

IELTS Academic Reading Task Type 11 (Short Answer Questions) Activity – teacher's notes

Description

An activity using a Reading paper text which explains how to answer task type 11 short answer questions.

Time required: 20 minutes

Additional materials required:

- any sample Academic Reading paper with short answer questions can also be used instead of the worksheet or to repeat the activity.

Aims:

- to introduce task type 11 short answer questions
- practise a technique for answering them, including scanning, skimming and selecting the appropriate words from the text for the answer.

Procedure

1. Explain to students that they are going to practise short answer questions which may appear anywhere on the IELTS Academic Reading paper.
2. Remind students to always read the instructions carefully, especially the number of words the candidates are asked to write.
3. Explain to students that the procedure for answering this type of question is to identify the key words in the question and then scan the text for the corresponding section. As the answers will usually be located in text order, they can move through the passage without too much repetition. They then skim the corresponding section to find the correct answer. Occasionally the answers will not all be in text order, so students should be encouraged to skim read around the relevant section of the text if they don't find the answer quickly, and to keep the other questions in mind at all times. If students are new to this task, consider doing the first question on the worksheet together.
4. Give out the student's worksheet or Reading paper. Students work through it individually and then check in pairs. It may be useful to set a time limit (c.5 minutes).
5. Check answers with the class by asking for volunteers to share each of their answers and explain where they found them. Elicit corrections as necessary.
6. Repeat with a sample Academic Reading paper if possible.

Additional information

Ensure students have only chosen 3 one-word answers out of the possible list of answers in Q2. The answer to Q3 appears before the answer to Q2 in this sample. Usually the answers will be in text order, although sometimes they are in slightly, but never totally, different order.

IELTS Academic Reading Task Type 11 (Short Answer Questions) Activity– answer keys

Key to Classroom Activity

1. In which year did the World Health Organisation define health in terms of mental, physical and social well-being?

Answer in Paragraph C - 1946

2. Name the three broad areas which relate to people's health, according to the socio-ecological view of health.

Answer in Paragraph E – social, economic, environmental

3. During which decade were lifestyle risks seen as the major contributors to poor health?

Answer in Paragraph D – 1970's

IELTS Academic Reading Task Type 11 (Short Answer Questions) Activity – Student's Worksheet

1. What are the key words in the questions below? Underline them and compare with a partner.

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

Write your answers in boxes 1-3 on your answer sheet.

1. In which year did the World Health Organisation define health in terms of mental, physical and social well-being?
 2. Name the three broad areas which relate to people's health, according to the socio-ecological view of health.
 3. During which decade were lifestyle risks seen as the major contributors to poor health?
2. Scan the accompanying text as quickly as possible to find your key words for each question. Write down the corresponding paragraph number next to each question. Compare with a partner.
 3. Re-read the first question and skim only the corresponding paragraph for it. Write down your answer. Be sure to answer in no more than 3 words.
 4. Repeat for the rest of the questions. When you have finished, compare with a partner.

Changing our Understanding of Health

A

The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that "health is a complete state of physical, mental and social well-being and is not merely the absence of disease" (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E

During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

"The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements."

(WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of "enabling people to increase control over and to improve their health" (WHO, 1986).