

How much water should we drink? (teacher's notes)

1. Lead in 2 mins

Aims: to introduce the topic.

Procedure: Write on the board H₂O. Ask students what springs to mind when they hear the word 'water'.

2. Warm-up (Activity 1) 8 mins

Aims: to break the ice and generate the interest in the topic.

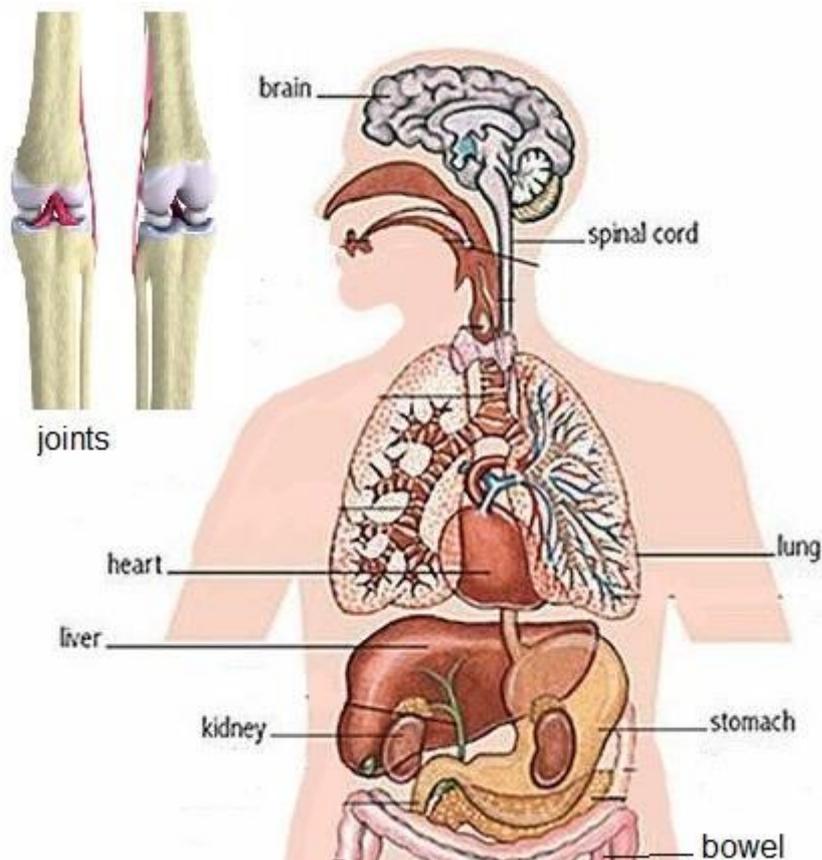
Procedure: Ask students to discuss the questions in pairs. Change partners and let them discuss them the most controversial questions with they haven't agreed about with the previous partner.

3. Vocabulary work (Activity 2) 10 mins

Aims: to revise and learn topic-related vocabulary

Procedure: Ask students label the parts of the body. If students have difficulties, write the words on the board and ask to match with the picture. Check open class.

Key:



Then the students should make a list of health problems, compare with their partners and read the definitions and match with the names.

Key:

- 1) a serious disease that is caused when cells in the body grow in a way that is uncontrolled and not normal, killing normal cells and often causing death. (cancer)
- 2) a problem with some mental abilities, such as remembering (cognitive impairment)
- 3) involuntary, forceful expulsion of the contents of one's stomach through the mouth. (vomiting)
- 4) a pain you feel inside your head. (headache)
- 5) a disease in which the body cannot control the level of sugar in the blood. (diabetes)
- 6) a sudden failure of the heart. (Seizure)
- 7) a sudden change in the blood supply to a part of the brain, sometimes causing a loss of the ability to move particular parts of the body. (stroke)

4. Listening for gist (Activity 3) 5 mins

Aims: to practice listening for gist

Procedure: Ask students to watch the video and answer the questions.

Play the video: <https://www.youtube.com/watch?v=9iMGFqMmUFs>

Key:

- 1) How much water is it advised to drink? (2.5 – 3.7 liters for men and 2-2.7 for women)
- 2) Problems with healthy (detailed discussion of this question is in activity 4)

5. Listening for specific information (Activity 4) 5 mins

Aims: to practice listening for specific information

Procedure: Ask students to listen to the video and complete the table.

Play the video: <https://www.youtube.com/watch?v=9iMGFqMmUFs>

Key:

Dehydration	Overhydration or hyponatremia
Causes a great decline in 1 energy , 2 mood , 3 skin moisture , and 4 blood pressure	The over-hydrated brain 6 slows or completely stops the release of antidiuretic hormone causing cells to 7 swell .
Also cognitive impairment.	Water intoxication causes 8 headaches , and 9 vomiting
The dehydrated brain works 5 harder to do the same task.	In extreme situation of water overconsumption even 10 seizure or 11 death may occur.

5. Vocabulary work (Activity 5) 5 mins

Aims: to pre-teach the blocking vocabulary

Procedure: Ask the students to read the sentences and choose the meaning of the underlined words. Check the task open class.

Key:

- 1) When he was riding a bike, he fell down. Fortunately, the soft grass cushioned his fall. b) to make the effect or force of something softer.
- 2) Children need plenty of good fresh food to nourish them. (c) to provide people with food in order to make them grow and keep them healthy.
- 3) It was so hot when we arrived in Tripoli that we started to sweat as soon as we got off the plane. Soon his T-shirt was wet. (b) to pass sweat through the skin because you are hot, ill, or frightened.
- 4) Joseph knew that he'd have to replenish his stock of food before he set out on the trail again. (a) to fill something up again.
- 5) We need to cut down on our fuel consumption by having fewer cars on the road. (a) the amount used or eaten.
- 6) Coal power stations release a great amount of sulphur dioxide into the atmosphere. (b) to allow a substance to flow out from somewhere.

6. Listening for detail (Activity 6) 7 mins

Aims: to practice listening for detail.

Procedure: Ask the students to watch the video again and answer the questions.

Pre-teach: to lubricate, to nourish, to sweat, to replenish

Play the video: <https://www.youtube.com/watch?v=9iMGFqMmUFs>

Key:

- 3) How much water does an average human body contain? (55-60% depending on location, fat index, age and sex)
- 4) What role does water play for humans? (It works to cushion and lubricate joints, regulate temperature and nourish the brain and spinal cord)
- 5) Everyday humans lose two or three liters. How? (through sweat. Urine, bowel movement, even breathing)
- 6) How work of kidneys signal the lack of water? (aquaporins are created to absorb and retain more water, leading to concentrated and dark urine)
- 7) On a normal day to day basis, what does water consumption depend on? (on our weight, environment, sex, a range is pushed up or down if we are healthy, active, old or overheating)
- 8) Apart from water what else can supplement liquid intake? (other beverages and food)
- 9) What are the long term benefits of a well-hydrated system? (it can lower the chance of stroke, help manage diabetes, reduces the risk of certain types of cancer)

7. Follow - up discussion (Activity 6) **5 mins**

Aims: to provide free speaking practice and apply new vocabulary in the discussion

Procedure: Ask students to discuss the questions in pairs.

8. Sum up **3 mins**

Put errors on the board or whiteboard and let students correct them.

Summarise the lesson and tell students what results they have achieved (Now you can ... After our reading and speaking lesson you will be able to....). Ask them if they have any questions.

8. Homework

Give students the links and ask to learn more about topic:

How water influences people's lives - <https://prezi.com/l8cbhzwxyowi/how-do-water-bodies-affect-where-and-how-people-live/>

IELTS writing - <http://ielts-simon.com/ielts-help-and-english-pr/2011/12/ielts-writing-task-1-graph-and-table-essay.html>