

The Intentions Behind *Health Matters*

Words form the basis of all communication. However, the words that come out of our mouths can inadvertently cause miscommunication and misunderstandings. Even the most innocuous question like “How long have you been here?” can be interpreted in a variety of ways. “Here” can refer to this room, this class, this school, this country, etc. depending on the neighboring words. As Firth so aptly put it, “You shall know a word by the company it keeps!” *

We must keep reminding ourselves that language is an imperfect medium of communication and thus, it entails the constant negotiation of meaning. Learning a foreign language (using an inter-language) is the best reminder of this crucial fact. It puts us in the listener’s shoes and makes us appreciate different perspectives and value systems; at the same time, we reconsider our own views. Eventually, we see that recognition and even culture are not absolute but relative.

This course book makes the students communicate in English, however imperfect it might be, and helps to develop meta-cognitive skills — i.e. they can have insight into how they can best convey their intended message and why the listener did not interpret words in the anticipated way.

Since they are using a foreign language, they are put in a situation where nothing can be taken for granted. Naturally, they make mistakes and struggle through the communication process. Let them know beforehand that mistakes are good. Mistakes are constructive if the students learn from them and do not run away from them. In this way, students become more comfortable with the learning process of miscommunication and improvement through using the language.

In selecting the content topics, we chose themes that are universal as well as timeless because much of the content taught in college (especially in science classes) will be either outdated or forgotten after graduation. Likewise some global issues are too general and difficult for students to relate to. Health-related topics, on the other hand, are palpable, relatable and are of interest to students in general classes as well as people in health-care related fields. Furthermore, this textbook avoids the presentation of medical jargon, and instead uses common vocabulary that is understandable to lay people or patients.

In addition to raising health awareness, this book includes activities to develop language and critical thinking skills. Of course, these skills are not specific to health-care and can be applied to other contexts. Learners will take a critical look at the issues presented and discuss them in a logical manner, and hopefully learn to distinguish facts from misinformation in this information-abundant society.

In conclusion, we the authors hope that the variety of themes presented in this book will provide students with opportunities to not only learn new information but also to become more aware of their own health and start a life-long process of developing a healthy lifestyle while building their communication and thinking skills.

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*Palmer (1968) (ed.): “A Synopsis of Linguistic Theory, 1930-55,” Selected Papers of J.R. Firth 1952-59, Longman, p. 179.

How to Use *Health Matters*

Unit Title has been designed to elicit the students' background knowledge and to help develop schema. Use this as a prompt for warm-up questions.

MATCHING

encourages students to first skim through the headwords and then to peruse the definitions and synonyms. Choosing the correct definition naturally leads students to think about an item's part of speech — an essential skill for effective use of an English-English dictionary. After finishing the exercise, the students close their books and listen to the teacher say the definitions and synonyms. They then guess which headword the teacher is talking about.

GAP-FILL EXERCISE

allows students to use words in context. After completing this exercise, the students close their books and listen to the teacher read aloud one of the sentences — e.g. "Can you be more BLANK?" They guess which word best fills the blank.

VOCABULARY ANALOGIES

require students to think more deeply about the meanings and the relationships of several words. This aims to increase vocabulary retention and develop the use of logical and analytical skills. To get the maximum benefit from this exercise, always discuss the reasons why X is the correct answer, as in the following example:

Socks are to **feet** as **gloves** are to _____.

- A. hand B. foot C. hands

The correct answer is C. Why? It's because socks are worn on one's feet and gloves are worn on one's hands. "Feet" is a plural noun so **A** is incorrect because "hand" is a singular noun.

Another format is like this: **A** is to same to **B** as **C** is to **D**

Please note that **A** is never related to **D**.

BEFORE YOU LISTEN

activates students' general background knowledge of the topic and facilitates purposeful listening. Students will listen to understand how the talk is organized and try to get the gist, just as they would by skimming a text. Students may be asked to close their books and they would listen to the teacher say the three questions. They should be ready to take notes.

LISTEN

section is first used as a listening task, but if the students have difficulty answering some of the questions in **BEFORE YOU LISTEN** and **CHECK YOUR COMPREHENSION**, let them read the passage or scan it as quickly as possible and find the answers to those difficult question items.

CHECK YOUR COMPREHENSION

tests understanding of overall concepts, as well as specific details of the passage. Their books may remain closed, and students will listen to the teacher read aloud the five questions one by one. The students will discuss each of them with each other in order to find the answers.

QUESTIONS AND ANSWERS

requires students to form pairs. They will memorize a few questions to ask each other in order to fill the information gaps. Alternatively, the entire class can be divided into two groups. Students walk around the classroom and ask one question to a person in the other group, starting and ending the conversation as follows: Hi! Izumi, How are you? May I ask a question? ... Thank you. Bye. See you later.

MODEL DIALOGUE – JIGSAW LISTENING

is a pair-work activity that requires students to listen to the model recording (which is also included on the Student CD) and complete the dialogue. After listening to the recording two or three times, partners can help each other to say the dialogue properly.

ACT OUT THE DIALOGUE

is a challenging task of reproduction. Students have to imagine themselves in the situation. Make it as real as possible. They can use their own names to make it even more realistic. Although they are allowed to look down and read the text one line at a time, they have to look up and make eye contact with their partner like a normal exchange. It should be naturally supplemented with gestures, physical expressions, and augmented with intonations and tone of voice, etc. Since the dialogues are included on the Student CD, the students can practice even when they do not have a conversation partner. A teacher may ask students to demonstrate the dialogue in front of the class.

FACT DICTATION

can be completed by listening to the recording two or three times as group work or pair work. When giving the answers, a teacher may have the students close their books and give just the first few words of each sentence as a clue and let the students finish it.

IN YOUR OWN WORDS

provides a creative outlet. Students expand upon what is written in the text. Students may work in a group and discuss the items and come up with a group consensus or simply appreciate the differences of opinions as well as be fascinated by the similarities. If the discussion seems to be going well, this section can be developed into an essay-writing or presentation project.

CRITICAL THINKING

includes a few types of fallacies. The seemingly benign statements presented are, in fact, all wrong. There are no sound reasons to establish causal relationships within the statements. Teacher will ask students to explain why the given statement is wrong. Moreover, students may be asked to create another fallacious statement of the same kind. See the subheading of this section for the fallacy type.

Student CD includes **ASSIGNMENT DICTATION**: four statements and one personal question for each unit. The statements and the question are read twice. The first time is at natural speed for listening practice and the second time is at a reduced speed for listen & repeat practice. Students write down every word in the four sentences and write a personalized answer to the given question so that they cannot copy their classmates' assignments.

Student CD also includes **MODEL DIALOGUE** for a student to practice conversation without a conversation partner. The audio for speaker A is recorded in one channel and the audio for speaker B is recorded in the other channel. For example, if a student wants to practice the lines for speaker B, they listen to only the recording of speaker A by using only one earphone and responding at the appropriate times. Of course, by listening with the other earphone, the lines for speaker A can also be practiced.

CONTENTS

Unit	Title	Page
1	Why English? — The Basis for Academic Inquiry	7
2	Sleep — Sweet Dreams	13
3	Allergies — Got an Itch to Scratch?	19
4	Stress Management — Don't Let it Get to You!	25
5	Skin — Beauty is Only Skin Deep	31
6	Sports Injuries — RICE is Nice	37
	Review Unit 1-6: TOEHM (Test of English for Health Matters)	43
7	Personality — You Need to Chill Out!	49
8	Nutrition — Nutritious is Delicious	55
9	Aromatherapy — What's that Smell?	61
10	Aging — Forever Young	67
11	Acupuncture — On Pins and Needles	73
12	Three Major Causes of Death — Are You Insured?	79
	Review Unit 7-12: TOEHM (Test of English for Health Matters)	85
	Student B pages	91
	Glossary	116
	Task Sheets	121

Unit 1

Why English? The Basis for Academic Inquiry



MATCHING

Match the words (1-8) with the correct definitions (a-h).

- | | |
|----------------------|--|
| 1. ___ duty | a. the number 1,000,000,000 |
| 2. ___ lingua franca | b. the desire to know about something |
| 3. ___ realize | c. something that you have to do because it is morally or legally right |
| 4. ___ scholar | d. a language used between people whose main languages are different |
| 5. ___ billion | e. to know and understand something, or suddenly begin to understand it |
| 6. ___ remedy | f. a medicine to cure an illness or pain that is not very serious |
| 7. ___ curiosity | g. an intelligent and well-educated person |
| 8. ___ specific | h. detailed and exact |

GAP-FILL EXERCISE

Complete the sentences with the words from MATCHING.

1. "Art is the lie that enables us to _____ the truth."
—Pablo Picasso, painter
2. The police have a _____ to protect the public.
3. "Our sun is one of 100 _____ stars in our galaxy."
—Wernher von Braun, scientist
4. Can you be more _____?
5. In the past, French was the _____ of diplomacy.
6. _____ killed the cat.
7. "To do nothing is also a good _____." —Hippocrates, physician

VOCABULARY ANALOGIES

Analogies show how words are related. For example, LISTEN is to SOUND as SEE is to SIGHT.

1. **Student** is to **college** as **scholar** is to _____.
a. beliefs b. knowledge c. academia
2. **Thousand** is to **three** as **billion** is to _____.
a. nine b. six c. ten
3. **Universal** is to **universe** as **curious** is to _____.
a. cure b. curiosity c. curable
4. **Require** is to **need** as **duty** is to _____.
a. responsibility b. imagination c. information
5. **Difficult** is to **easy** as **common** is to _____.
a. perfect b. rare c. even
6. **Access** is to **reach** as **specific** is to _____.
a. particular b. global c. general
7. **Caught** is to **trapped** as **realize** is to _____.
a. communicate b. shortage c. notice

BEFORE YOU LISTEN

Listen for answers to the following questions.

1. Who studies English? Where do they learn English?
2. Why is studying English necessary?
3. What is the role of English?

LISTEN

Close the textbook and take notes about the key information.

Is English a required subject at your university? Almost all universities, not only in this country but also in other countries require all students to study English and to communicate in English, but why? It's because more than 90 percent of new information in the world is first reported (5) in English through research papers, presentations, journal articles and on the Internet. Let's imagine that Korean scientists discovered a specific medicine for the common cold virus. They would report it in English so that many scientists in other countries could also test their findings. (10) If not, this medical knowledge would be unknown to 3.53





billion other people around the world and the remedy would never become universal.

If a family member or friend got a particularly rare disease, using English would increase the chances of finding the cure because somewhere in the world there are other people with the same disease. Sir Francis Bacon said “knowledge is power,” but if the information leading to this knowledge is written only in Hangul, it has to be translated into English in order for people in the global village to learn about it. English is the key to access this information. Without English, it would be extremely difficult, if not impossible, to learn about the most advanced sciences, medicines, and technologies of the world. Without English, you face a shortage of information and may be trapped in the world of the unknown without even realizing it! That is not the life of college students or scholars in academia. You have a great curiosity to ask questions nobody has ever asked, find the answers to these questions, and tell your findings to people around the world. This is your duty and responsibility, and all of this is done in English as a part of academic conversation. That’s why English reading and writing are required subjects in universities all over the world. Although English may not be the perfect tool of communication, it is used as a lingua franca, the universal language in our global community.

CHECK YOUR COMPREHENSION

1. Answer the following questions.

1. Where is new information first presented?
2. What percentage of new information is presented in English?
3. Why do findings need to be reported in English?
4. What did Sir Francis Bacon say about knowledge?
5. What does the term “lingua franca” mean?

2. Correct the following statements.

1. Ninety percent of all information in the world is reported in English.
2. English decreases the chances of finding cures for rare diseases.
3. Hangul is the necessary tool to access new information.
4. You can learn about advanced sciences without using English.
5. English is not a required subject at most universities around the world.

QUESTIONS AND ANSWERS — People Who Use English

Student A (Student B, see page 92)

a. Memorize and ask these questions to Student B and complete your chart.

1. What is (Alfred)'s first language?
2. What is (Alfred)'s occupation?
3. Where does (Alfred) work?
4. What English journal does (Alfred) read?

Name	First Language	Occupation	Department/ Workplace	Name of Journal
Alfred		nurse		<i>Nature</i>
Benjamin	Korean		surgery	
Charlie		dentist		<i>New England Journal of Medicine</i>
David	Thai		gynecology	
Edward		dietitian		<i>Lancet</i>
Frank	Spanish		psychiatry	

b. Answer the following questions.

1. Who should you go to if you are pregnant?
2. Who would you go to if your child got sick?
3. What language do you use when reading websites?





MODEL DIALOGUE — JIGSAW LISTENING

Student A (Student B, see page 93)

Listen, repeat and fill in the blanks.

A: Hi, Judy, how's your _____

_____ going?

B: Hi, Ed, I'm learning so much. I feel like a kid again!

A: That's great to _____ like that. I'm just the _____. My classes are _____ boring, and nothing _____ to my major.

B: So, that's why it's good to take other classes, isn't it? You need to learn things outside your specialty. That makes you more well-rounded.

A: I'm really only _____ in my _____.

B: Oh, come on! Don't tell me you don't care about the big questions in life, who we are, where we are going, or how the world works?

A: My major is medicine, so I'll _____ be studying that _____ the _____ of my life. Why should I _____ time with all those _____ things?

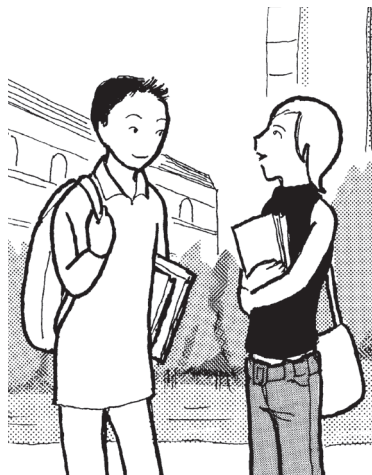
B: Of course, you are majoring in medicine, yet you study English, too. What about that?

A: I study English because I _____ to. It's _____. I wouldn't _____ otherwise. How about yourself?

B: I'm learning a foreign language because it shows me different ways of thinking. It opens my mind up and gets my brain working in new ways.

A: Uh, I've never _____ about it _____ that. I only _____ Japanese to think.

B: Then your ability to think is limited to just one way. That's too boring, don't you think?



ACT OUT THE DIALOGUE

Work with your partner.

1. Silently and quickly read and remember one line at a time.
2. Look up at your partner and speak while keeping eye contact.
3. Change roles and practice again by replacing some parts with your own words.

FACT DICTATION

Here are some interesting facts. Listen and fill in the blanks.

1. In the world of scholarship, you _____
_____ write a thesis in English.
2. It will be _____ evaluated _____ printed _____
_____ in English.
3. It's _____ and common
knowledge in many _____ fields.
4. However, freshmen and sophomores _____ do not
_____ this fact.
5. After _____ and seniors, they _____ that they
must read and write English for their _____.
6. Subsequently, they _____ the _____ of their vocabulary
and grammatical knowledge.
7. They _____ of English competence,
and English _____
academic communication.

IN YOUR OWN WORDS

a. List three reasons why you learn English.

• • •

b. Name three effective ways to learn English.

• • •

CRITICAL THINKING — An argument against the person

Explain what is wrong with the following statement:

An English teacher said, "Clinicians need English to learn new things." He is not a doctor and never practiced nor studied medicine. Thus, his comment is wrong.