



ÉCOLE DE LA FONCTION  
PUBLIQUE DU CANADA  
CANADA SCHOOL  
OF PUBLIC SERVICE



## TASK UNIT: TO YOUR HEALTH!

### Supporting Opinions

**Objective:** By the end of this task unit you will be able to explain, describe, challenge, correct, estimate and suggest in order to support your opinions.

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## **CREDITS**

Development and Learning Technologies Directorate  
Language Training Centre  
Canada School of Public Service

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## INTRODUCTION TO THE STUDENT

### APPROACH

1. Each unit contains materials for an average of five hours of class time. Of course, how long you spend on a unit will depend on your language level, the speed at which you learn, and how much of each unit you choose to do.
2. The emphasis in these units is on oral communication. Most of the activities are designed for pairs or small groups. These activities can be taped so that you can work on them on your own or discuss them with your teacher. A few activities require you to work alone in order to prepare for a subsequent group activity.
3. The teacher's guide for Level C, containing a model syllabus to help plan this level, gives a suggested order for using the units. Each unit is complete in itself; this means that, according to the needs and interests of the class, you can choose the units you need to work on, how much of a unit you want to do, and, if you wish, a different order in which to work on them than the one suggested.\*
4. Within each unit, there are further opportunities to make choices. You can focus only on those functions you need, or you can choose which, if any, of the practice activities you want to do. You can also choose when to do the practices: e.g. beforehand in preparation for the unit; *en route* or as they come up in the unit; at the end after you have looked at the whole unit as a review; or at any other time the group wants.
5. Although all activities are complete in themselves, you are invited to contribute your own contexts, information, problems or topics. In this way you can make the units better reflect your own reality and get the most out of them.

### OBJECTIVES

Each of the units in Phase 2 presents language for a combination of several objectives as listed below.

- Explaining
- Describing
- Supporting opinions
- Defending points of view
- Counselling
- Advising
- Handling hypothetical questions
- Handling complex work-related situations

The objectives are reviewed in two types of unit: **task** units and **workshop** units.

Phase 2 contains six task units and three workshop units.

---

\*Note: In the teacher's guide for Level C, Phase 2 materials are suggested for use in Session 10, Week 1 and Week 2; Session 11, Week 1, Week 2 and Week 3 and Session 12, Week 1.

## Task Units

## Workshop Units

- |                              |                           |
|------------------------------|---------------------------|
| 1-The Stranger in Our Homes  | 2-Get Your Message Across |
| 3-Safety First               | 6-Find the Right Words!   |
| 4-What Are You Afraid Of?    | 9-How Should I Say This?  |
| 5-To Your Health!            |                           |
| 7-What's the Beef?           |                           |
| 8-What Are the Alternatives? |                           |

## Description of Units

Workshop and task units differ in their focus and in their organization.

### WORKSHOP UNITS

These are units which focus on language. The language is presented in the context of workshops similar to ones you might attend to improve your communication skills. For example, you can find out what language to use in a variety of situations requiring diplomacy, such as challenging your boss, correcting a colleague at a meeting or persuading co-workers to change their minds.

### How Are Workshop Units Organized?

These units are organized by language function, that is, by the purpose for which expressions are used, such as hedging, stalling, refusing, insisting,....

### What Do Workshop Units Consist Of?

1. An **OVERVIEW**, framed in a box on the first page of each unit, presents the functions, grammar, vocabulary or strategies presented in that unit.
2. Some units have **BEFORE YOU BEGIN**, it contains questions which will help you focus on finding out what you already know and what you need to learn about the functions and the expressions in the unit.
3. The next sections each focus on a different language function. For each language function you are given lists of the words and expressions you need and activities to help you learn them.
4. Wherever you see **STUDY**, you will find a list of new expressions, vocabulary or grammar which you will need for the activities. Wherever you see **STRATEGIES**, you will find communication strategies which will help you to get your meaning across. **Finally,gives lists of expressions, vocabulary or grammar you may have already learned.**
5. Wherever you see **PRACTICE**, you will find a communication exercise which will practise the expressions, vocabulary, grammar or strategies you have encountered.

6. Each workshop ends with a **CONSOLIDATION ACTIVITY**. Consolidation activities are interactions or games which will allow you to integrate everything you have learned in the workshop.
7. At tab A is the **APPENDIX** which contains expressions for 34 functions, tense usage references and vocabulary.
8. Where required, answers are included and can be found in **ANSWERS** at tab B.

## **TASK UNITS**

These are units which focus on a task requiring the use of language: solving problems, analyzing, making choices or decisions, or making recommendations. For example, you may be asked to choose a candidate for a special project, advise colleagues about work-related problems or recommend ways to reduce costs.

### **How Are the Task Units Organized?**

These units are organized by sub-tasks, that is, by the steps involved in accomplishing the task, for example, preliminary discussions, informal meetings with one or two others, making a final decision, plan or recommendation.

Expressions, vocabulary, grammar or strategies used in accomplishing each of these sub-tasks are presented in sequence where they are needed.

Optional practice activities to help you master these expressions, vocabulary, grammar and strategies are presented at the end of each unit.

### **What Does a Task Unit Consist Of?**

1. As in the Workshop units, the first page is an Overview of the functions, grammar, vocabulary or strategies presented in that unit.
2. The next sections each focus on a different step in the task. For example, when the task is choosing a candidate, the steps include discussing qualifications, preparing for the selection committee and making a decision.
3. As in the Workshop units, wherever you see the headings **STUDY** and **STRATEGIES**, you will find lists of the new expressions, vocabulary or grammar and strategies which you will need for the activities. **gives lists of expressions, vocabulary or grammar you may have already learned.**
4. Often, after these lists, you will see **PRACTICE**. This directs you to optional activities located at the end of the unit. These activities allow you to practise the expressions, vocabulary, grammar or strategies which have been presented. Since these activities are independent of the steps in the task, you may use or omit them, depending on your needs.
5. Where required, answers are included for each task unit in **ANSWERS** at tab B.

## TO YOUR HEALTH!

### Overview

Health Canada has decided that there is a need to raise peoples' consciousness about health and safety. One activity has been a national survey of peoples' health knowledge, attitudes, beliefs and behaviour. Everyone has been asked to participate in a Health Awareness Week by developing group health profiles and action plans. In order to do this, your group will be working with topics from the national survey.

You will be working with the following functions:

- **Challenging**
- **Correcting**
- **Suggesting**
- **Talking about advisability**
- **Explaining/Describing**
- **Supporting opinions**
- **Estimating**
- **Generalizing**

You will be working with the following structures:

- **Hypothetical questions**

You will be working with the following vocabulary:

- **Expressions for discussing figures**



## Find About The National Health Survey\*

### Step 1

Pair, group / Listen, read, make notes

Work with a partner or a small group.

You will be listening to a conversation between Mel Cornish, a public servant, and Jay Lansberg, a workplace health and fitness consultant. They are talking about the National Survey of Health Perceptions. In their conversation, Mel and Jay refer to statistics from the survey. These statistics have been published or referred to in several newspapers. Each of the four clipping files you will find on the next page contains information from a different newspaper. The information in the conversations and in the newspapers may or may not be accurate.

Your task will be to establish the correct information.

### Step 2

Pair, group / Distribute articles

Distribute the clipping files among your group, or divide them between your partner and yourself:

- If you work with a group of three, one group member should be responsible for File 1 and one member for File 2. The third member should be responsible for both File 3 and File 4.
- If you work with a partner, one partner should be responsible for File 1 and File 3, and the other partner for File 2 and File 4.

### Step 3

Individual/Read

Take a few moments to look at the information in your file.

### Step 4

Group/ Listen, take notes

Listen to the conversation for the first time. Jay mentions several statistics from the survey results. As you listen, complete the column entitled JAY in the chart on the next page.

### Step 5

Group/ Listen, make notes

Now listen to the conversation again. This time, compare the information provided by Jay with the information in your clipping files. Make a note of any similarities or differences. Any topics not covered in your files may be in someone else's files. You will be able to discuss these topics later.

- Use the chart to keep track of the information both as you listen and later in your discussion.



**\*Note:** A day or more before conducting this activity, have two students record the dialogue. The teacher could introduce the dialogue and take part as one of the speakers if necessary. The script for this listening activity is in Appendix B, Answers and Scripts, on pages B-7 to B-9.

**NATIONAL HEALTH SURVEY**

TOPIC	RESPONSES	JAY	FILE 1	FILE 2	FILE 3	FILE 4
Overall health: self-rating	Good/excellent	_____ %	_____	_____	_____	_____
	Fair/poor	_____ %	_____	_____	_____	_____
Number who try to improve health	Yes	_____ %	_____	_____	_____	_____
	No	_____ %	_____	_____	_____	_____
Actions taken to improve health	Eat breakfast	_____ %	_____	_____	_____	_____
	Exercise	_____ %	_____	_____	_____	_____
	Control weight	_____ %	_____	_____	_____	_____
	Use seatbelts	_____ %	_____	_____	_____	_____
Avoidance of risks	Don't drink	_____ %	_____	_____	_____	_____
	Don't drink and drive	_____ %	_____	_____	_____	_____
	Don't use soft drugs	_____ %	_____	_____	_____	_____
Advertising expenditure (\$ millions)	Alcohol	\$ _____	_____	_____	_____	_____
	Cigarettes	\$ _____	_____	_____	_____	_____
	Caffeine	\$ _____	_____	_____	_____	_____
Government action desired	Road accidents	_____ %	_____	_____	_____	_____
	Other	_____ %	_____	_____	_____	_____
Information desired	Nutrition	_____ %	_____	_____	_____	_____
	Drugs	_____ %	_____	_____	_____	_____
	Smoking	_____ %	_____	_____	_____	_____
	Other	_____ %	_____	_____	_____	_____
Actions needed to improve health	Exercise	_____ %	_____	_____	_____	_____
	Other	_____ %	_____	_____	_____	_____

In your discussions, you may wish to estimate or make approximations. Study 1 contains some words and expressions you can use.

## STUDY 1

### ESTIMATES AND APPROXIMATIONS

Use these expressions to estimate or make approximations:

...**approximately** half

...**roughly** 30 percent...

...(somewhere) in the area/neighbourhood of 27 000...

...(somewhere) around 300...

...something this side of / the other side of \$100...

...a conservative guess is two thirds...

...a generous estimate would be 30 percent...

...a ball park figure would be 30 percent...

...in the \$5 000 ball park...

I'd take a wild guess at 30 percent....

Could you give me a ball park figure?



Around \$100



A wild guess – \$100 000 000

You can also decline to estimate:

**I don't want to give false figures.**

**I wouldn't want to hazard a guess.**

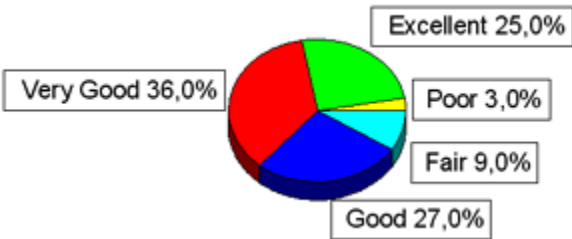
**I (honestly) can't (even) imagine how much it would cost.**

**I couldn't say how many dollars it would be off the top of my head.**

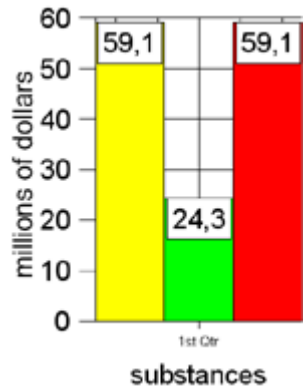
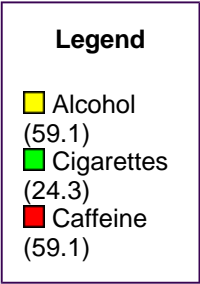
CLIPPING FILE 1

1. STATE OF HEALTH

Self-Rated



2. ADVERTISING BUDGET



3.

70% OF CANADIANS WANT  
GOVERNEMENT TO ACT ON ROAD  
ACCIDENTS

4.

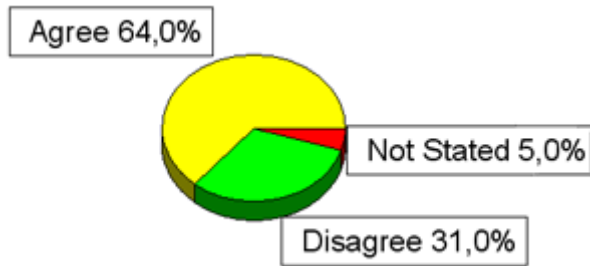
In a recent government survey, only 21% of those surveyed said they would like more information on one or more health topics.

At the top of the list was nutrition, chosen by 11% of respondents. High blood pressure was next, chosen by 10%, followed by safety (9%) and mental health (8%).

Whatever it may take to improve the health level of the country, it seems that the answer is not more information.

## CLIPPING FILE 2

### 1. NEED FOR EFFORTS TO IMPROVE HEALTH



### 2.

It looks as though recent publicity campaigns on the dangers of smoking and drinking are having some effect. A recent government survey found the following encouraging results:

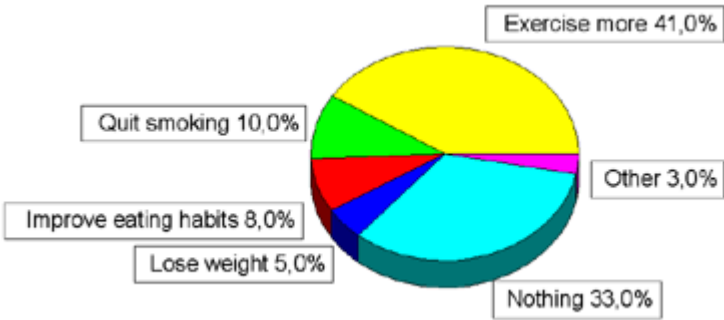
66% of respondents did not smoke;  
92% drank only moderately or not at all;  
84% did not drink and drive in the previous month;  
94% had not used soft drugs in the previous year.

3.

Canadians want their governments to take the lead in improving the nation's health. The recent national survey on health perceptions found that a substantial percentage of the population wanted government action in a variety of areas (see inset).

ACTION BY GOVERNMENT		
Topic	Not important	Important
Road accidents	3%	78%
Drug use	5%	74%
Child health	3%	72%
Alcohol abuse	5%	70%
Accidents at work	6%	61%
Mental health	4%	60%
Smoking	11%	54%
Accidents at home	10%	48%
High blood pressure	10%	46%
Eating habits	14%	40%

4. HEALTHY RESOLUTIONS



CLIPPING FILE 3

1.

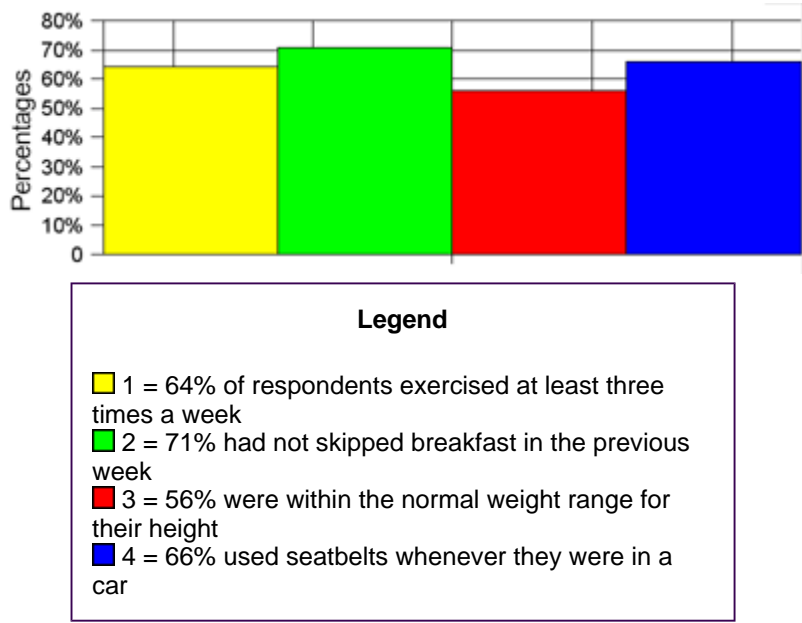
High ratings for health from 88% of survey respondents

2.

Canadians take their health seriously, according to a recent national survey on health perceptions.

When asked to compare themselves to most people their age, 64% said they made more effort to improve their health.

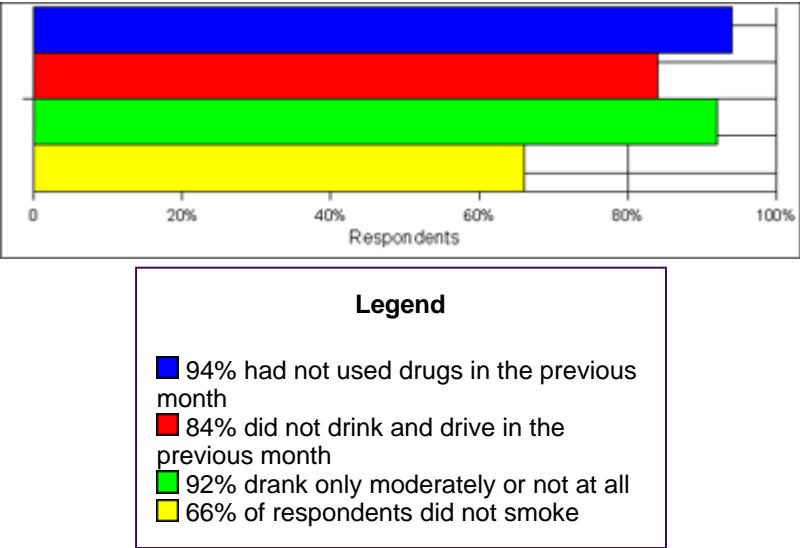
3. PROTECTING AND IMPROVING HEALTH



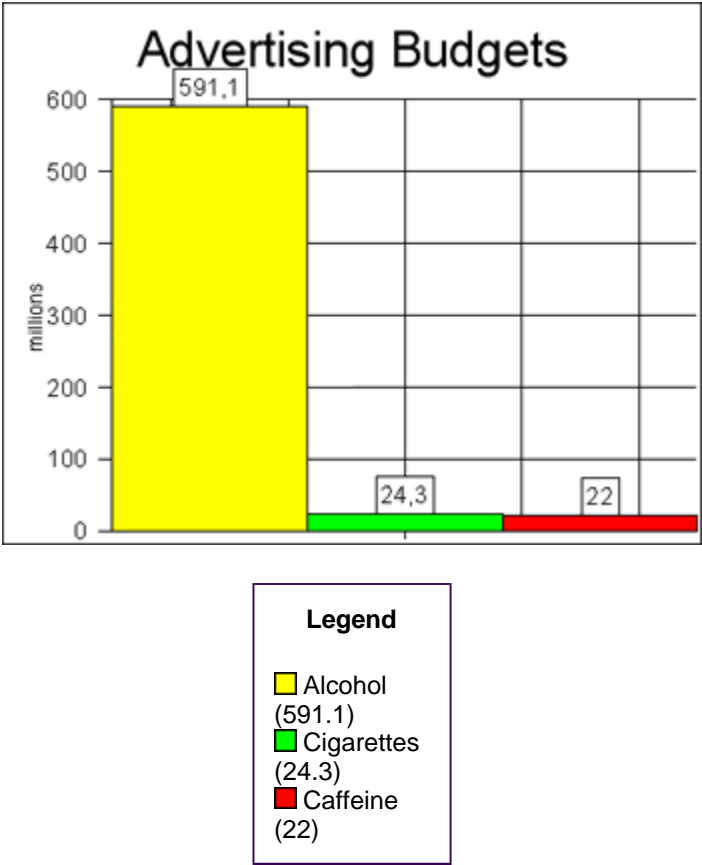
CLIPPING FILE 4

1.

Canadians are taking more responsibility for their own health, according to the national health promotion survey (see box).



2. ADVERTISING BUDGETS



3.

**Need for action to protect health  
acknowledged by two out of three**

## PRACTICE 1: HOW MANY JELLY BEANS?

In this activity you can practise using expressions for estimating or approximating.

**Note:** You may need to start preparations for this activity ahead of time.

### Materials

Small office supplies in quantity: paperclips, thumb tacks, elastic bands,...

Small candies or peanuts

Road maps or street plans

Newspaper or magazine articles

Other materials of your own

### Step 1

Individual/Prepare

Work alone. Using the materials you have chosen, prepare at least 3 questions involving quantities, distances, heights,..., to which you know the exact answers. (See example questions below).

Write the correct answers on a separate piece of paper.

### Step 2

Group/Estimate

Now work with a group. In turn, show the group your set of materials and ask one of your questions. The group will each try to answer your question with an estimate.

Examples:

1. Collect all the pennies from your group's pockets (each person should note how much they have given to you). Place all the pennies in a paper bag. Ask the group to estimate how much money is inside the bag based on its weight. (Don't forget to return the money at the end of the activity.)
2. From a box of paperclips, thumb tacks or elastic bands, count out between 25 and 50. Put them into a small box or in a pile. The group estimates the number of items.
3. Use a road map to measure the exact distance between two places, either in your city or in the surrounding area. Show the group the map without showing them the scale, or telling them the names of the two places. Ask them to estimate the distance between the two places.
4. Buy a bag of jelly beans, Smarties, M & Ms or peanuts. Count them out into a plastic bag or glass jar. Show the bag or jar to the group. Ask the group to estimate the number of candies or nuts. Ask the group to estimate the weight as well. (Bonus: the group can eat them later!)
5. Count the number of pages remaining in one of your notepads. Show the group the notepad. Ask them to estimate the number of pages.
6. Count the number of words, sentences or punctuation marks of different kinds in a newspaper or magazine article. Show the group the whole article. Ask them to estimate either the number of words, the number of sentences or the number of punctuation marks.

7. Use the same article. This time, count the number of occurrences of a particular word (e.g. *the*, *not*, *and* or content-related nouns or verbs.) Ask the group to estimate the number of times the word is used in the article.
8. Use the same article. Count the number of mistakes (e.g. spelling, grammar, repeated information, etc.) and have the group estimate how many were made.

## Step 6

Pair, group /Discuss

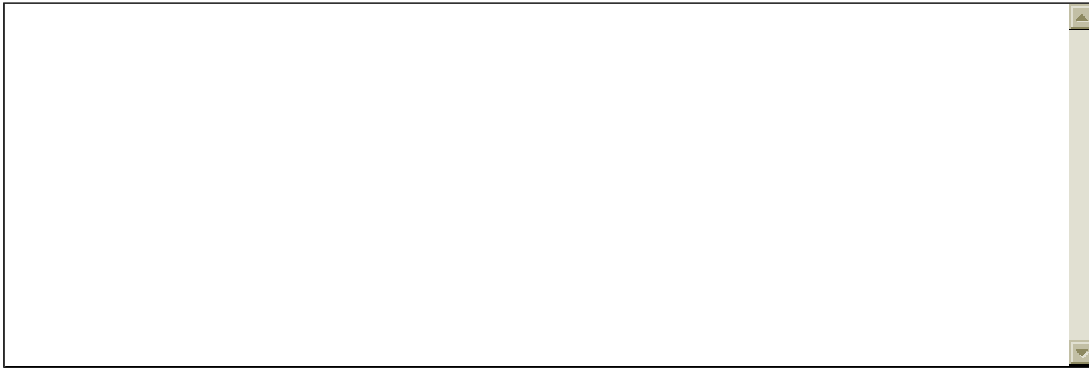
After you have listened to the conversation, discuss any discrepancies you have noted, and try to find out the correct information by comparing your notes and your clipping files. You may safely assume that any figure which is presented by three or more sources, including Jay Lansberg, is correct.

You may find Study 2 and Study 3 useful for your discussions.

### STUDY 2

Do you remember how to challenge and correct people when you believe they have incorrect information?

In the space below, write down, then compare, some expressions you could use:



Turn to the Appendix, pages [A-11](#), [A-12](#), [A-14](#) and [A-15](#), as a reminder of expressions for challenging and correcting from *Interaction Canada* Phase 1. Compare your list to these pages. Add any expressions you think will be useful to your list for later use.

### STUDY 3

#### IDIOMATIC EXPRESSIONS

Here are some idiomatic expressions you can use when discussing figures:

**How did they come up with** those figures? (= What is the basis for...?)

These figures **don't add up** (= are incorrect)...

These figures are **off** (= incorrect)...

Those figures are **inflated** (= too high)...

The figures (don't) **back up** their claim (= support)...

The figures (don't) **bear out** what they say (= support)...

Those figures don't **sound right** to me (= are suspect)...



Do you know any other expressions for discussing figures? If so, add them to the list and share them with the class.

Complete the Questionnaire

Step 1

Individual/rank

Work alone and answer this questionnaire about your own health beliefs and practices.

**SELF-ANALYSIS QUESTIONNAIRE**

1. Compared to others your age, would you say your health is

Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor ☐

2. Do you agree or disagree with the following statement?

Compared to most people my age, I make more of an effort to improve my health

Agree ☐ Disagree ☐

3. Check the self-care practices you follow:

	Sometimes	Usually	Always
Exercising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating a healthy breakfast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using seat belts while driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No distractions while driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Check the health hazards you avoid:

	Sometimes	Usually	Always
Smoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drinking and driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risky sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Compare Your Responses

### Step 2

Pair, group / Complete table

1. Work with a partner or in a small group. Each group will be responsible for collecting and recording the data on one or two of the questions from the questionnaire.
2. With your group, complete your part of the following class profile. Write the information for your question by giving the relevant statistics.
  - For question 1 (level of health), write the number or percentage of your classmates who gave each response.
  - For question 2 (effort to improve), write the number or percentage of classmates who agreed and disagreed.
  - For question 3 (self-care practices followed), write the number or percentage of those who gave each response.
  - For question 4 (health hazards avoided), write the number or percentage who gave each response.

**CLASS PROFILE**

1. Compared to others your age, would you say your health is

Excellent \_\_\_\_\_ Very good \_\_\_\_\_ Good \_\_\_\_\_ Fair  
\_\_\_\_\_ Poor \_\_\_\_\_

2. Do you agree or disagree with the following statement?

Compared to most people my age, I make more of an effort to  
improve my health.

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

3. Check the self-care practices you follow:

	Sometimes	Usually	Always
Exercising	_____	_____	_____
Eating a healthy breakfast	_____	_____	_____
Using seat belts while driving	_____	_____	_____
No distractions while driving	_____	_____	_____

4. Check the health hazards you avoid:

	Sometimes	Usually	Always
Smoking	_____	_____	_____
Drinking	_____	_____	_____
Drinking and driving	_____	_____	_____
Risky sports	_____	_____	_____

### Step 3

Class/ Describe, explain

When you have finished, present your results to the class. You may find Study 4 useful for making generalizations.

#### STUDY 4

##### MAKING GENERALIZATIONS

Here are some introductory expressions you can use when making generalizations:

**In general,  
Usually,  
As a rule,  
Most of the time,  
In most cases,  
By and large,  
Generally speaking,  
On balance,  
(Taken) all in all,**

Canadians say that their health is good.



On balance, Canadians say their health is good.

## **PRACTICE 2: BY AND LARGE**

You will practise making generalizations while doing this activity. Read the instructions for both steps before you begin. Decide whether you want to have a competition with other groups.

### **Step 1**

Pair/ Make generalizations

Work with a partner. Look at the data in the following graphs.

With your partner, choose two of the graphs. Make as many generalizations as you can, based on the data. Use the introductory expressions from Study 1 on page 5-6 to introduce your generalizations. For example:

"Usually, volunteers are aged between 25 and 64."

"By and large, most Canadians don't have hobbies or do crafts."

"For the most part, those over 65 are much less likely to be crime victims."

### **Step 2** (optional competition)

Pair/Count

Count how many generalizations you and your partner were able to make for each graph.

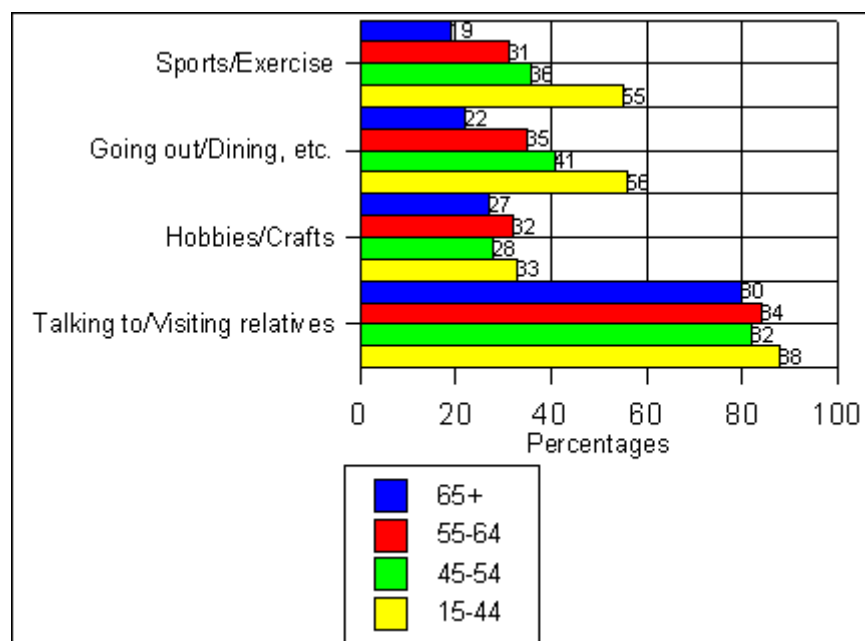
Compare your scores for the graphs you chose with those of other pairs.

For each graph, the pair with the highest score is the winner.

## Graph 1

This graph presents data from a Statistics Canada survey of leisure time activities. It shows the percentages of different age groups who participated in various leisure activities.

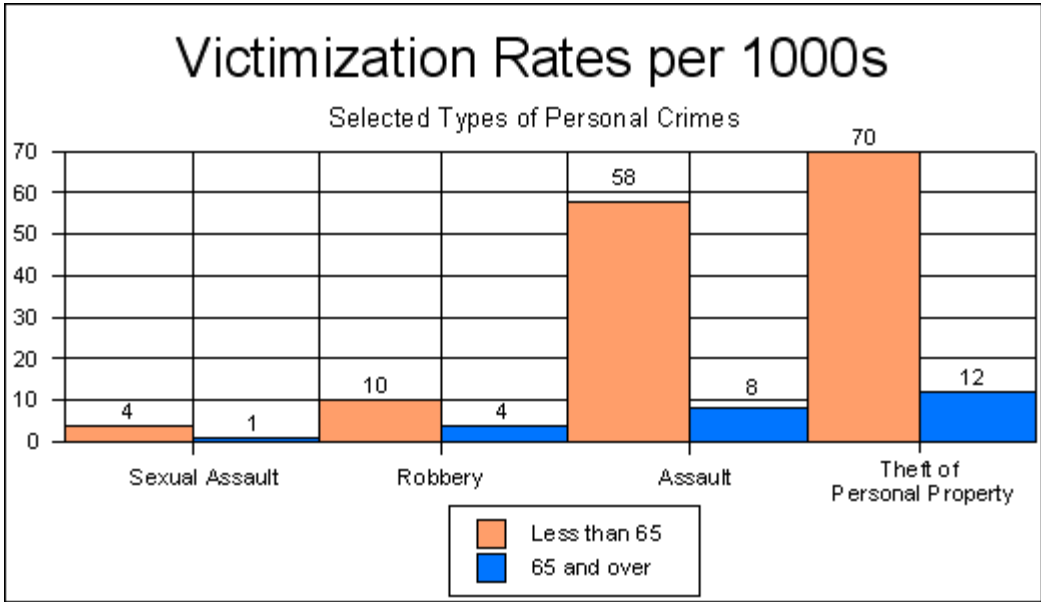
### PERCENTAGE OF POPULATION REPORTING LEISURE ACTIVITIES



Graph 2

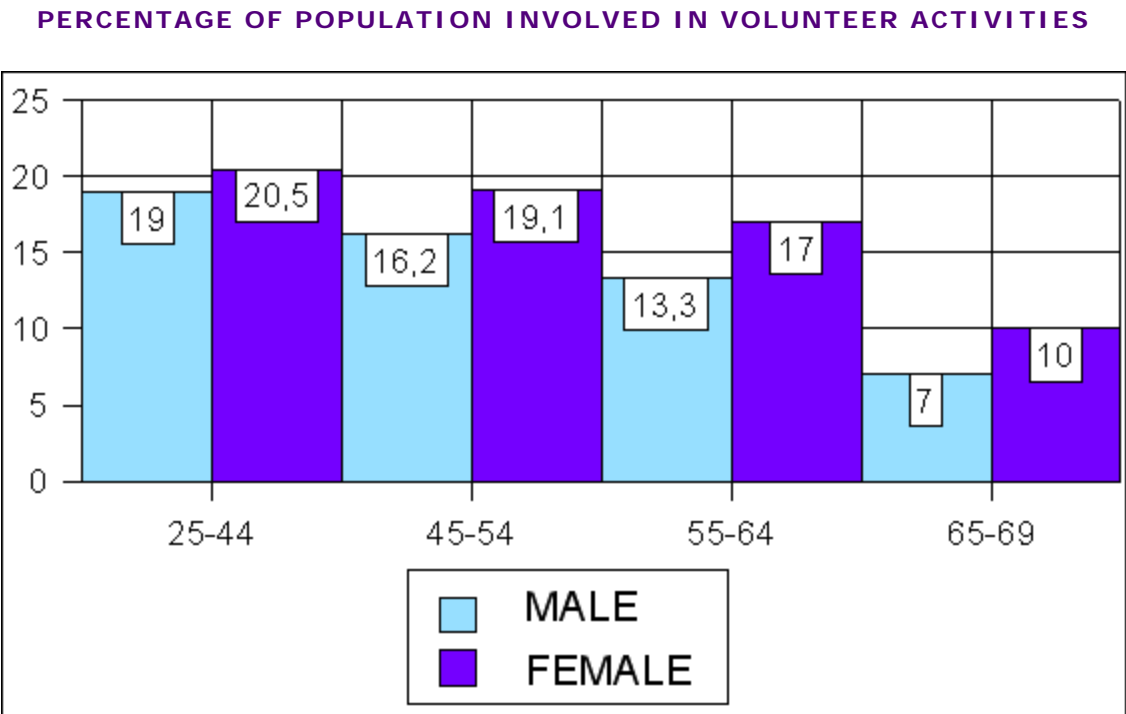
This graph presents data from a Statistics Canada survey on victims of personal crimes. It shows the percentages of individuals in different age groups who were victims of personal crimes.

VICTIMIZATION RATES PER 1000S



Graph 3

This graph presents data from a Statistics Canada survey of volunteer workers. It shows the percentages of males and females in different age groups who were involved in volunteer activities.



Conduct a Survey

Step 1

Group/ Choose, complete survey

Work in a group of three. Each of you should choose a different survey from those on the following pages.

- When you have chosen your survey, make three photocopies of the survey chart.
- Fill out one of the copies for yourself.

SURVEY 1

NEED FOR GOVERNMENT ACTION

How important do you think it is for governments (local/provincial/federal) to take ongoing action in the following areas? Rate each area on a scale of 1-5 (where 1 is not very important and 5 is very important). Total the answers for a final score. If you wish, add other areas to the questionnaire.

IS ACTION NEEDED BY	LOCAL	PROVINCIAL	FEDERAL	TOTAL
Accident prevention on the road	_____	_____	_____	_____
Accident prevention at work	_____	_____	_____	_____
Accident prevention at home	_____	_____	_____	_____
Substance abuse	_____	_____	_____	_____
Child health	_____	_____	_____	_____
Alcohol problems	_____	_____	_____	_____
Injuries from recreational activities	_____	_____	_____	_____
Injuries in professional sports	_____	_____	_____	_____
Mental health	_____	_____	_____	_____
Smoking	_____	_____	_____	_____
Pollution by industry	_____	_____	_____	_____
Air quality	_____	_____	_____	_____
AIDS testing	_____	_____	_____	_____
Blood product safety	_____	_____	_____	_____
Hazardous waste	_____	_____	_____	_____
Add topics of your own				
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

SURVEY 2

DESIRE FOR INFORMATION ON HEALTH-RELATED TOPICS

How interesting would it be to you personally to receive regular, up-to-date, accurate information on the following topics? Rate each topic from 1-5 (where 1 is not very interesting and 5 is very interesting). If you wish, add other topics of your own.

	not interesting		very interesting		
	1	2	3	4	5
Exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High blood pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety in recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tranquillizers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medicinal drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electromagnetic fields –from power lines, electrical appliances, computer screens,...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AIDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hazardous waste disposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other topics of your own					
1. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SURVEY 3

VALUE OF POTENTIAL HEALTH INFORMATION SOURCES

On a scale of 1-5, (where 1 is not very reliable and 5 is very reliable) rate the value of the sources of health information listed below in terms of reliability, availability and accessibility (easily understood by the widest possible audience). Then add the ratings across for a total score.

SOURCE	RELIABILITY	AVAILABILITY	ACCESSIBILITY	TOTAL
Health professionals	_____	_____	_____	_____
School teachers	_____	_____	_____	_____
Government brochures	_____	_____	_____	_____
Community organizations	_____	_____	_____	_____
TV news reports	_____	_____	_____	_____
TV documentaries	_____	_____	_____	_____
TV announcements	_____	_____	_____	_____
TV talk shows	_____	_____	_____	_____
TV drama	_____	_____	_____	_____
Children's TV shows	_____	_____	_____	_____
Radio news reports	_____	_____	_____	_____
Radio announcements	_____	_____	_____	_____
Radio talk shows	_____	_____	_____	_____
Newspaper reports	_____	_____	_____	_____
Newspaper columnists	_____	_____	_____	_____
Family magazines	_____	_____	_____	_____
Sports magazines	_____	_____	_____	_____
News magazines	_____	_____	_____	_____
Package labels	_____	_____	_____	_____
Billboards	_____	_____	_____	_____
Sources of your own:				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## Step 2

Group/ Ask questions, give opinions

Survey each of the other two members of your group. Record their responses on the other two copies of the survey. (If you wish, make extra copies and survey other people who are not in your class.)

## Step 3

Group/Discuss

Now prepare a list of the results from your survey. Use the following methods to decide on the significance of a result:

- **Survey 1**  
Any area given a total score of 7 or more by 50% or more of the class.
- **Survey 2**  
Any topic rated 4 or 5 by 50% or more of the class.
- **Survey 3**  
Any source given a total score of 7 or more by 50% or more of the class.

## Step 4

Class/ Present findings

Share your findings with the class.

## Step 5

Class/ Make notes

Write up the joint results on a flip chart as a source of ideas for the next activity.

## Discuss Your Own Experiences

### Step 1

Group, class / give opinion

1. Meet with a small group or with the whole class.
2. Choose one or more of the following discussion questions and share your ideas and experiences with the group or the class. You may find some of the ideas useful for the final task, where you will develop an action plan for your group.

### Questions for Discussion

1. Breakfast
  - Is breakfast necessary?
  - What makes a good breakfast?
2. Healthy eating
  - What, if any, modifications have you made to the way you eat?
  - Are there particular foods you find valuable?
3. Exercise
  - Do you exercise? How often? When?
  - What kinds of exercise work best? What kinds of exercise are most enjoyable?
4. Quitting smoking
  - How did you do it? How long did it take you to adjust?
  - How easy or difficult was it?
5. Lifestyle
  - Have you made any changes recently? What did you change?
  - Do you notice any benefits?
  - Would you recommend similar changes to other people?
6. Questions of your own?

## Develop Your Action Plans

### Step 2

Group/ Discuss, reach a decision

With your group, decide on an Action Plan for yourselves or the whole class which will improve your health or health awareness over the next several months. Use any of the ideas from the survey or come up with new ideas of your own.

For example, you may decide on one of the following kinds of activities:

- walking or jogging for a specific length of time or a specific distance each day/week/month in order to improve your fitness level;
- playing badminton/volleyball/baseball at noon;
- taking aerobics/tai chi at noon or in the evening;
- bringing or buying fresh fruit snacks instead of coffee and muffins;
- reducing amount eaten at meals to compensate for consolation or binge snacking;
- experimenting with the placement of your office furniture in order to find the best arrangement to minimize eyestrain or noise;

and for the more "dedicated," why not try one of the following:

- maintaining a file of health-related articles from current English-language newspapers and magazines or other sources;
- putting on a series of lunchtime presentations by experts from different organizations and backgrounds;

and, for the "really dedicated", even:

- mounting a campaign for government action on health-related issues.

You may find STRATEGIES 1 and Study 5 useful for your discussions.

STRATEGIES 1

ADVISABILITY AND INADVISABILITY  
SUPPORTING YOUR IDEAS OR POINTS OF VIEW

When you are discussing the advisability or inadvisability of a course of action, you can make your comments carry more weight by backing them up with supporting evidence. For example:

You can describe **possible or probable consequences**:

I don't think lunchtime talks would be a good idea. Some people get annoyed if they can't do their errands at lunch, and they won't come.

You can describe **your own or other people's experiences**:

I wouldn't recommend a whole series of lunchtime talks. We tried them two years ago and no one showed up after the first one.

See Appendix, pages [A-5 to A-8](#) for more expressions for discussing advisability.

STUDY 5

SUGGESTIONS  
HYPOTHETICAL QUESTIONS AND STATEMENTS

One way to make suggestions is to use hypothetical questions. Hypothetical questions use a variety of different structures. Look at the suggestions below. Can you identify the verb form used by each group?

What **if** we **were to collect** any interesting articles we see?

What would the response be **if** we **organized** a regular lunchtime walk?

How (would people feel) about **rearranging** the office furniture till we find the best place for everything?

Another way to suggest is to use *suppose* or *imagine*. Both may mean "consider as a possibility" and, by their nature, suggest something hypothetical.

Suppose we **arrange** for lunchtime speakers. Imagine we **get** professionals.

See the table in Practice 3 on the next page for more information.

### PRACTICE 3: WHAT CAN I DO?

In this activity you will be able to practise using different structures with hypothetical questions.

#### Materials

You will need a pair of six-sided dice and a list of situations.

#### Step 1

Pair/ Create situations

#### Preparation

In pairs, either make copies of the situations provided below or write out up to 11 problem situations of your own. You may use any or all of the 11 given situations, or mix in some or use all of your own. Whatever you decide to do, the total number of situations needed for the practice per pair is 11. Number your situations from **2** to 12. Since there are two dice **there can not be a number 1 situation**.

#### Step 2

Pairs/Suggest

Exchange your situations with another pair. There will be a total of 22 situations.

With another pair, take turns following the procedure outlined below.

#### Procedure

1. Use the following system to choose the structures to use or create a system of your own. Roll 1 die. The number seen will tell you which structure you will have to use.

**If you roll    make one or more hypothetical suggestions using**

- |   |  |
|---|--|
| 1 | simple present   |
| 2 | a gerund   |
| 3 | <b>if +</b> a simple past tense  |
| 4 | subjunctive + an infinitive  |
| 5 | an infinitive + <i>suppose</i> simple present – (in 2 different suggestions) |
| 6 | <i>imagine</i> simple past + a gerund (in 2 different suggestions)           |
2. Now roll both dice. The combined numbers will tell you the situation number. From the list of situations you received from the other pair, your partner will now read out the situation corresponding to the number you have rolled.
  3. Respond to the situation by making appropriate suggestions, using the structure(s) you were assigned in number 1 of the Procedure. Give 1 point each for correct responses for numbers 1 to 4 as rolled on the die and 2 points each for 5 and 6. Alternate teams and make suggestions either for a fixed time period or until all 22 situations have been looked at. The highest combined score for a pair wins.

Use the following table to help you with the grammatical structures you will need to remember.

## MAKING SUGGESTIONS

### HYPOTHETICAL QUESTIONS

Three different verb forms are used to ask hypothetical questions that make suggestions:

Verb Forms	Examples
<b>If + subjunctive BE + infinitive</b>	What <b>if</b> we <b>were to collect</b> any interesting articles we see? What <b>if</b> he <b>were to retire</b> before the intended date?
<b>If + simple past tense</b>	What would the response be <b>if</b> we <b>organized</b> a regular lunchtime walk? <b>If</b> we <b>tried</b> something new, what would the reaction be?
<b>How/What (...) about + gerund</b>	<b>How</b> (would people feel) <b>about rearranging</b> the office furniture till we find the best places for everything? <b>What</b> (do you think) <b>about making</b> a floor plan first?

### HYPOTHETICAL STATEMENTS

Three verb forms are used to make suggestion statements using *suppose* or *imagine*.

Verb Forms	Examples
<b>Simple present</b>	Suppose (that) we <b>arrange</b> for lunchtime activities. Imagine (that) we <b>hire</b> professional speakers.
<b>Simple past tense</b>	(Let's) imagine we <b>tried</b> without her. Suppose we <b>did</b> this together.
<b>Subjunctive BE + infinitive</b>	Suppose we <b>were to throw</b> her a party. Imagine we <b>were to get in</b> a popular local DJ.

### Sample situations

(create 5 situations per pair; 22 are needed in total by the two pairs for the practice)

#### PAIR 1

2. Your new boss, who lives out in the country, has invited you to dinner. You have arrived in the general area, but now realize you have lost the piece of paper with the exact address and phone number. You know the phone number is unlisted. What can you do?
3. Your neighbours asked you to look after their house plants while they were away. One of the plants, a rare orchid, is turning yellow. What can you do?
4. A colleague wants you to leave a filing cabinet unlocked one evening. You keep confidential papers in there. What can you do?
5. Your friend is dating someone you really don't like. What can you do?
6. A fellow student always wants to borrow your homework. What can you do?
7. Your supervisor keeps asking you to take on extra work that you do not have time for. What can you do?

Create at least 5 more situations to make up to number 12. There is no number 1.

#### PAIR 2

1. A colleague from another division keeps asking questions about your division that you don't want to answer. What can you do?
2. A new co-worker has upset the boss without realising it. What can you do?
3. A teenage cousin from Europe wants to visit this summer. You already have four other sets of visitors who have arranged to come. What can you do?
4. The boss has decided to send a colleague to a conference. You think you should go because it is in your field not your colleague's. What can you do?
5. A former colleague keeps hinting you should be looking for another position. You're not sure there is anything to worry about but don't want to suddenly find yourself out of a job. What can you do?
6. You are at a meeting out of town. You have left some important papers on my desk in my office. What can you do?

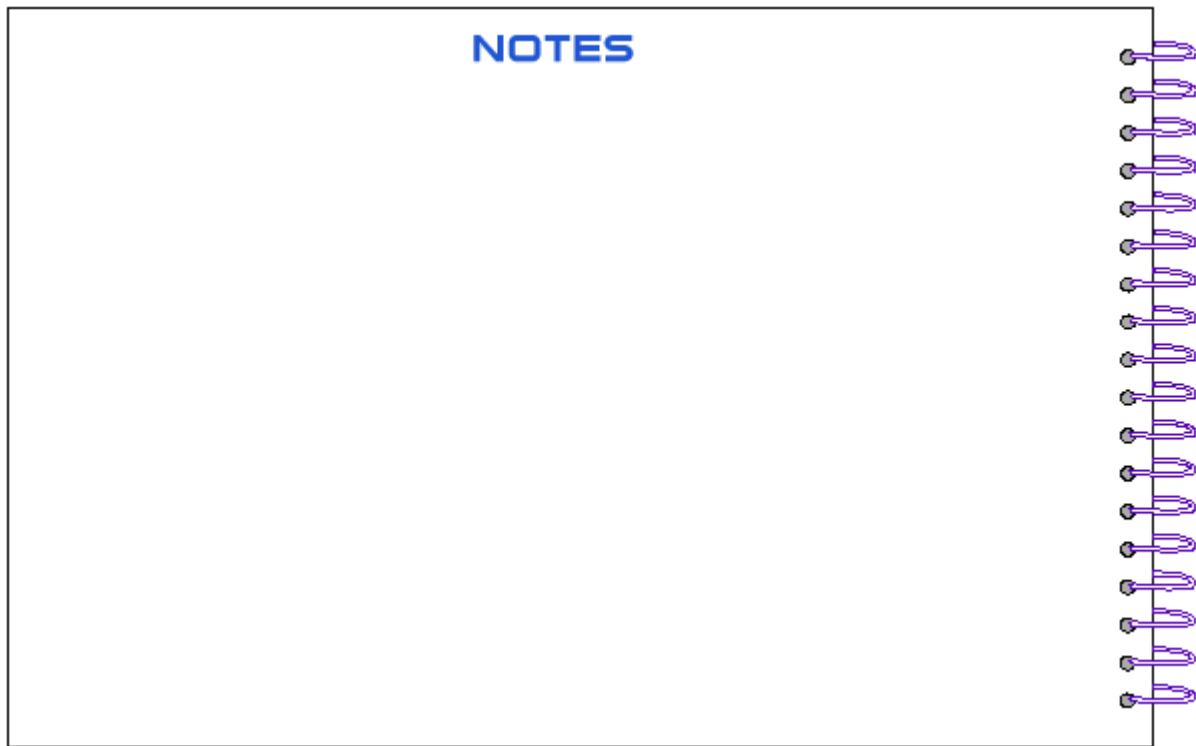
Create at least 5 more situations to make up to number 12. There is no number 1.

### Step 3

Group/ Discuss, make notes, prepare

While working on your Action Plan, specify your overall goal, and any intermediate objectives en route to the goal. Decide who will be responsible for different aspects of your plan, how you will determine if the plan is working, and how you will measure success.

- Make notes so that your group can jointly present your Action Plan to the class in the next activity.
- If you wish, prepare visual support on one flip chart page to accompany your presentation.



## Consolidation

### PRESENT YOUR ACTION PLANS

You will now have an opportunity to share your Action Plans with the other members of your class. When you present your plan, explain the reasons for your choices. You may find Study 6 useful in your presentation.

#### STUDY 6

##### SUPPORTING OPINIONS

Do you remember how to support your opinions? You can give details, examples, and reasons; you can also describe possible or probable results.

Turn to the Appendix, pages [A-37](#) and [A-38](#) for another look at some useful language for supporting your opinions.

#### Step 4

Class/ Describe, explain

When your preparations are complete, take turns presenting each group's Action Plan to the rest of the class.