

The male menopause: genuine condition or moneymaking myth?

Level 3: Advanced – Teacher’s notes

Article summary: The article debunks male menopause as a clinical condition

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Modal verbs (*may, might*) for possibility and probability

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students to think about health issues and concerns. Although menopause happens for all women, some factors may change based on genetics, e.g., age and type of symptoms. However, the idiom is a springboard to talk about general wellness and how we might change how we care for ourselves as we age.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. *Downstream* can also be used in the context of nature, e.g., “*The raft floated five kilometres downstream.*” You may also wish to note that the opposite of an *acute* condition is a *chronic* one, i.e., something that continues repeatedly over a long period.

Key:

- | | |
|------------------------------|------------------------|
| 1. <i>menopause</i> | 10. <i>estrogen</i> |
| 2. <i>clinical condition</i> | 11. <i>occurrence</i> |
| 3. <i>libido</i> | 12. <i>onset</i> |
| 4. <i>mood swing</i> | 13. <i>exclusively</i> |
| 5. <i>endocrinology</i> | 14. <i>charlatan</i> |
| 6. <i>acute</i> | 15. <i>underlying</i> |
| 7. <i>physiology</i> | 16. <i>downstream</i> |
| 8. <i>testosterone</i> | 17. <i>predisposed</i> |
| 9. <i>precipitous</i> | |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|-----------------------|-------------------------|
| 1. <i>acute</i> | 7. <i>onset</i> |
| 2. <i>mood swings</i> | 8. <i>charlatan</i> |
| 3. <i>occurrence</i> | 9. <i>menopause</i> |
| 4. <i>exclusively</i> | 10. <i>physiology</i> |
| 5. <i>underlying</i> | 11. <i>estrogen</i> |
| 6. <i>predispose</i> | 12. <i>testosterone</i> |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, ‘*Some HR managers at NHS trusts suggested that staff could receive up to a year of sick pay if they experience symptoms of male menopause*’ or similar.

Key (suggested answers):

1. *that staff could receive up to a year of sick pay if they experience symptoms*
2. *that male menopause is not a clinical condition and that they do not have a national policy of leave for it*
3. *features such as depression, loss of libido, and mood swings in men in their late 40s to early 50s*
4. *No. They call it “an unhelpful term sometimes used in the media”.*
5. *Menopause represents symptoms that happen because of changes to a woman’s hormones when her reserve of eggs is gone, which usually occurs around 50 years of age.*
6. *There is a 100% occurrence of menopause in women.*
7. *late onset hypogonadism (LOH)*
8. *an underlying health problem such as stress, depression, heart problems or poor diet*
9. *lifestyle change, weight loss, improve general health*
10. *because companies are trying to make money by selling testosterone-related products to men*

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4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Remind students that 'possibility' means something can happen, but 'probability' expresses how likely it is that thing will or won't happen. The sentences are all used in the article. As an extension activity, you could ask students to go back to the text and find where they appear.

Key:

1. *possibility*
2. *possibility*
3. *probability*
4. *possibility*

- b. Allow the class to try out the modals *may* and *might* for possibility and probability on their own. Monitor and assist students as you walk around the class. Allow time for feedback so students can share some of the sentences they have written. As an extension, have students guess whether their classmates' sentences use the modals for possibility or probability.

6. In your own words

- a. Ask students to research menopause in women.
- b. Students could then present their reports to the class. Encourage students to share the information they have gathered and their opinions about the issue. Encourage students to use some of the given phrases in their presentations when stating facts and their opinions.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.