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.
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.
a) Students are to complete the chart based on the information presented in both the Listening and Reading sections.
b) 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.
a) Have students work in pairs to answers one or both of the questions. To fully respond to a question, students can work together on one of them.
b) 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.
c) Students who responded to the other question should develop follow-up questions for the pairs presenting.

Follow-up Questions
Question 1:
a) What diseases or illnesses might Japanese parents be most frightened of?
b) Do you think parents in other places have these same fears?
Question 2:
a) Is prevention the best option for dealing with illnesses? How?
b) Where did you learn about other methods for avoiding illness?
Further Discussion
Writing (15 minutes)
• Have students work in pairs. Before they begin to write, they will need to choose a side or point or 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.

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.