

Unit 5 Medical Masks Worn in Public

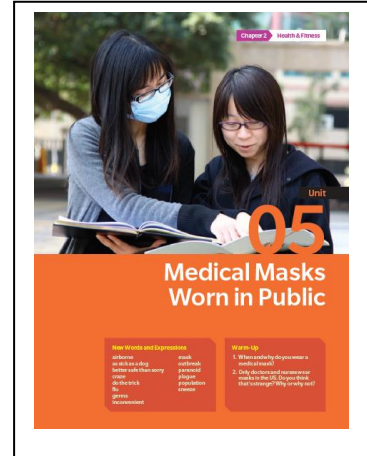
Objectives

- Discussion topic: the use of medical masks as a preventative measure
- New Words and Expressions: airborne, as sick as a dog, better safe than sorry, craze, do the trick, flu, germs, inconvenient, mask, outbreak, paranoid, plague, population, sneeze

Introduction

New Words and Expressions (5 minutes)

- Greet your students.
- Ask students to make observations about the image on page 33
- Have learners review the “New words and Expressions” and attempt to define them in pairs or as a class.
- Ask them to predict how the words or expressions might relate to the unit content.
- Note that it does not matter whether their predictions are correct or not. It simply aims to make them speak about their predictions to stimulate their curiosity and make them active.



Optional

Have students go over the words in the Vocabulary Preview section. They should simply check all the words they are unfamiliar with. Survey the class to find out which words the majority of the class is unfamiliar with. Discuss those words as they relate to the topic so that students will be prepared for usage of the words in the reading passage. If time permits, have students make sentences with the words.

Warm-Up (10 minutes)

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.
- Before asking students the warm-up questions, ask for volunteers to talk about how they keep from getting sick. Ask follow-up questions like: What steps do you take to prevent illness? What remedies do you take if you do get sick? At what point do you go to see a doctor?
- Have students look at the warm-up questions;
 1. When and why do you wear a medical mask?
 2. Only doctors and nurses wear masks in the US. Do you think that's strange? Why or why not?

Tip

Ask learners to work silently at first. Have them read the questions and jot down a few notes (words or phrases) related to each question. After learners have had the opportunity to silently consider the questions and write notes, they are better prepared to speak with partners or in small groups. For this unit, the answers focus on student opinion. There are no wrong answers to these questions. Giving any answer at this stage promotes active listening and reading later in the unit.

Before You Read (5 minutes)

- Have students open their SBs to page 34 and read a paragraph to facilitate comprehension of the listening and reading material in the unit. It is usually best to let them read it silently by themselves

Vocabulary Preview (10 minutes)

- This section presents learners with the meaning of a vocabulary item.
- Have students go over the words in the Vocabulary Preview section. They should match the words with the given definitions.
- Check the answers as a class. When checking, discuss how the words relate specifically to the unit topic.
- If time permits, have students make sentences with the words.

Vocabulary Practice (25 minutes)

- This section requires learners to use target words in some way, either pairing items with synonyms or filling in blanks within given sentences.
- Question 1 (finding synonyms):
 - a) Before asking students to complete the sentences, have them look at the words. Ask them to think of synonyms, or similar words, for each of the given words. This will force students to learn the meanings of each of the words.
 - b) Then have students work to complete each sentence with the given words.
- Question 2 (note-taking activity):
 - a) Before students listen to the audio track, have them look at the chart. This will naturally make them active listeners (listening for specific information) rather than passive listeners when the audio track is played.
 - b) Then listen to the audio track and have students write brief answers for each question as they listen.

Optional

Before students listen, have them brainstorm possible words to complete some or all of the sentences. For example, one section talks about the ways to protect oneself. Since students have not listened, any possible word might fit: soap, disinfectant, water, chemicals, etc. The class may suggest any number of possible answers. List them all on the board, and leave the list there for reference while students listen.

- Useful Expressions:
 - a) Before moving on to the reading passage, ask students to read the Useful Expression on page 35. Write the phrase on the board. Ask students to think about some examples of when it would be “better to be safe than sorry.” Have students talk with a partner about their ideas.
 - b) Then ask for volunteers to share their ideas with the class. They can speak their ideas, or write their ideas on the board.

The screenshot shows a lesson page with the following sections:

- BEFORE YOU READ**: A short paragraph about Japanese people covering their noses and mouths with a cloth to prevent germs.
- Vocabulary Preview**: A matching exercise where students connect definitions to words.

1. a people habit or trend; a public main	a. cease
2. something or being carried through the air	b. accustomed
3. a cloth covering that can be worn over part of the face	c. manner
4. an illness that usually results in fever and muscle pain; influenza	d. mask
5. to suddenly have a fit and through your own and words usually only a bad state	e. for the first
	f. fit
- Vocabulary Practice**: A fill-in-the-blanks exercise using words from a box: outbreak, plague, population, germ, pandemic.
 1. I always wash my hands to protect against _____.
 2. Tokyo has the highest _____ of all the cities of Japan.
 3. The _____ of SARS in Japan worried the people very much.
 4. The Black Death was a _____ in Europe that killed one in ten people.
 5. My family thinks I'm being _____ but I really believe that someone is following me.
- Listening**: A section titled 'Listen carefully to the following conversation and complete the note-taking activity.' It includes a 'Deaths About the Bird Flu' chart and a 'Ways to Protect Yourself' chart.

Deaths About the Bird Flu	Ways to Protect Yourself
<ul style="list-style-type: none"> The _____ government is trying to contain the disease. _____ high _____ and _____ patients ease of the signs of bird flu. 	<ul style="list-style-type: none"> Wash your hands with _____ and _____ often. Medicines should be worn to protect against _____ germs. Don't go to areas where _____ and other birds live. _____ and _____ should be worn carefully.

Reading

Why Wear a Mask? (5 minutes)

- Let students read a dialog or text silently by themselves.
- Have the students time themselves when reading, and then read again and try to improve their time.

After Reading

Comprehension (5 minutes)

This exercise checks students' reading comprehension.

- Students are to complete the chart based on the information presented in both the Listening and Reading sections.
- Check answers together as a class, then have students use the information from the graphic organizer to quiz one another on comprehension.

Discussion (10 minutes)

Students will read and consider the questions for discussion.

- Have students work in pairs to answer one or both of the questions. To fully respond to a question, students can work together on one of them.
- Ask pairs to select one person to act as secretary to record notes as the discussion proceeds. Then, have the other student share their ideas with the class.
- Students who responded to the other question should develop follow-up questions for the pairs presenting.

Follow-up Questions

Question 1:

- What diseases or illnesses might Japanese parents be most frightened of?
- Do you think parents in other places have these same fears?

Question 2:

- Is prevention the best option for dealing with illnesses? How?
- Where did you learn about other methods for avoiding illness?

Why Wear a Mask?

When walking through the streets of Japan, a foreigner would think that the entire country is on their way to the hospital or terribly afraid of catching the latest **germ**. Why do cars, buses, and children wear **medical goggles** on their heads at all times or at their own other times?

In reality, Japanese people are trying to protect others as much as themselves. Japan is a small country with a large **population**. Colds and the flu spread very quickly through the population. **Germs** are spread every time a person coughs or **sneezes**. Also, Japanese people almost never take days off of work due to sickness. Masks simply keep germs away from the other healthy members of the office and school. It is very rude in Japan to **incommodious others**, and it is very **inconvenient** to be **absent** from work.

Some parents put masks on their healthy children to protect them from illness. Most people wear masks to prevent others from catching their cold. But some and date want their babies to be happy and healthy.

Children is very important in Japan. From toddlers to city adults, the Japanese want things to be clean. By wearing masks, people feel they can stay on the inside as they appear on the outside. Plus, there are many other types of masks that can be worn that babies as well as health.

The fact that Asia has been at the center of **outbreaks** of some diseases adds to the desire of people to cover their mouths and noses. In the past, there have been several serious diseases that have started in China. In the past, there have been several serious diseases that have started in China. No one wants to get sick from the latest disease coming out of Asia.

Do medical masks really **do the trick**? Can they protect people from catching or spreading germs?

USEFUL EXPRESSIONS
 mask/germs/illness
 outbreak/protect/avoid/illness

going could? Or is it just a **habit** that **people** use to make themselves feel safe? Japan is one of the healthiest countries in the world. Maybe they have the right idea!

Comprehension

Complete the following chart based on the information in the Listening and Reading sections.

Germ and Diseases	<ul style="list-style-type: none"> Germs and diseases spread very easily in countries with _____ and _____. Germs are spread every time a person _____ or _____. _____ can get illnesses easier than adults.
Japan and Masks	<ul style="list-style-type: none"> Japanese people love to keep their _____ and _____ clean. Being sick is very _____ and masks help protect others from catching work. Masks keep germs away from _____ of the school or office.
Outbreaks	<ul style="list-style-type: none"> _____ are loved at the center of some outbreaks. Many outbreaks come from _____.

Discussion

Read and consider the following questions. Discuss them with your class.

- Do you think that Japanese parents are too paranoid about their children getting ill? Why or why not?
- What are some other ways that you can avoid getting sick?

Further Discussion

Writing (15 minutes)

- Have students work in pairs. Before they begin to write, they will need to choose a side or point of view from which to argue.
- Then, have students read the “Things to Think About” list to help them brainstorm ideas.
- Students will present their ideas to the class in a debate-style activity.

Writing Debate

Choose two issues of two and choose your topic. Write arguments on the lines below. You will argue either for or against wearing medical masks to prevent illness. Present your arguments in front of the class. Each team will have three opportunities to speak. The class will decide whose arguments were most convincing.

THINGS TO THINK ABOUT

- How do we stop germs from getting in?
- How do illnesses spread?
- How do illnesses spread through a population?
- How do we know how many people are wearing masks?
- How important is keeping my face covered every day?
- How do we know if the masks are really working?
- How are the schools doing about wearing masks?

We think that wearing a mask is a good thing because...

1. _____
2. _____
3. _____

We think that wearing a mask is not necessary because...

1. _____
2. _____
3. _____

Sample Response

We think that wearing a mask is a good thing because...

1. They can help to keep germs from entering the wearer’s system.
2. They can help prevent a sick person from spreading their illness if they wear one.

We think that wearing a mask is not necessary because...

1. They cannot keep out all of the germs and people will get sick anyway.
2. Some illnesses are not airborne, so wearing a mask won’t prevent those illnesses.

Extension

Put students in groups of four—two from the pro side and two from the con side of the debate. Have them speak about the answers they gave during the whole class discussion. They should work together to add more details to their arguments. Go around the classroom to listen to the groups’ conversations. Wrap up the activity by having volunteers from each group talk about one or two interesting things they were able to add to their arguments.