right, thanks*”, “*I’m OK*”, etc. – nothing informative about how they are actually feeling.
2. Ls walk around the classroom asking each other the question “*How are you?*”, paying attention to the answer. It is a good idea to ask them to note down the answer to make sure that they really listen to each other.

<b>STAGE 2</b>	<b>Where does it hurt? – Presenting and practicing relevant vocabulary</b>
<b>TIME</b>	14 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking about symptoms Collecting vocabulary relevant to the topic
<b>ORGANISATION</b>	Pair work

### TEACHER'S ACTIVITIES

1. As feedback to the previous activity, collect words and expressions that (might) have come up. Focus on bodily/physical things but don't ignore e.g. *"I'm feeling blue"* as the whole module is about the interrelatedness of mental and physical wellbeing.
2. Add the following expressions to the list on the board and elicit their meaning from Ls (or give them yourself if necessary):
  - Have a fever
  - Feel dizzy
  - Cannot sleep
  - Have a headache etc.
  - Be allergic to
  - Have a sore throat
  - Have a runny nose
  - Cough
  - Have itchy eyes
  - Sneeze
  - Shiver
  - Have swollen feet
3. Ask Ls to work in pairs and mime one of the symptoms on the blackboard to their partner, who has to guess the expression. Tell them to take turns and encourage them to come up with new symptoms if they can. As feedback, ask students who could add something to the list to mime these symptoms to the rest of the class, who have to guess. Add these symptoms to your list on the board.

### LEARNERS' ACTIVITIES

1. Ls tell the class what they have found out about the others. When there are no more symptoms the class suffers from, Ls brainstorm the English names of typical physical symptoms.
2. Ls note down these expressions so that they are going to be able to use them in the upcoming tasks in the module.
3. This has proved to be very popular with students, but if a pair finishes too early, the situation can be solved by assigning them to new partners; this way they do not feel excluded from the activity.

<b>STAGE 3</b>	<b>A short history of medicine – Reading comprehension</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading about the history of a science Filling in functional gaps in a text
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	1.3 Handout – History 1

### TEACHER'S ACTIVITIES

1. Tell Ls that people living in different times had quite different ideas about how these problems could be cured. Put on the board the relevant periods in the history of medicine:

- 1 – ancient Egypt
- 2 – prehistoric societies
- 3 – ancient Greece
- 4 – the Middle Ages
- 5 – Renaissance
- 6 – 17<sup>th</sup> and 18<sup>th</sup> centuries
- 7 – 19<sup>th</sup> century
- 8 – 20<sup>th</sup> century

Ask Ls to brainstorm ideas connected to each period. Encourage them to make guesses before they actually get to know what medicine was like in those days.

### LEARNERS' ACTIVITIES

- 1.

Pairs of Ls collect ideas about the different stages in the history of medicine, noting down at least one thing for each era. After a few minutes they share these ideas with the class.

### TEACHER'S ACTIVITIES

2. Give out the 1.3 Handout – History 1 about the short history of medicine and ask Ls to read the eight paragraphs and match them with the appropriate period. Tell them to ignore the gaps in the text at this point. Encourage those who are finished to compare their solution with a partner.
3. Ask Ls to read the eight paragraphs in the correct order to get an idea about the various developments in history and to fill in the gaps meanwhile with a suitable word. Check answers and new words. If you have some time left, have Ls read out the whole text paragraph by paragraph when checking the gap-filling.
4. Tell Ls to go back to the notes about their guesses at the beginning and see how many they got right. If you have some time left, have some whole-class feedback on this.

### VARIATION FOR READERS WHO HAVE MORE DIFFICULTY WITH READING

#### AIDS AND MATERIALS

1.3 Handout – History 2

#### DESCRIPTION

In this version, the second phase of the activity is different: on the 1.3 Handout – History 2 there is a key word or expression in brackets after the name of each period, which also appears in the relevant paragraph, so that what Ls have to do first is more like scanning the text than actually reading it. If they manage to match the paragraphs and the periods that will probably make them more confident about understanding the meaning of the text.

### LEARNERS' ACTIVITIES

2. Ls match the name of each period with a short description about the period.  
KEY: 1 – d  
2 – g  
3 – b  
4 – c  
5 – a  
6 – e  
7 – f  
8 – h
3. KEY: (given in chronological order, i.e. from the oldest period to the latest one)  
D – instance/example  
G – for  
B – which  
C – those  
A – about  
E – with  
F – like  
H – well
4. Ls compare their original ideas and what they found out from the text.

<b>STAGE 4</b>	<b>Alternatives... – Introducing the project</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening to a sequence of instructions
<b>ORGANISATION</b>	Whole class

#### TEACHER'S ACTIVITIES

1. Ask Ls what they do when they have a headache. Then point out that even today, there are various treatments for one problem and that you can actually find different schools of medicine. Ask Ls to list some of these and make sure they are familiar with:

- acupuncture
- homeopathy
- herbology
- colour therapy

2. Tell Ls that in this module they will learn about these four alternative therapies and how they cure health problems. Emphasize that these approaches are equally valid and draw Ls' attention to the fact that alternative healing is often referred to as "complementary healing" so they should not stop seeing the doctor after finishing this module.

Tell Ls that by the fifth lesson they will have familiarised themselves with these four treatments and their task is going to be to suggest solutions to certain symptoms in accordance with the basic philosophy of a given approach. In order to do this, they need to be able to

- a) describe symptoms,
- b) give advice about health and
- c) apply principles in practice.

#### LEARNERS' ACTIVITIES

1. Hopefully you will get diverse answers, from "taking an Aspirin" to "opening the window", "controlling my breathing" and so on. If not, elicit these alternatives yourself.

- acupuncture: stimulating anatomical points on the body with a needle
- homeopathy: a system of medicine that says "like cures like"
- herbology: using herbs to help the body cure illnesses
- colour therapy: matching the frequency wavelength of a colour to that of a disease, virus or infection

2. Ls listen and ask questions about the aims of the project and how their work is going to be evaluated.

During the last lesson, Ls will be assigned one of these alternative treatments and they will have to present solutions to various symptoms in line with what they have discovered about that therapy. Therefore, they are doing their research for others, too – and others are doing their research for them. Evaluation will be based on what the other Ls and the teacher think about a L's solutions.

## LESSON 2: AT THE DOCTOR'S

### AIMS OF THE LESSON

- Practicing the “at the doctor’s” situation
- Learning to state your opinion and give advice
- Reading and speaking about alternative treatments
- Dividing the workload among members of the group

### MATERIALS AND RESOURCES

2.1 Period and keywords slips; 2.2 Role cards 1 (or 2.2 Role cards 2); an A1 sheet for the 2.3 Advice poster, Blu-Tack; 2.4. History of Medicine slips; 2.4. Handout – Alternatives 1-4, 4 A/4 sheets, each of which has the name of one of the four treatments on it

### STAGE 1 Do you remember? – Warmer

**TIME** 4 mins

### SKILLS AND COMPETENCIES IN FOCUS

Speaking in order to revise previously covered material

**ORGANISATION** Mingle

**AIDS AND MATERIALS** 2.1 Period and keywords slips

### TEACHER'S ACTIVITIES

1. Give each L one of the 2.1 Period and keyword slips: either a period in the history of medicine that you discussed last time or a key word or expression connected to such a period. Ask Ls to stand up and find their partner, then tell them to form a semi-circle towards the blackboard, starting from the earliest period and ending with the latest one.

### LEARNERS' ACTIVITIES

1. Ls walk around trying to find their pair, then they arrange themselves in chronological order. Pointing at the first pair, elicit the name of the period from the rest of the group, then ask the pair to say what their key word expression was to revise what you discussed last time.

### VARIATION IF A ROOM DOES NOT ALLOW WALKING AROUND EASILY

**AIDS AND MATERIALS** 2.1 Period and keywords slips

### DESCRIPTION

In this version, Ls remain seated at their desk. Give each L one of the 2.1 Period and keyword slips and ask who has the name of a period. Tell these 8 Ls to say the name of their period in chronological order first, while the others are listening. If they do so correctly, ask them to repeat the process but this time ask those Ls who have a keyword to insert it after the name of the relevant period, thus revising what you discussed last time.

<b>STAGE 2</b>	<b>At the doctor's... – Role play</b>
<b>TIME</b>	14 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking about symptoms Giving advice Making suggestions
<b>ORGANISATION</b>	Mingle
<b>AIDS AND MATERIALS</b>	2.2 Role cards 1

#### TEACHER'S ACTIVITIES

1. Tell Ls that you'd like them to see how this all worked in practice and give each L one of the 2.2. Role cards 1 (they don't have to go back to their places since they will have to move around the room). There are eight physicians, one from each period described in the text, and eight patients. The physicians have to suggest a treatment in accordance with what the handout says about their period. After two minutes or so, make a signal to end the session (clap your hands, switch on the tape recorder etc.) and tell Ls to travel to another period (i.e. doctor) using their invisible time machine.
2. After ten minutes (five rounds), stop the role play and ask Ls to return to their places. Ask the patients who their favourite doctor was and what they liked about him/her and the way he/she gave them advice, leading up to the following activity.

#### LEARNERS' ACTIVITIES

1. Those Ls who are physicians arrange themselves evenly around the room, while the patients walk around visiting different doctors and asking how they would cure the given symptoms. Each round lasts two minutes, after which Ls move on to another doctor.
2. Ls evaluate the doctor's performance in the role play. In doing so, they should try to collect what is important (both content- and language-wise) when you want to give advice to somebody.

#### VARIATION FOR LS LESS PROFICIENT IN SPEAKING OR IF THE ROOM DOESN'T ALLOW WALKING AROUND EASILY

<b>AIDS AND MATERIALS</b>	2.2 Role cards 2
<b>DESCRIPTION</b>	Put Ls in pairs and give each pair one of the 2.2 Role cards 2 which contains a period role-card as well as four symptom cards. Ask them to write down what advice they would give to the patients. After ten minutes, have some pairs read out some of their solutions and discuss as a class what giving advice effectively entails.

<b>STAGE 3</b>	<b>Giving advice – Setting criteria together</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Expressing your opinion, negotiating the most efficient ways of giving advice
<b>ORGANISATION</b>	Pair work, whole class
<b>AIDS AND MATERIALS</b>	A large (preferably A1) sheet for the 2.3 Advice-poster, Blu-Tack

### TEACHER'S ACTIVITIES

1. Have a vote on which doctor gave the best advice and try to establish what that entails, i.e. what you have to keep in mind when giving advice to somebody about health.

Ideally, a good doctor would do the following things:

Identify the problem:

As I see it,...

Personally, I think that...

In my opinion,...

I'd say that...

Give a solution:

I suggest/recommend that you...

I think you should...

It would help you to...

Why don't you try...

Put a poster on the wall or on the blackboard and write these expressions on it, along with anything else that comes up in the group. You can use this poster in every activity where Ls have to give advice.

As homework, ask Ls to write a dialogue between a doctor and a patient using some of these phrases. Tell them they can adopt the attitude of any period they like.

### LEARNERS' ACTIVITIES

1. Allow some time for Ls to brainstorm ideas about expressions used to give advice, then discuss the results together.

Tell Ls that in the next lesson there will be a similar role play, except that then everybody will be a doctor and the symptoms will appear on cards. Therefore, make sure Ls write these expressions down in their exercise book as well so that they can have a look at them at home.

<b>STAGE 4</b>	<b>Alternatives – Jigsaw reading</b>
<b>TIME</b>	14 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Putting together a joke from jumbled pieces Reading short paragraphs about different alternative treatments Summarizing the content of a paragraph orally
<b>ORGANISATION</b>	Individual work, group work
<b>AIDS AND MATERIALS</b>	Blu-Tack, 2.4. History of medicine slips, 2.4 Handout – Alternatives 1-4

#### TEACHER'S ACTIVITIES

1. Tell Ls it's time you started talking about present-day alternatives but emphasize that these alternatives are rooted in ancient treatments. Tell them you are going to have a look at a joke to illustrate this point. Write these dates on the blackboard:

2000 B.C.  
1000 A.D.  
1850 A.D.  
1940 A.D.  
1985 A.D.  
2000 A.D.

Tell Ls they are going to see typical reactions to the problem of ear-ache at these different times. Elicit guesses for the first one, 2000 B.C., and then write "*Here, take this root.*" next to the date. Then stick the 2.4. History of medicine slips to the blackboard in random order.

Ask Ls about where each slip goes and move it there with Blu-Tack. When you reach "That antibiotic is artificial" for 2000 A.D., ask what kind of solutions have become widespread recently.

2. Give out the 2.4. Handouts – Alternatives 1-4 (you will need 4 copies of each type of the handout), draw Ls' attention to the joke at the top and tell Ls to read the main text of their handout, which is a paragraph about one form of alternative treatments.

#### LEARNERS' ACTIVITIES

1. Ls listen, in anticipation of a joke.

Ls make guesses about how ear-ache was cured in different periods.

Give Ls a couple of minutes to put the slips on the board next to the right date: a problem with the previous method and a new solution next to each date.

KEY: 2000 B.C. – (Here, eat this root.)

1000 A.D. - That root is heathen. Here, say this prayer.

1850 A.D. - That prayer is superstitions. Here, drink this potion.

1940 A.D. - That potion is snake oil. Here, swallow this pill.

1985 A.D. - That pill is ineffective. Here, take this antibiotic.

2000 A.D. - That antibiotic is artificial.

Perhaps someone will think of "Here, eat this root" as the solution in 2000 A.D. – if nobody does, write it on the board and wait for Ls to get the joke.

2. Ls read about one kind of alternative therapy. They should circle the key words or expressions as they read so that when they are finished, they can summarize their text to other students who are reading something different.

### TEACHER'S ACTIVITIES

3. Rearrange Ls in groups of four by asking who read about e.g. acupuncture and giving these four people a number from 1 to 4. Do the same with all therapies and then ask Ls to sit in the four corners of the room with their groups – all the 1s together, all the 2s etc. This way each group has all four therapies. Ask Ls to read the remainder of their handout, which is a gap-fill about the other three therapies, before they tell each other what they have read.

### LEARNERS' ACTIVITIES

3. Ls get into groups of four and read the gapped summary about the other treatments. When they are done, they take turns to tell the others in their group about what they have read so that everyone can fill in the gaps with a suitable word or expression. If a piece of information is not given by the speaker, Ls have to ask a question about it.

### VARIATION FOR LS WHO ARE LESS PROFICIENT IN SUMMARIZING TEXTS

#### AIDS AND MATERIALS

Blu-Tack, 2.4 History of medicine slips, 2.4. Alternatives 1-4

#### DESCRIPTION

If your Ls have less practice in summarizing orally what they have read, simply tell them to read out their paragraph to the others. If you feel you would need more control even with the reading, you might want to do the whole activity frontally so that only one person is reading at a time and not four Ls.

**STAGE 5** Things to do – Getting into groups and setting homework

**TIME** 6 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening to instructions  
Planning tasks and assigning them within a group

**ORGANISATION** Whole class, group work

**TEACHER'S ACTIVITIES**

1. Tell Ls these are the topics (the alternative treatments) they are going to research in this module. Put each A4 sheet with the name of a treatment on a separate desk and tell Ls to put their name on the sheet which has the name of the therapy they are most interested in. Make sure you have about the same number of students in each group.

Learners should collect information especially about:

- the history of the treatment
- some famous practitioners
- the main principles
- how it works in practice (taking medicine, doing exercises etc.)
- some cases where it was successful

2. With the whole class, elicit ideas about how to obtain information (Internet, library, current magazines such as *Elixir*, *Természetgyógyász*, *Ideál*, acquaintances etc.). Point out that there will be no written homework at the end of each lesson but from now on they should spend some time every day researching information for the project in the ways described above.

Remind Ls of the homework for the next lesson: writing a doctor-patient dialogue like the one they acted out in the role play.

**LEARNERS' ACTIVITIES**

1. To get the research process started, encourage Ls to ask questions of the others in their group, something connected to that therapy they would be interested in. Emphasize that it isn't a problem if Ls can't answer the questions at this point, they should simply note it down so that they can do some research on it later.

2. For the next lesson, Ls should determine how to share the workload so that everyone does some research and preparation for the final lesson.

### LESSON 3: ALTERNATIVES

#### AIMS OF THE LESSON

- Further practice giving advice
- Listening to informal English about alternative healing
- Speaking about psychological reasons for bodily symptoms
- Formulating main principles and advantages of the treatment

#### MATERIALS AND RESOURCES

L's homework, 2.3 Advice poster; 3.3. Recording, 3.3. Handout

#### STAGE 1 What have you got? – Checking homework

**TIME** 5 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Reading and evaluating peer homework  
Practising giving advice

#### ORGANISATION

Pair work

#### AIDS AND MATERIALS

Ls' homework, 2.3 Advice poster

#### TEACHER'S ACTIVITIES

1. Tell Ls to swap exercise books with their partner and read the other's homework, underlining the expressions that s/he used to give advice and state his/her opinion. Ask them to comment on their partner's homework, mentioning what they liked about it and where it could be improved. Put the 2.3 Advice poster from lesson 2 on the board or on the wall for reference.

#### LEARNERS' ACTIVITIES

1. If Ls find another good expression used to give advice, they should add that to the poster.

<b>STAGE 2</b>	<b>Words, words, words – Pre-teaching vocab for the listening.</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Explaining words in English Listening to new words Pronouncing new words accurately
<b>ORGANISATION</b>	Individual

### TEACHER'S ACTIVITIES

1. Tell Ls you know they have lots of things to do so you don't want to make them read a book on alternative treatments – instead you got someone read it for them and they're going to listen to her summary soon. She tried to keep it as simple as possible, but still there might be some new words which you should go through first. Write these words randomly on the board, covering the whole of it:

complain  
a warning signal  
painkiller  
the root of something  
far-fetched  
responsibility  
to ease your burden  
be fed up with something  
get rid of something  
avoid something  
insomnia

Now read out the following definitions for each word or expression, asking Ls to write them down in the correct order. (The order you put them on the board was the order they occur in the text, the definition order is basically alphabetical order).

### LEARNERS' ACTIVITIES

1. Ls listen to you and have a look at the words on the board, trying to recall whether they have encountered any of them before.

Ls write down the number of the definition and the correct word or expression next to it.

### TEACHER'S ACTIVITIES

- 1 – something that tells you that something bad is about to happen
- 2 – stay away from somebody or something, or prevent sth from happening
- 3 – bored annoyed by something that has gone on too long
- 4 – say that something is wrong and you don't like it
- 5 – difficult to believe, not likely to be true
- 6 – to throw away something you don't need anymore
- 7 – inability to sleep at night
- 8 – medicine used to make pain less intense
- 9 – something that is your job to deal with
- 10 – the cause or origin of something bad
- 11 – make something difficult and unpleasant less difficult, easier

### LEARNERS' ACTIVITIES

#### KEY:

- a warning signal
- avoid something
- be fed up with something
- complain
- far-fetched
- get rid of something
- insomnia
- painkiller
- responsibility
- the root of something
- to ease your burden

<b>STAGE 3</b>	<b>What Your Illness Is Telling You... – Listening comprehension</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening to a longer text in informal English Applying an approach in practice Speculating reasons for different illnesses
<b>ORGANISATION</b>	Individual work, pair work
<b>AIDS AND MATERIALS</b>	3.3.Recording; 3.3 Handout

#### TEACHER'S ACTIVITIES

1. When you play the 3.3 Recording for the first time, ask Ls to listen out for the title of the book, the main idea in it, and the girl's opinion about it.

Transcript:

“Well, I've just finished reading this book called *What Your Illness Is Telling You* or something like that... My mum gave it to me when I complained to her like, you know, for the tenth time about my back – it can hurt really bad these days. The idea behind the book is that all illnesses have got some sort of psychological or mental reason behind them, so when you've got a headache for instance, then basically your body is sending you some sort of warning signal that... you know... something has gone wrong. That's why it's not enough to deal with the symptoms, so if you take a painkiller and the headache is gone it doesn't mean you're OK... You must find what causes your problem, the root of it so to say, and do something about *that* – and then the headache just disappears. And I don't know... Now that I've read it, it seems sort of natural to me, I mean it's not far-fetched at all, no tricks in it I think... The whole thing is pretty symbolic if you see what I mean, so to come back to my backache for instance, the book says it's a sign of too much responsibility and too little support, too many things to do and so on, which, you know, is absolutely true in my case, with this new job and everything...”

#### LEARNERS' ACTIVITIES

1. Title: *What Your Illness Is Telling You* (or something like that)  
Main idea: All illnesses have got psychological/mental reasons  
Girl's opinion: Accepting but sometimes somewhat critical.

## TEACHER'S ACTIVITIES

And then it says that what you have to do is well, that's not difficult to guess, so ease your burden a bit, do a bit less of everything and get more support! Sounds logical to me. Another thing I liked was about catching a cold, the book says it's like you're fed up with something and you don't want to communicate with anyone, which I think sounds all right because you actually can't, especially if you have no voice... So what you have to do if you catch a cold next time is spend more time on yourself, try to find what it is you've had enough of and try to get rid of it, basically... And in the future, avoid doing things you don't believe in or don't enjoy because sooner or later it will want to come out somehow.

What I loved about the book is that it talked about my mum's problem as well! You see, she has problems sleeping these days and I found "insomnia" in the book, that's sleeplessness basically and I read it and it said insomnia means you've got a false self-image, so you focus on who you'd like to be and not on who you actually are, so you've got this very strong self-control and you're sort of afraid of the night and dreams, because in dreams you must give up this control and the "real you" comes to the front... Well, my mum wasn't very happy about what *her* illness is telling her and she said I don't have to believe everything I read... But it was in her book, you see. So I told her to learn to accept herself because I like her just the way she is."

2. Distribute the 3.3. Handouts and tell Ls to read through the chart they will have to complete. Check whether there are any words on the handout they don't know, then play the tape again.
3. Ask your Ls whether they liked the approach and whether they think there's some truth in it. Then tell them to look at the list of symptoms/illnesses at the bottom of the page in pairs and try to give a psychological reason that might be behind each. After a few minutes, read out the symptoms you find most interesting and ask Ls what they have come up with for them. You might even have a vote about the solutions they like best.

## LEARNERS' ACTIVITIES

2. KEY: 1 – backache  
2 – too much responsibility, too many things to do, too little support  
3 – you're fed up with something, don't want to communicate, you've got something inside you that shouldn't be there and it tries to come out  
4 – spend more time on yourself, find out what it is you've had enough of and stop it  
5 – sleeplessness/insomnia  
6 – learn to accept yourself

**STAGE 4** This is us! – Formulating main principles

**TIME** 12 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Assessing what the group has achieved so far  
Putting down in writing the main principles of an alternative treatment

**ORGANISATION** Group work

#### TEACHER'S ACTIVITIES

1. Tell Ls to get into the groups of four based on the alternative treatments. Ask them to think about what they have got to know so far in connection with their treatment. Put special emphasis on the main principles, pointing out that they will have to stick to these principles when presenting a solution to the symptom cards at the last lesson, like the girl in the listening did.

For homework, apart from continuing the research, tell Ls to collect three reasons why anyone should choose their therapy in preference to other therapies.

#### LEARNERS' ACTIVITIES

1. Ls discuss what they have found out about the aspects introduced at the end of the previous lesson (history, famous practitioners, successful cases, basic principle, how it works in practice) and set themselves further tasks to fill in the gaps in their knowledge about the treatment.

## LESSON 4: PROBLEMS AND SOLUTIONS

### AIMS OF THE LESSON

- Speaking about the characteristics of a treatment
- Writing symptom cards and providing suggestions for them
- Writing a letter that introduces a treatment

### MATERIALS AND RESOURCES

4.2 Handout – As I see it..., 20 blank slips of paper for the symptom cards – same size as the cards in 5.2, 2.3 Advice poster; 4.4 Template

### STAGE 1 20 Questions: Who am I? – Warmer

**TIME** 5 mins

### SKILLS AND COMPETENCIES IN FOCUS

Asking yes/no questions

### ORGANISATION

Whole class

### TEACHER'S ACTIVITIES

1. Tell Ls you're actually a very famous person in the disguise of their English teacher and they can ask you 20 yes/no questions to identify you. If they manage to do so, you'll stay for the rest of the class – if not...well, they don't want to know.

### LEARNERS' ACTIVITIES

1. Ls ask you questions to find out who you are. (Harry Potter, the main character of J. K. Rowling's series of books about the wizarding world that is threatened by the evil Lord Voldemort, who killed Harry's parents (famous and good magicians). When tried to kill Harry, the curse rebounded on him and took his power away for a long time, leaving Harry with a lightning bolt-shaped scar on his forehead.) It would be important to establish around question 5-6 at least that you are a character from a book and a film, not a real person.

<b>STAGE 2</b>	<b>Who said that? – Matching suggestions to treatments</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading different solutions to a problem and matching these with approaches Arguing for your choice
<b>ORGANISATION</b>	Individual work, group work
<b>AIDS AND MATERIALS</b>	4.2 Handout

### TEACHER'S ACTIVITIES

1. Ask Ls what they think your (i.e. Harry Potter's) greatest problem is concerning your/his health. (Touch your forehead if they have no idea.) Then tell them you've been to many doctors but you've mixed up who said what and you need their help. Call out the names of the four groups (acupuncture, colour therapy, herbology and homeopathy) and number their members from 1 to 4. Then tell all the 1s (2s, 3s, 4s) to sit together. Give out the 4.2 Handout and ask someone to read out the problem if you think this is necessary. Then tell Ls to read the four suggestions and match them with the appropriate treatment. Ask the representative of each treatment to talk about their solution saying "N° 3 is ... because it is based on ...", relying on the basic principles they laid out at lesson 3.

### LEARNERS' ACTIVITIES

1. KEY: 1 – herbology  
2 – acupuncture  
3 – homeopathy  
4 – colour therapy

<b>STAGE 3</b>	<b>Your problems – our solutions! – Recommendations for the class’s health problems</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing symptom cards based on previously seen examples Reacting to symptoms Comparing different solutions for the same problem
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	20 blank slips of paper for the symptom cards – same size as the cards in 5.2, 2.3 Advice poster

#### TEACHER’S ACTIVITIES

1. Keep Ls in the same groups. Tell them to collect 8 symptoms that haven’t yet been mentioned in class and ask them to write them on the slips of paper you distribute. Encourage Ls to personalize the symptom by saying who suffers from it to make it more fun, as they saw in the previous activity.
2. After five minutes or so, tell Ls to stop and swap their cards with another group. Tell them to have a look at the symptoms one by one and react to them as practitioners of their own treatment. (The idea is that Ls do not focus exclusively on their own therapy but are constantly exposed to the principles and the vocabulary of the others, too.) Walk around and monitor the activity, making sure that Ls are using the list of expressions for giving advice you have jointly put together (it is a good idea to put the 2.3 Advice poster on the wall again).

#### LEARNERS’ ACTIVITIES

1. Ls collect symptoms not yet discussed and try to create a character connected to the symptom.
2. Ls swap cards and try to come up with a suggestion to their five new symptoms which is in line with their main principles. Listening to the other solutions, Ls will probably get a clearer idea about the differences between these four treatments. They don’t have to write down these suggestions as the final counselling will also happen orally.

#### VARIATION FOR LEARNERS LESS PROFICIENT IN SPEAKING

<b>AIDS AND MATERIALS</b>	20 blank slips of paper for the symptom cards – same size as the cards in 5.2, 2.3 Advice poster
<b>DESCRIPTION</b>	If your Ls are not willing to speak for a long time, tell them to make notes about their solutions. If there are only one or two groups (or people), stay near them and ask them to tell you about a problem and its solution based on their notes. If you adopt this version with the whole class, stop the activity a little earlier and ask each group to tell the other about a problem and a solution, using their notes as the basis of their talk.

<b>STAGE 4</b>	<b>We are the best! – Letter writing</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing a letter introducing a newly opened clinic
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	4.4 Template – Dear Residents!

#### TEACHER'S ACTIVITIES

1. Tell Ls to arrange themselves in their therapy groups and ask them to imagine that they have just opened their new clinic and they want to write a letter to the people living in the neighbourhood, who don't know much about alternative healing, advertising their services. Distribute the 4.4. Template and spend a couple of minutes going through it, answering questions as they arise. Tell Ls to take out the list of their main principles and the reasons for choosing their treatment and use these as the basis of this letter. Collect the letters and take them home for correction where necessary.

As homework, ask Ls to revise what has been said about the four therapies since they are going to pick the name of a treatment at the beginning of the next class and will have to act as a representative of that treatment throughout the whole lesson. Refer them back especially to their completed Alternatives handout from lesson 2 as well as the 4.4 Handout

#### LEARNERS' ACTIVITIES

1. In their therapy groups and prompted by a template, Ls write a letter to the residents of their neighbourhood in which they advertise their newly-opened clinic.

## LESSON 5: THINK YOU SHOULD...

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ Practice giving advice and suggesting solutions to health problems</li> <li>■ Evaluate alternatives and vote on the best one</li> <li>■ Self- and peer-evaluation</li> </ul>
<b>MATERIALS AND RESOURCES</b>	Ls' corrected letters from the end of Lesson 4, 5.1 Group name slips, 5.2 Symptom cards (four times five), 2.3 Advice poster, 5.2 Student evaluation sheet, 5.2 Teacher evaluation sheet; 5.4 Mood cards (16 copies), Blu-Tack
<b>STAGE 1</b>	<b>Here we are! – Reading the introductory letters</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading letters produced by peers
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	Ls' corrected letters from Lesson 4

### TEACHER'S ACTIVITIES

1. Before the lesson, put the four letters from lesson 4 on the wall and now ask Ls to walk around and read them, noting down any new information they encounter.
  
2. Then go around with a cap or a box with the 5.1 Group name slips in it and tell Ss to take a slip. Then arrange Ls in four groups in a way that there is a representative of each therapy in each group

### LEARNERS' ACTIVITIES

1. Ls walk around the classroom, reading the letters introducing the clinic of the four therapy centres. As they are just about to pick a therapy to work with on this final lesson, they are bound to pay attention to whatever they had not known before about the treatments.

<b>STAGE 2</b>	<b>As I see it... Part Two – Reacting to the symptom cards</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reacting to symptoms in line with an alternative treatment Listening to and evaluating peers
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	5.2 Symptom cards, 5.2 Student evaluation sheet, 5.2 Teacher evaluation sheet, 2.3 Advice poster

#### TEACHER'S ACTIVITIES

1. Give a set of the 5.2 Symptom cards to each group. Tell them they have five minutes to deal with each card: one minute to read it and think about what advice they are going to give, then four times one minute to listen to all the four alternatives in their group. Distribute the 5.2 Student evaluation sheet and make sure Ls know how to complete the chart.

Walk around and monitor the activity, trying to complete your evaluation sheet (5.2) for as many Ls as you can, focusing on the weaker ones. This will be very useful in the evaluation.

#### VARIATION FOR LEARNERS LESS PROFICIENT IN SPEAKING

<b>AIDS AND MATERIALS</b>	5.2 Symptom cards, 5.2 Student evaluation sheet, 5.2 Teacher evaluation sheet, 2.3 Advice poster
<b>DESCRIPTION</b>	Just like in 4.3, you can give more time for Ls to take notes and then make them talk on the basis of these notes, even reading out whole sentences. You might want to reduce the number of symptom cards to four or even three if you choose this latter option.

#### LEARNERS' ACTIVITIES

1. Ls read and react to the symptom cards one by one. They process the information, then based on their notes and the Advice poster they give a one-minute talk to their group about how they would cure that problem. Those Ls who are listening have to fill in a chart in which they evaluate the speaker, focusing on positive things.

It is a good idea to let Ls see your evaluation sheet has the same format as theirs and that you are actually going to compare your views.

<b>STAGE 3</b>	<b>The End – Evaluation</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Making positive remarks about peers orally Evaluating self and others in the class
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	5.2 Student evaluation sheet, 5.2 Teacher evaluation sheet, 5.3 Mood cards

#### TEACHER'S ACTIVITIES

1. Rearrange Ls in a semi-circle and call on them in random order to mention something positive about someone in their group (who has not been praised yet) based on their evaluation sheet. Collect the 5.2 student evaluation sheets for future reference at the end.
2. Ask Ls to reflect on the whole project and show them the 5.3 mood cards, explaining their meaning briefly. (☺ or sunny sky – They enjoyed the project, ☹ or some clouds – The project was alright but they can imagine something better, ☔ or rain and clouds – They didn't really enjoy the project.) There is not much difference e.g. between ☺ and the sunny sky but this way Ls can choose the card they like most. Give them some time to think it over, then put the three piles of cards on your desk (☺ and the sunny sky go to the same pile) with some Blu-Tack next to them and ask Ls to put one card on the board/door. Be the first to put your own mood card on the board/door. Then have a look at all the cards with your class and end the lesson and the module on a positive note or, if the feedback is negative, ask Ls what they didn't like and how they could improve those things.

#### LEARNERS' ACTIVITIES

1. Ls evaluate each other focusing on positive things. Now and then you might take the floor looking at your evaluation sheet, to emphasize that you really are using the same criteria and to ensure that everyone gets their share of praise and encouragement in the course of the evaluation. Ls are unlikely to come up with positive things about weaker students, so use your notes here to praise these Ls as well.