

E2L Unit: Health

This unit can be used at any stage of the course; it does not assume knowledge of previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will take various health issues. These include: smoking, transplants, drug abuse, healthy eating, genetic engineering, famine, living in cities and the potential problems of working or studying in modern buildings.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>The Food Pyramid</u>					
<p>Describing healthy eating (writing)</p> <p>At the end of the activity, students should have:</p> <ul style="list-style-type: none"> practised descriptive writing discussed healthy eating/dieting. 	<p>Usage</p> <ol style="list-style-type: none"> exercise control of appropriate grammatical structures understand and employ a range of vocabulary demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling show an awareness of register in both formal and informal situations 	<p>This is a short lesson providing a visual prompt for a piece of descriptive writing. Students are asked to explain the Food Pyramid from information given in a diagram and by using the presentation of the diagram itself. Some discussion about healthy eating would be useful before beginning the activity.</p>	<p><u>Textbook resources</u></p> <p>Unit 7 of the COLP ESL series (Module 3) includes an activity in which students write about alternative forms of treatment to modern Westernised medicine, such as acupuncture. The visual prompt on page 115 could be used to generate some continuous writing, similar in style to that commonly featured in Part 3 of the Reading and Writing examination paper.</p>	<p><u>A speaking exercise</u></p> <p>You may like to use the oral examination Practice Card. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><link to Health lesson 1></p> <p><link to Health practice card 1></p>

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<u>Are steroids ever worth the risk?</u>					
<p>Listening to a speech (listening)</p> <p>At the end of the activity, students should have:</p> <ul style="list-style-type: none"> listened to a reasonably developed speech practised listening for specific information developed their understanding of the issue of drug abuse in sport by constructing pertinent questions. 	<p>Listening</p> <ol style="list-style-type: none"> understand and convey information understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes recognise implicit attitudes 	<p>Students listen to a speech given by a swimmer who took anabolic steroids to enhance her chances of success. She explains how she got involved in drug usage, how the steroids affected her and the reasons for stopping using them. Students' understanding is tested using two exercises: one which locates specific information, and another which seeks to develop students' abilities to ask relevant questions.</p> <p>Insert CD1, and play Track 8</p>	<p><u>Textbook resources</u></p> <p>As an introduction to IGCSE Listening exercises, the activities on page 83 of the COLP ESL series (Module 1) introduce students to talks (or speeches) and illustrate two different methods of testing understanding by locating specific information.</p>	<p><u>A writing exercise</u></p> <p>Imagine that you are Anna Petrova. You have just received a letter from an old schoolfriend who would like to come and stay with you for a few days. Your friend knows that you were a very good swimmer, and when you last saw her/him you were about to compete for your country for the first time. However, your friend is not aware that you have just admitted that you have used anabolic steroids.</p> <p>Write a letter describing what you have gone through since you saw your friend. Remember to write in an appropriate style. Write about 200 words.</p>	<p><link to Health lesson 2></p> <p><link to Health answer key 2></p>

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<u>The great couch potato debate</u>					
<p>Writing for a specific purpose (writing)</p> <p>At the end of the activity, students should:</p> <ul style="list-style-type: none"> • have practised writing for a specific purpose • be more familiar with a common examination question format utilised in Part 3 of the Reading & Writing paper • have reflected on their own television viewing and computer usage habits. 	<p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 4. show an awareness of register in both formal and informal situations 	<p>This activity offers practice at writing for purpose. Stimulus material is provided in the form of an imaginary parent's point of view on the 'couch potato syndrome'. This is intended to help define further what a 'couch potato' is and to initiate a class discussion. The lesson concludes with a writing task in which students consider the views of four imaginary commentators and consider these comments when forming their own views on the issue.</p>	<p><u>Textbook resources</u></p> <p>On page 65 of <i>International English</i>, Alderson and Aspinall explain to students how opinions are given by merging personal and factual writing. They use the theme of forming an environmental group, and employ imaginary alternative opinions to act as stimuli for a piece of extended writing.</p>	<p><u>A speaking and listening exercise - Debating the issue</u></p> <p>"This house proposes the motion that teenagers be invited by television companies to be actively involved in programme choice and content."</p> <p>Organise a class debate which considers the motion above.</p> <p>[PS: You may like to qualify the motion by restricting programming to daytime and early evening viewing, or to programmes intended for a teenage audience.]</p>	<p><link to Health lesson 3></p> <p>The UK Parents Online site has some useful pages on which a variety of current educational matters are debated. Go to http://www.parents.org.uk/index.html?debatein dex.htm&2 to view these debates. One of the debates covered is "Is school turning your child into a couch potato?" These pages invite users to contribute comments to a forum, but you may find it useful to print a variety of posted comments which you could then use in structuring your own class debate.</p>

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<u>An interview with a heart surgeon</u>					
<p>An interview with a transplant surgeon (listening)</p> <p>At the end of the activity, students should have:</p> <ul style="list-style-type: none"> • been familiarised with the interview format sometimes used in the Listening examination • practised listening for specific information • practised identifying implicit attitudes from a speaker's tone of voice • engaged with the issue of organ transplantation. 	<p>Listening</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. recognise implicit attitudes 	<p>Students listen to an interview with a heart surgeon. In the interview, the surgeon discusses the reasons for, and the advantages and disadvantages of, organ transplantation.</p> <p>Insert CD1, and play Track 9</p>		<p>Writing a formal letter (e.g. to a patient) explaining the advantages and disadvantages of a kidney transplant.</p>	<p><link to Health lesson 4></p> <p><link to Health answer key 4></p>

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<u>Food triggers</u>					
<p>Scanning for detail (reading)</p> <p>At the end of the activity, students should:</p> <ul style="list-style-type: none"> understand the principle of scanning for specific detail have practised scanning: a key skill tested in Part 1 of the Reading & Writing examination paper 	<p>Reading</p> <ol style="list-style-type: none"> understand and convey information understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes communicate effectively and appropriately 	<p>This activity offers practice at scanning for information by asking students to read an article which features three 'triggers' which may persuade us to eat more than we should. Students are directed to locate specific detail, and are encouraged to do this quickly and accurately.</p>	<p><u>Textbook resources</u></p> <p>On pages 12 and 13 of their book <i>International English</i>, Alderson and Aspinall offer practice at scanning for information, especially when it is presented as a mixture of words and data (such as figures and tables).</p>	<p><u>Writing exercise</u></p> <p>Ask students to read the article again and to think of their own experiences of indulging in over-eating. Now ask them to complete the following task:</p> <p>You are the 'Agony Aunt' working for a local newspaper and you have received a letter in which the writer has asked for your advice about how to eat less.</p> <p>Write your reply.</p> <p>Remember that you are not just writing to one person: as the letter is going to be printed in the newspaper, you should make sure that your advice is useful to as many people as possible.</p>	<p><link to Health lesson 5></p> <p><link to Health answer key 5></p> <p>If you would like to extend this theme of food triggers, there are more articles at: http://goodhousekeeping.women.com/gh/diet/nutrition/57nutr21.htm, including how the change of season and the amount of sleep can affect how much we eat.</p>

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<u>Discussing famine</u>					
<p>Developing oral vocabulary (speaking)</p> <p>The group as a whole is asked to evaluate the performance of the pair. In particular:</p> <ul style="list-style-type: none"> • Was the presentation clear readily understandable, using a vocabulary that was precise but not unnecessarily complicated? • Were technical terms avoided unless essential for understanding? When used were they used accurately? • Where opinions were expressed, was the language simple and clear? • Were the questions clearly expressed and relevant? 	<p>One of the pairs listening to the presentation(s) is asked to give an assessment of the performance, using the assessment criteria (vocabulary column) as a guide.</p> <p>The teacher adjudicates on the performance and on the assessment.</p>	<p>The focus of this activity will be on vocabulary development.</p>		<p>Class discussion on the problems of dealing with topics where a certain amount of factual information is required.</p> <p>The teacher emphasises that linguistic skill, not knowledge, is being tested, but that some topics require some knowledge of the subject in order to provide a basis for discussion.</p> <p>Reassurance is given that an assessment card of this type would not be chosen unless the Examiner knew that the candidate was likely to possess at least some knowledge of the subject.</p>	<p><link to Health lesson 6></p>

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<u>Preventing the uptake of smoking by young people</u>					
<p>Understanding note making (writing)</p> <p>At the end of the activity, students should have:</p> <ul style="list-style-type: none"> • practised using their own (linking) words and phrases to form sentences. • been made aware of the processes involved in note making. • considered factors which may or may not influence young people to take up smoking. 	<p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 4. show an awareness of register in both formal and informal situations 	<p>This activity invites students to examine the process of selecting detail from an article in note-form: the challenge is to <i>produce</i> an article based on a set of ten notes. It is a difficult task, more suitable perhaps for higher ability students. The notes given relate to a specific theme and students are given the title - ensuring that they attempt to write a cogent article.</p>	<p><u>Textbook resources</u></p> <p>On page 42 of <i>Success International</i> Marion Barry offers students practice at identifying relevant parts of a text for note-taking purposes. This is a short pair-based exercise and may be useful in introducing this activity.</p>	<p>A speaking exercise</p> <p>You may like to use the oral examination Practice Card. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><link to Health lesson 7></p> <p><link to Health answer key 7></p> <p><link to Health practice card 7></p> <p>There are a number of useful anti-smoking articles at: http://quitsmoking.about.com/health/quitsmoking/library/weekly/mprevis.htm.</p> <p>These may be modified and used for comprehension exercises, but are also well-suited for initiating further discussion on aspects of smoking.</p>

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<u>To clone or not to clone?</u>					
<p>Listening to a discussion about genetic engineering (listening)</p> <p>At the end of the activity, students should have:</p> <ul style="list-style-type: none"> • practised identifying speakers' contrasting attitudes • practised listening to more than one speaker in a discussion • engaged with the issue of genetic engineering. 	<p>Listening</p> <ol style="list-style-type: none"> 1. recognise implicit attitudes <p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 4. show an awareness of register in both formal and informal situations 	<p>Students listen to a discussion about cloning. Three people are present: the Chair, Stanley Major, who is a genetic scientist, and Jane Lyons, who is a biologist opposed to any type of genetic engineering. The exercise which follows seeks to test the skills of recognising attitudes.</p> <p>NB: It should be noted by teachers that this activity is intended for higher level students.</p> <p>Insert CD1, and play Track 10</p>		<p><u>A writing exercise</u></p> <p>You have logged on to an Internet website which is conducting a forum (a meeting-place where issues of public concern are discussed) about genetic engineering. You are invited to present your own views on the topic, but you are restricted to only 150 words. You should:</p> <ul style="list-style-type: none"> • Present your own views on the issue. • Explain why you possess these views. • Give one clear example to support your views. 	<p><link to Health lesson 8></p> <p><link to Health answer key 8></p> <p><i>The Guardian</i> newspaper site has a number of 'Special Reports' covering the genetic engineering issue. Some of these may be suitable for preparation for IGCSE ESL reading comprehension exercises.</p> <p>http://www.guardian.co.uk/genes/article/0,2763,475240,00.html</p>

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<u>Sick Building Syndrome</u>					
<p>Contrasting gist understanding and scanning for specific information (reading)</p> <p>At the end of the activity, students should:</p> <ul style="list-style-type: none"> feel encouraged to use some of their own words to convey that they understand the gist of an article be aware that information may be presented in other forms than prose text. 	<p>Reading</p> <ol style="list-style-type: none"> understand and convey information understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes communicate effectively and appropriately 	<p>This activity offers practice at gist understanding. Students are invited to read an article about 'Sick Building Syndrome' and complete an exercise which involves using some of their own words to convey that they have understood the main ideas presented in the article. There is also a second exercise which offers further practice at scanning for more specific detail.</p>		<p><u>Speaking exercise</u></p> <p>You may like to use the oral examination Practice Card. As this is intended for practice purposes, you may invite students to act as examiners, allowing you to structure the lesson as a pair-based activity.</p>	<p><link to Health lesson 9></p> <p><link to Health answer key 9></p> <p><link to Health practice card 9></p> <p>If you wish to explore this theme further (perhaps inviting students to complete projects) more information can be found on:</p> <p>http://www.presenting.net/sbs/sbslinks.html.</p> <p>This page includes links to web pages covering many aspects of Sick Building Syndrome.</p>

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<u>Living in cities</u>					
Pronunciation and intonation (speaking)	<p>The whole group assesses the presentations, giving particular emphasis to pronunciation and intonation, but noting achievements in the other criteria as well.</p> <p>One or more of the presentations are recorded and assessed by teacher for use as exemplar material.</p>	The focus of this activity is on accuracy of pronunciation and intonation.		A group discussion of the difficult words and phrases that were encountered during the readings and the preparation of the presentations.	<link to Health lesson 10>