

Unit 9: Health

Lesson 9.1: Reading and understanding writing

Part 1: Introducing the topic

Task 1

When introducing this activity, tell students that they can do this activity even without knowing what the words mean. They should look for any clues within the word to try and work out its meaning (e.g., *imager*, *general speech*). When the students have completed the activity by themselves, they should check with a partner. Then take class feedback.

Task 2

Again, some students may feel a bit 'out of their comfort zone' with this activity. However, if they follow the stages logically (you may need to guide them through it), it is relatively straightforward. Students should attempt the activity by themselves, initially, and then check their answers with a partner. Together they should come up with a joint set of answers before taking class feedback.

If students do not know the meaning of any of the words, encourage them to ask other members of the class who might. You can let them use dictionaries, but if they do this, it should be an English–English one.

Answers

Primary healthcare	Secondary healthcare	Tertiary healthcare
family doctor general practitioner physiotherapist pharmacist nurse	cardiologist speech therapist medical imager midwife psychologist psychiatrist	cardiac surgeon neurosurgeon plastic surgeon burns specialist

Part 2: Preparing for the text

Task 3

Elicit/pre-teach what is meant by *high/medium/low human development* (they are categories created by the United Nations to describe the economic and social situation of a country). Ask students to say/guess the meaning of the different measures (*mortality = death; maternal = mother; sanitation = toilets; tuberculosis = disease which usually affects the lungs*).

As with the tasks above, students may initially be a little nervous about this activity, considering it to be difficult. With their partner, they should make their best guess based on the information in the table and their own world knowledge. Present the answers to the whole class. Ask them to say which of the data they were surprised by and why.

Answers

Measure	Norway (high development)	Egypt (medium development)	Angola (low development)
under age 5 mortality rate (/1000 births)	3	24	157
maternal mortality rate (/100,000 births)	5	33	477
access to improved water source (%)	100	99	49
access to sanitation (%)	100	95	52
prevalence of tuberculosis (/100,000 population)	10	26	490
public health expenditure (% of GDP)	9.6	5.1	3.8

Task 4

This could also be done as a class discussion activity if you think your students may find it difficult to do. While there are no specific answers that need to be provided, some of the points which might be provided in feedback are as follows:

- Medium and high development countries are close together in many of the measures, while low development countries are a long way behind.
- Rich countries spend not only more money on health, but a higher percentage of GDP on health.
- The difference in some indicators, e.g., tuberculosis, are massive between rich and poor countries.

Part 3: Reading the text

Task 5

Note: This text is also available as a downloadable audio file (Track 9) at garneteducation.com/caw.

Students will need about 6–8 minutes to read this text. Emphasize that they should not get stuck on difficult words, but should try to work out their meaning from the context or ignore them.

Part 4: Understanding the text

Tasks 6 and 7

These questions could be done together and should take around 5–6 minutes to do. In feedback, you might also talk about the specific reading skills that are being practised in Task 6 (i.e., scanning, which is useful for many English exam situations).

Answers

- OECD = Organization for Economic Co-operation and Development – group of rich countries
 - GDP = Gross Domestic Product (the amount of money a country raises in a year)
 - International Non-Governmental Organizations (i.e., charities)
- 2000 = the year that the MDGs began
 - 10 = the approximate percentage of GDP which Norway spends on health
 - 25 = the recommended percentage of time which Von Genschler (2012) says doctors should spend in the public sector.

Answers

- Although there were some major successes (*Millions of people have benefited from these goals.*), there were also many challenges – *huge problems still remain, even despite these achievements.*
- It has to be invested in a ‘smart’ way – a targeted way – whereby the maximum benefit can be obtained for the investment.

Task 8

Explain to students that for these questions, they will need to use their own knowledge and use the information in the text to make reasonable predictions about the questions. This is called ‘making inferences’, and is a very important technique in academic reading, as well as in some exam situations. Before starting this activity, brainstorm with students what they can remember about the use of sources from the previous unit.

Answers

- The wages are lower, the facilities are not as good, and there are fewer opportunities.
- The doctors who work there may be more persuasive, and many countries like to appear modern. The best way of doing this is through a well-resourced tertiary sector.
- UNDP (2014) – data to show that OECD countries invest a lot of money in their health systems
Atkinson (2014) – to support the idea that the best rate of return is in primary care
Von Genschler (2012) – recommends that developing countries should make it mandatory for doctors to spend 25% of their working lives working in the public sector
World Bank (2015) – data to show that in Angola only around half the population drink clean water and have sufficient toilet facilities
Robinson (2011) – people in poor communities may be sceptical or even suspicious of new infrastructure

Part 5: Understanding the writing point

Task 9

A good way to present this activity would be to ask students to try to answer these questions initially without looking back at the essay. Once they have thought about this, they can go back to the essay and develop/complete their answer. Students may find this

tricky, so ensure that they do check their answers with a partner before you take class feedback.

When giving class feedback, it would be good to direct students towards the specific parts of the text which show these answers. If you can, have the essay up on the board on a screen. You do not necessarily need to go into very specific levels of detail in feedback at this stage, as students will have the opportunity to read about this type of essay in Task 10.

Answers

1. The quality of public healthcare in developing countries.
2. That there are ongoing challenges in the provision of healthcare in developing countries, even after improvements arising from the MDGs.
3. The fields of economics, personnel and public health.
4. **Economics** – increasing expenditure in this sector, but this must be targeted in a ‘smart’ way (e.g., in primary care); **personnel** – pay higher salaries or make medical staff work some of the time in the public (not private) sector; **public health** – better infrastructure and education.
5. Introduction/Problem 1 and possible solutions/Problem 2 and possible solutions/Problem 3 and possible solutions/Conclusion.

Task 10

Once students have had a chance to read through, to check that they have understood the key points, ask them to close their books. Then write the following terms on the board – in pairs, students should discuss how each is relevant to a problem-solution essay: *block*, *chain*, *IELTS* and *specific issue*.

Part 6: Checking your understanding

Task 11

How you do this activity will depend on the levels of knowledge about the topic within your class. If they have lots of ideas, it could be done as a pair or small group activity; if they do not have much background knowledge, do it as a class discussion activity. You may need to do some research to provide some additional information about each topic. The purpose of the activity is just to get the students thinking in general about the topic. The task which follows will be more specific and focused.

Task 12

In this activity, students should be direct and to the point. This is not the time to go into lots of detail – this opportunity will be available in the next lesson. The purpose here is to create the general outline of a problem-solution essay. If students are finding this difficult, they can do as a pair rather than individually. When they have completed the task, they should compare in small groups.

Lesson 9.2: Vocabulary, grammar and practising writing

Part 7: Recapping the last lesson

Task 13

Ideally, you will have 5–10 minutes for this activity, since it is important for students not only to discuss their work and give their feedback, but to actually try to use this feedback and make changes to their writing. At the end of this activity, you might ask 2–3 students to summarize the changes which they have made, and why.

Part 8: Understanding the grammar points

Task 14

To help students do this activity, ask them to try to imagine a situation where all of the statements were true – can they think of an example? If they can, then the statement may be true, but if they cannot think of an example, then it is probably false.

Students can compare their answers with a partner, but do not give class feedback at this stage. They will get this information in the next task.

Task 15

There is quite a lot of information to process here, so you may need to clarify some of the points. To test the usage of the specific modal verbs found in the box, you could describe the modal verb function, and the class has to shout out the correct modal verb (e.g. you say *to talk about a general ability in the past*, and the class should say *could*).

Task 16

Give students a strict time limit for this activity of 2 minutes. This will help to focus their attention on the task. Encourage them to try to find at least five different examples. When they have done this, students should compare their answers in pairs and identify their use. Ensure you take class feedback and explain at least one example of each modal verb.

If you have time (or as homework), ask students to write sentences which show their understanding of each modal verb.

Sample sentences from the text containing modal verbs

- Much of the credit for this **should** be given to the Millennium Development Goals ...
- Countries **cannot** just be 'spendaholics' and pump money into the system.
- Since being a doctor is a highly skilled profession, many **may** go overseas or else **might** work in private facilities ...
- This **can** be particularly problematic in rural areas.
- The solution to this is clear: for things to improve, more money **must** be directed to this sector.
- Paying higher salaries or providing more benefits **could** be a way of doing this ...

Part 9: Understanding the language point

Task 17

One way of introducing this activity is to ask students to shut their books and elicit the meaning (and examples) of *suffix*. You might refer back to the previous unit on prefixes as a way of doing this. You might also provide an example of a suffix for a noun, verb and

adjective, and then get students to suggest others. They can then open their books and see for themselves.

Before students do the task, you might do one example collectively (e.g., for *~archy*) so that it is clear what they have to do. They will probably need 4–5 minutes for this activity. Go through the whole table together in class afterwards to ensure that they fully understand.

Answers

Suffix	Meaning	Example(s)
~archy	rule, leadership	monarchy (rule of a king or queen)
~cracy	political system, government	democracy (rule by the people)
~dom	state/situation	freedom (state of being free)
~graph(y)	writing, study of	geography (study of the Earth)
~holic	love, addiction to something	spendaholic (addiction to spending)
~ism	ideology, belief, system	capitalism (economic system based on capital, i.e., money)
~less	without, lacking	defenceless (without any defence)
~metre/~meter	unit of measurement	kilometre (1,000 metres)
~wards	direction	backwards (reverse direction)
~where	place	anywhere (in any place)

Part 10: Creating your own text

Task 18

Encourage students to choose the paragraph which they think they know most about and which they could write about best. They will need at least 15 minutes to write this properly, so ensure you have sufficient time to do this, otherwise it may be best to do as a homework activity. You should monitor the students in their writing, paying special attention to weaker students who may find this difficult. Encourage them to keep referring back to the information in Task 10 to ensure that they are writing an appropriate type of paragraph.

Part 11: Consolidation

Task 19

Once students have discussed together, take brief general feedback to ensure that all members of the class are clear about these key points. Where possible, try to get students to explain the points to each other, rather than you doing it. This could also be done as a piece of written homework as well.