

Malaria: Teachers' notes and tips

- 1 Pre reading task.
 - a Ask students to find out from their partner if they have any problems sleeping. What kinds of things keep them awake?
 - b Quick feedback, any interesting anecdotes?

Tip: personalise the topic

Students are always more interested in reading an article if they think it has something connected with their lives.

- 2 Ask students to read individually the first reading and to identify
 - a the cause of the insomnia (a mosquito)
 - b the disease (malaria).

Tip: react to the reading

We do this in real-life so encourage it in the classroom. Has any one had a similar experience? What would they do in this situation? Get out of bed or cover their ears with a pillow?

- 3 So what do your students know about malaria? Don't encourage any brainstorming at this stage, it's too big a topic and only one aspect (prevention) is covered here. Just ask open class how many people they think die from the disease each year, and if there is a cure for it. Don't tell them the answers. Depending on their level, introduce any vocabulary at this stage you might think your students will have difficulties with.

Tip: keep the interest going

Use your students' personal knowledge, and encourage guessing, to make the students want to know more.

- 4 Students do the gap-fill for the first part of the second reading. Get them to do it in pairs and discuss together what the missing words might be eg a place, a number, an adjective? (Fold the worksheet as indicated).

1	tropics	8	Brazil
2	300 million	9	Vietnam
3	1 - 2	10	preventable
4	90	11	vaccine
5	Africa	12	parasite
6	children	13	vaccine
7	Pregnant		

Tip: use the task for aiding not testing comprehension

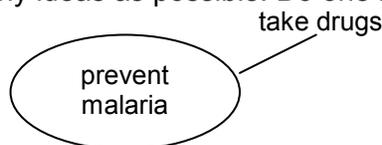
Don't just use gap-fills just for testing grammar or vocabulary, use them to make students think more about the subject. Encourage students to identify the type of word missing and then guess, they don't have to be right. Always do an example first.

5 Depending on their level you could write the answers randomly on the board for them to choose from. Or let them have a try first before doing this.

Tip: think about less teacher- centred feedback

Do you want to give them the answers? Have the answers as above on an OHT? Or perhaps the whole paragraph re written on an OHT to self-correct?

6 Pre reading task. Now the brainstorming: the text says malaria is both curable and preventable so what ways are there to stop getting the disease? In groups of three students come up with as many ideas as possible. Do one idea on the board first:



7 Once the students have started to run out of ideas ask them to come up and take it in turns to put their ideas onto the board.

8 Now the students are ready to read the second part of the second reading (which they shouldn't have peeped at!). Ask them to read quickly and see if their ideas are mentioned in the text.

Tip: encourage different reading skills

Put a realistic time limit when you want them to read quickly for gist. Tell them they will have an opportunity to read it again in more detail.

Tip: always give a reason for reading

How many of their ideas were the same? In real life we read either for pleasure or information so try to include these reasons in the classroom too.

9 reading for detail: students identify the pros and cons of each method. Do the first one as an example:

method	advantages	disadvantages
bednets	<ul style="list-style-type: none"> ▪ reduces child mortality 	<ul style="list-style-type: none"> ▪ need to be retreated every 6 months

10 speaking: students decide which are the two most effective methods.

Tip: link the reading to a speaking activity

There have already been some speaking tasks but try and add something they can discuss having read the article. This is just one suggestion, can there be a role-play here?

11 writing activity: use the information to reply to a 'problem page' letter.

Tip: link the reading to a writing activity

Try and make the writing activity one which mirrors real life. A guidance pamphlet to new comers to Africa? Letter of advice to a problem page?

Dear Marj

My daughter Sheila has recently said that she is going to Kenya for a few months on a safari holiday. I know she will have a wonderful time but I am concerned about the risk of getting malaria. What advice can I give her before she goes so that she not only has a good holiday, but a safe one too?

Yours worriedly,

Jean Smith (Mrs)

Elicit forms for suggestions: *If I were you, she should, try doing sth...* students then use the advice from the reading, and their own ideas, to reply to Mrs Smith. Or perhaps this could be a speaking activity: Sheila Smith at the doctor and asking for advice before she goes?