

Digital doctors are going global

Title of the lesson: Digital doctors are going global

Level: Intermediate (B1–B2)

Time: Approximately 90 minutes

Business topic: Health and healthcare; technology for process improvement; artificial intelligence and advanced technology

Overview: This article discusses how a digital health business is using artificial intelligence to deliver an online medical service to patients in Rwanda and considers whether it is an advanced technological tool or basic functionality with limited scope.

1. Warmer

- a. Put the students in pairs to discuss the questions. Advise the students to consider the differences between the capabilities of humans and technology and how this affects what each can do in job roles. Ask for feedback from the class and make a list of the different suggestions. Ask the students to review the answers and identify common themes.

2. Key words

- a. Students read the definitions and look for the words and phrases in the text. Remind them to use the paragraph number as a reference.

Key:

- | | |
|-----------------------------------|-----------------------|
| 1. <i>capabilities</i> | 7. <i>remote</i> |
| 2. <i>artificial intelligence</i> | 8. <i>adjust</i> |
| 3. <i>constraints</i> | 9. <i>accuracy</i> |
| 4. <i>healthcare</i> | 10. <i>rival</i> |
| 5. <i>prevention</i> | 11. <i>vulnerable</i> |
| 6. <i>chatbot</i> | |

3. Understanding the article

- a. Students decide if the statements are true or false. Encourage them to correct the false statements.

Key:

1. False. Babylon is a digital health group based in the UK that has been using technology to improve medical services in Rwanda.
2. False. Digital tools can be more affordable and efficient, but critics are concerned about them.
3. True
4. True
5. True
6. True
7. False. A review by the University of Sheffield found that software that allows patients to check their symptoms is usually used by young people who are more educated.
8. False. Few people in Rwanda own advanced mobile phones, so they often use BabyI's basic functions. / Most people in Rwanda own basic/ simple mobile phones, so they often use BabyI's basic functions.
9. True
10. True

4. Business Language – Compound nouns

- a. Explain that students will be completing the sentences with the words in the word pool.

Key:

1. *smartphone*
2. *healthcare*
3. *chatbot*
4. *health insurance*
5. *telemedicine*

- b. Ask students to use the new vocabulary to write sentences about their own work or life. Have them work in pairs and compare their answers. Put the most interesting ones on the board.

- c. As a class, brainstorm other compound nouns with the same first words as those in the exercise. Some examples are: telemarketing, telemarketer, teleport, health check, health centre, chatroom, chat show, smartwatch. Explain to students that there are permanent and temporary compound nouns. The first you can find in the dictionary because they have been used for a long time and are common. This is also how you can look up the spelling and determine if the compound noun is spelled separately, together, or with a hyphen. For some compound nouns, two different ways of spelling can be correct. This can be especially true for temporary or new compound nouns. There are many new and temporary compound nouns in tech and business because they are commonly made up to name new inventions, uses or phenomena.

5. Business Language – prepositional phrases and phrasal verbs

- a. Ask students to match the prepositional phrases and phrasal verbs with the correct definitions.

Key:

1. d
2. e
3. f
4. a
5. b
6. g
7. c

- b. Now ask students to match the phrases with their synonyms.

Key:

1. under the name
2. in years to come
3. keeping healthy
4. cut costs
5. take out
6. call back
7. over the coming [time]

6. Discussion questions

- a. Put the students into pairs to discuss the questions. Circulate and monitor each group's progress, encouraging discussion when necessary. Once all groups have completed the questions, ask for feedback from the class, selecting a different student to answer each question. Encourage further discussion and ask the class: Do you think intelligent machines could ever take over the roles of nurses and doctors in hospitals? There are lots of machines used in hospitals to carry out complex tasks - can you describe any of these machines?

7. Wider business theme – adapting technology

- a. Assign the same pairs the roles of **A** and **B** and explain that they will be doing a role play. Ask the students to read the role descriptions. If necessary, encourage hesitant pairs with questions: *How might this software be better than other products on the market? What would the software need to be able to do to communicate with patients well?* Once the students have completed the role plays, ask those playing **B** if they think the software would be worth investing in and why. Provide further discussion and ask the class if they think that this kind of software would be a good therapy tool for the general public. Who is likely to benefit most from software like this and why? How could it benefit people while we fight the virus?